English Policy

Policy produced by school

Adopted by Governors FGB-Academic year 2026/27 updated 24.10.24
Review date- As changes are made

Intent of our curriculum

Curriculum design

We know that language and literacy are fundamental to the overall development of our children and their access to the curriculum.

We aim to deliver quality teaching of basic and higher order reading, writing, speaking and listening skills to enable our children to become confident and successful in their literacy.

We want children to be able to talk about what they have learned in a knowledgeable and articulate way, using their 'public voice'.

We use a variety of teaching and learning styles to teach literacy skills. We aim to develop children's ability to listen, speak, read and write for a wide range of purposes, including the communication of their ideas, views and feelings. We do this through daily lessons in which children experience whole-class reading or writing activities, guided group or independent activities, and whole-class sessions to review and assess progress and learning.

In all classes, children have a wide range of abilities, and we seek to provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies. In some lessons, we do it through differentiated group work, while in others we ask children to work from the same starting point before moving on to develop their own ideas. We use support staff to support some children and to enable work to be matched to the needs of individuals.

We aim

- to encourage children to listen with concentration, in order to identify the main points of what they have heard.
- to show children how to adapt their speech to a wide range of circumstances and demands.
- to teach children effective communication, both verbal and non-verbal, through a variety of drama activities.
- for pupils to understand the sound and spelling system and use this to read and spell accurately
- for pupils to be able to read and write with confidence, fluency and understanding, enabling children to communicate effectively.
- for pupils to know, understand and be able to write in a range of genres in fiction, non-fiction and poetry
- for pupils to be interested in books, read with enjoyment, and evaluate and justify their preferences.
- for pupils to develop fluent and legible handwriting.

Implementation of our curriculum

Teaching oracy skills

The promotion of good oracy skills is a priority for our children. In order to have agency in the world they need to develop a 'public voice'

We want our children to be able to talk about what they have learned in a knowledgeable and articulate way, using their 'public voice'.

We promote the development of good oracy skills in our pupils through explicitly teaching children the difference between 'personal voice' and 'public voice'.

Personal voice- the voice that we use to speak to people who know us well, like our friends and family. These people have heard us speak many times; they understand us easily.

Public voice- the voice that we use to speak in front of an audience. When we use our 'public voice', we think about our oracy skills to make sure that people can hear us and understand what we are saying.

Public voice steps to success:

- Speak clearly
- Speak loudly
- Speak slowly
- Look at the audience
- Stand/sit up straight

Strategies to teach reading skills

Reception and KS1

- Children take part in **daily Phonics lessons**. Teachers regularly assess children and group them according to attainment (using Read Write Inc. assessments). Children are taught phonic sounds and read phonic-based books at the appropriate level of difficulty.

- Children take part in **daily Reading Practice lessons**, using phonic-based books *(Read Write Inc. guided reading books),* with an adult leading each group.

- Children are taught reading skills and exposed to a variety of different text types as part of daily **English lessons**.

- All classes have daily '**Story Time**' sessions where the teacher reads a story aloud to the class, modelling reading with expression and enjoyment, helping to foster a love of reading. Children are exposed to a wide range of genres and authors, which helps further develop comprehension skills through exposure to rich language and vocabulary. It also helps children to develop their own reading preferences.

- Selected children working below expected standards for reading take part in 1:1 reading session using the 10 minutes a day reading programme.

Year 2 children who are proficient at phonics (completed Grey level of phonic-based books)

Children have only completed our phonics programme once they have read all Grey level phonic-based books.

Reading all the Grey level phonic-based books helps children to develop fluency, as it allows them to practise decoding challenging words that contain Set 3 graphemes. (***See Reception and KS1 progression in reading).*** Repeated practise ensures that this phonic knowledge enters long term memory and this allows children to apply this knowledge to unseen texts.

Strategies to teach reading-Y2

- In order to continue to develop fluency, following completing all of the Grey level **phonic-based books,** children move onto reading 'Silver' colour-banded guided reading books **(PM Benchmark levels**).

- Children continue reading colour-banded guided reading books until they have become fluent readers (Silver>Emerald>Ruby> Sapphire). Teachers use **PM Benchmark Tool Kits** to assess reading levels.

- Children take part in **daily Reading Practice lessons** using colour-banded guided reading books (Silver, Emerald, Ruby, Sapphire levels only)- *See end of year expected standards for reading.*

- Once children have completed **Phonics lessons using phonic-based books up to the end of Grey level**, they further develop their fluency and comprehension skills using **Read Write Inc. Comprehension** resources.

Y2 Summer Term Pupil Progress Checkpoint

During the Summer Term Pupil Progress Checkpoint meeting, senior leaders discuss with Y2 teachers the pupils that are proficient at phonics (Expected Standard in reading).

In Y3, all pupils that met the expected standard for reading at the end of Y2 continue to take home colour-banded books until they have shown that they are fluent at reading and comprehending Sapphire level colour-banded books. Teachers assess this using the **PM Benchmark Toolkit**.

Once children have demonstrated fluency at reading and comprehending Sapphire level books, they move onto selecting **chapter books from the class library** under the guidance of a teacher.

Children who have met expected standard for reading by the end of Year 2

During the Y2 Summer Term Pupil Progress Checkpoint meeting, Y2 teachers and senior leaders discuss those pupils who are not yet proficient at phonics.

Options for those pupils not yet proficient at phonics:

1. In Y3, Children continue to read **phonic-based books** (Read, Write Inc, story books and guided reading books) as part of their home reading until they have completed all books up to the end of Grey level. **These pupils still take part in whole class KS2 Reading lessons.**

OR

2. In Y3, children continue to take part in **phonics lessons as an intervention** with the teaching assistant during KS2 Reading lessons. Children take home the phonic-based books (Read, Write Inc. books) that they have read within their intervention. (These children are likely to be working Below Expected Standard and have Special Educational Needs)

KS2

- In KS2, children take part in whole class **KS2 Reading** lessons every day with a focus on developing more complex comprehension skills and further developing reading fluency.

- Children are taught reading skills and exposed to a variety of different text types as part of daily **English lessons**.

- All classes have daily '**Story Time**' sessions where the teacher reads a story aloud to the class, modelling reading with expression and enjoyment, helping to foster a love of reading. Children are exposed to a wide range of genres and authors, which helps to further develop their own reading preferences.

- Children continue reading colour-banded books as home readers until they have become fluent readers (Silver>Emerald>Ruby> Sapphire). Teachers use **PM Benchmark Tool Kits** to assess reading levels.

- Fluent readers select appropriate reading material from the class library under the guidance of a teacher. Teachers use '***Reading assessment statements'*** for their year group to assess reading levels.

Reading resources

KS1

- Read Write Inc. Storybooks (***See Reception and KS1 progression in reading***)
- Read Write Inc. Storybook book bag books- these are paper copies of the storybooks read in phonics lessons. (***See Reception and KS1 progression in reading***)
- Read Write Inc. Guided Reading books (***See Reception and KS1 progression in reading***)
- Colour-banded guided reading books (Silver, Emerald, Ruby, Sapphire **(*see end of year expected standards for reading YR-Y6*)**
- Read Write Inc Comprehension Resources (for Y2 children who have completed phonic-based books up to the end of 'grey')
- Sharing books in class libraries (a range of fiction and non-fiction texts)

KS2

- KS2 Reading lesson texts.
- Read Write Inc. Storybooks (*for children who have not completed phonic-based books up to the end of Grey level- **see Reception and KS1 progression in reading**)*
- Read Write Inc. Storybook book bag books (*for children who have not completed phonic-based books up to the end of Grey level- **see Reception and KS1 progression in reading**)*
- Colour-banded home reader books (Silver, Emerald, Ruby, Sapphire (***see end of year expected standards for reading YR-Y6*)**
- Chapter books in class libraries
- Sharing books in class libraries (a range of fiction and non-fiction texts)
- KS2 decodable books (for KS2 SEN pupils working at phonics-book reading levels, where the SENDCo decides these books would be more appropriate. KS2 decodable books are kept in AHT/SENDCo's office)

Teaching reading through phonics

We use **daily Phonics lessons** and **phonic-based books** as the tool to help children become fluent readers. **Phonics lessons** teach children to read accurately and fluently with good comprehension.

- Throughout phonics lessons, children learn the English alphabetic code: the 150+ graphemes that represent 44 speech sounds.
- Children learn the English alphabetic code: first they learn one way to read the 40+ sounds and blend these sounds into words, then learn to read the same sounds with alternative graphemes.
- They experience success from the very beginning. Phonics books are closely matched to children's increasing knowledge of phonics and 'tricky' words and, as children re-read the stories, their fluency increases.
- Children are helped to read with a storyteller's voice through adult modelling of reading.
- Ongoing assessment means that groups are adjusted to ensure the best progress for each child.

Teaching phonics (Reception, Y1, Y2)

In order to become fluent readers, Reception children, Year 1 and Year 2 all take part in daily **Phonics lessons**. Children are grouped according to attainment and each group is taught by an adult. Each child reads books that match their phonic knowledge. Ongoing assessment means that groups are constantly adjusted to ensure the best progress for each child.

Phonics assessment

Reception

- At the start of the Autumn term, Reception children complete 4 weeks of **'speed sounds' phonics lessons** as a whole class.
- Before these lessons start, children are assessed by the English leader or class teacher using the *RWI Entry Assessment.*
- At week five, the children are re-assessed using *RWI Assessment 1* and grouped according to attainment.
- Once children are assigned groups, they are taught phonics lessons using phonic-based books within these groups.
- Children are re-assessed at every half term *(using RW1 Assessment 1, 2, 3)* and re-grouped as necessary.

Y1-Y2 children

- During the first week of the Autumn Term, all children are assessed by the English Leader or class teacher using *Assessment 1*.
- Children are taught *Speed Sounds lessons* as a whole class during this week before being grouped according to their ability following assessment.
- Children are assessed, and regrouped if necessary, every half term *(using Assessment 1, 2 and 3).*

Phonics lessons

After children have been grouped (using RWI assessments), teachers use the ***Phonics Weekly Structure document*** to teach **daily 45-minute phonics lessons.**

Phonics lessons are focused on the teaching and reviewing of sounds and the application of phonic knowledge to phonic-based books. Every week children are provided with a phonic-based book, which matches the sounds that they have been taught. Children read each storybook at least 3 times. On the first read, children focus on accurate word reading; the second, on developing fluency; and the third, comprehension. Fluency and comprehension increase with each repeated reading.

All **Phonics lessons** are comprised of the following elements:

- **Daily Speed Sounds** - children are taught and review phonics sounds. Sounds are taught in sets- Set 1, Set 2 and Set 3.

- **Story Green Words-** all **phonic-based** storybooks contain decodable Story Green words. These are taught/read in advance of reading the story.

- **Speedy Green Words**- **high frequency words**. These words are always taught first by sound-blending. Children then practise reading the words at speed so they can read the stories without sounding out each word.

- **Red words**- common words with a low-frequency grapheme e.g. s*ai*d: the sound 'e' is written with the grapheme 'ai'.

- **Fred Fingers-** children say the sounds as they press the sounds onto their fingers.

- **Fred in your head -** children say the sounds in their head.

- **Fred Talk-** Fred (the teacher) says the sounds and the children say the word.

- **Partner practice**- to help children read the Speedy Green Words and Red Words without using Fred Talk.

- **Ditty/Story introduction**- read by the teacher. The introduction draws the children into the story, explains the plot and provides background knowledge to help children comprehend the story.

- **First read-children-** children focus on reading the words rather than thinking about the story. Children point to the words as they read.

- **Read Aloud-Teacher**- teacher models reading with fluency and expression.

- **Jump in-** Children follow the text with their finger as the teacher reads aloud. Children 'jump in' and say the word when the teacher hesitates.

- **Second read- children**- children read the story more speedily, without using Fred Talk.

- **Third/fourth read-children-** children read the story with intonation that shows their understanding of the story. Children no longer point to the words as this prevents them from reading with fluency.

- **Questions to talk about-** children find answers to questions in the story, demonstrating comprehension of the text.

- **Questions to read and answer-** written in words that the children can decode. They require children to choose the correct answer, complete a sentence or discuss.

- **Complete a sentence-** children use their sounds to write missing words in a sentence

- **Hold a sentence-** children 'hold' a sentence in their heads before writing it with correct spelling and punctuation.

- **Build a sentence**- children compose a sentence orally

- **Handwriting practice-** children are taught handwriting in three stages using *Read Write Inc. handwriting guidance.*

What happens when children have read all phonic-based books (up to the end of Grey level?

- Once children are proficient at phonics (read all phonic-based books up to the end of Grey level), they are taught comprehension skills using **Read Write Inc. Comprehension** resources.

Phonics Lesson Weekly Structure

Red Ditty Book Weekly Structure

Monday	Tuesday	Wednesday	Thursday	Friday
• **Daily Speed Sounds Lesson** 1. *Teach/review one Set 1 speed sound* 2. *Review Set 1 speed sounds* • Story green words • Speedy green Words • Red word cards • Partner Practice • Ditty Introduction • **First Read- children** • Read Aloud- Teacher • Jump in • Second Read- Children • Questions to Talk About • Complete a Sentence • Hold a Sentence	• **Daily Speed Sounds Lesson** 1. *Teach/review one Set 1 speed sound* 2. *Review Set 1 speed sounds* • Story green words • Speedy green Words • Red word cards • Partner Practice • Ditty Introduction • **First Read- children** • Read Aloud- Teacher • Jump in • Second Read- Children • Questions to Talk About • Complete a Sentence • Hold a Sentence	• **Daily Speed Sounds Lesson** 1. *Teach/review one Set 1 speed sound* 2. *Review Set 1 speed sounds* • Story green words • Speedy green Words • Red word cards • Partner Practice • Ditty Introduction • **First Read- children** • Read Aloud- Teacher • Jump in • Second Read- Children • Questions to Talk About • Complete a Sentence • Hold a Sentence	• **Daily Speed Sounds Lesson** 1. *Teach/review one Set 1 speed sound* 2. *Review Set 1 speed sounds* • **Handwriting**- follow the lesson plan for Stage 1 handwriting- *see RWI Handwriting file* Children to complete the handwriting in their Red Ditty Books. Handwriting books to be used for further handwriting practice if necessary	• **Daily Speed Sounds Lesson** 1. *Teach/review one Set 1 speed sound* 2. *Review Set 1 speed sounds* • **Handwriting**- follow the lesson plan for Stage 1 handwriting- *see RWI Handwriting file* Children to complete the handwriting in their Red Ditty Books. Handwriting books to be used for further handwriting practice if necessary

Green Storybook Weekly Structure

Monday	Tuesday	Wednesday	Thursday	Friday
• Daily Speed Sounds Lesson 1. *Teach/review one Set 2 speed sound* 2. *Review Set 1 speed sounds, in particular any digraphs, and Set 2 Speed Sounds taught so far* • Speed sounds from the storybook • Story green words • Speedy green words • Red word cards • Partner practice- Speed sounds, Story Green words and red words • Story introduction • **First Read-** children read story in partners • Read Aloud-Teacher	• Daily Speed Sounds Lesson 1. *Teach/review one Set 2 speed sound* 2. *Review Set 1 speed sounds, in particular any digraphs, and Set 2 Speed Sounds taught so far* • Speedy green words • Red word cards • Partner practice- Speedy green words and red words • Jump in • **Second Read-** children read story in partners • Hold a sentence 1	• Daily Speed Sounds Lesson 1. *Teach/review one Set 2 speed sound* 2. *Review Set 1 speed sounds, in particular any digraphs, and Set 2 Speed Sounds taught so far* • Speedy green words • Red word cards • Partner practice- Speedy green words and red words • **Third Read-** children read story in partners • Hold a sentence 2 • Build a sentence- Orally- children will not be writing these sentences.	• Daily Speed Sounds Lesson 1. *Teach/review one Set 2 speed sound* 2. *Review Set 1 speed sounds, in particular any digraphs, and Set 2 Speed Sounds taught so far* • **Fourth Read-** children read story in partners • Questions to talk about • **Handwriting**- follow the lesson plan for Stage 1 handwriting- *see RWI Handwriting file* *Children to complete handwriting in their handwriting books*	• Daily Speed Sounds Lesson 1. *Teach/review one Set 2 speed sound* 2. *Review Set 1 speed sounds, in particular any digraphs, and Set 2 Speed Sounds taught so far* • Proofread • **Handwriting**- follow the lesson plan for Stage 1 handwriting- *see RWI Handwriting file* *Children to complete handwriting in their handwriting books*

Purple Storybook Weekly Structure

Monday	Tuesday	Wednesday	Thursday	Friday
• **Daily Speed Sounds Lesson** 1. *Teach/review one Set 2 speed sound* 2. *Review Set 1 speed sounds, in particular any digraphs, and Set 2 Speed Sounds taught so far* • Speed sounds from the storybook • Story green words • Speedy green words • Red word cards • Partner practice- Speed sounds, Story Green words and red words • Story introduction • **First Read**-children read story in partners • Read Aloud-Teacher	• **Daily Speed Sounds Lesson** 1. *Teach/review one Set 2 speed sound* 2. *Review Set 1 speed sounds, in particular any digraphs, and Set 2 Speed Sounds taught so far* • Speedy green words • Red word cards • Partner practice- Speedy green words and red words • Jump in • **Second Read**- children read story in partners • Hold a sentence 1	• **Daily Speed Sounds Lesson** 1. *Teach/review one Set 2 speed sound* 2. *Review Set 1 speed sounds, in particular any digraphs, and Set 2 Speed Sounds taught so far* • Speedy green words • Red word cards • Partner practice- Speedy green words and red words • **Third Read**-children read story in partners • Hold a sentence 2 • Build a sentence- Orally- children will not be writing these sentences.	• **Daily Speed Sounds Lesson** 1. *Teach/review one Set 2 speed sound* 2. *Review Set 1 speed sounds, in particular any digraphs, and Set 2 Speed Sounds taught so far* • **Fourth Read**-children read story in partners • Questions to talk about • **Handwriting**- follow the lesson plan for Stage 1 handwriting- *see RWI Handwriting file* *Children to complete handwriting in their handwriting books*	• **Daily Speed Sounds Lesson** 1. *Teach/review one Set 2 speed sound* 2. *Review Set 1 speed sounds, in particular any digraphs, and Set 2 Speed Sounds taught so far* • Proofread • **Handwriting**- follow the lesson plan for Stage 1 handwriting- *see RWI Handwriting file* *Children to complete handwriting in their handwriting books*

Pink Storybook Weekly Structure

Monday	Tuesday	Wednesday	Thursday	Friday
• **Daily Speed Sounds Lesson** 1. *Teach/review one Set 2 speed sound* 2. *Review Set 1 speed sounds, in particular any digraphs, and Set 2 Speed Sounds taught so far* • Speed sounds from the storybook • Story green words • Speedy green words • Red word cards • Partner practice- Speed sounds, Story Green words and red words • Story introduction • **First Read**-children read story in partners • Read Aloud-Teacher	• **Daily Speed Sounds Lesson** 1. *Teach/review one Set 2 speed sound* 2. *Review Set 1 speed sounds, in particular any digraphs, and Set 2 Speed Sounds taught so far* • Speedy green words • Red word cards • Partner practice- Speedy green words and red words • Jump in • **Second Read**- children read story in partners • Hold a sentence 1	• **Daily Speed Sounds Lesson** 1. *Teach/review one Set 2 speed sound* 2. *Review Set 1 speed sounds, in particular any digraphs, and Set 2 Speed Sounds taught so far* • Speedy green words • Red word cards • Partner practice- Speedy green words and red words • **Third Read**-children read story in partners • Hold a sentence 2 • Build a sentence- Orally- children will not be writing these sentences.	• **Daily Speed Sounds Lesson** 1. *Teach/review one Set 2 speed sound* 2. *Review Set 1 speed sounds, in particular any digraphs, and Set 2 Speed Sounds taught so far* • **Fourth Read**-children read story in partners • Questions to talk about • **Handwriting-** follow the lesson plan for Stage 1 handwriting- *see RWI Handwriting file* *Children to complete handwriting in their handwriting books*	• **Daily Speed Sounds Lesson** 1. *Teach/review one Set 2 speed sound* 2. *Review Set 1 speed sounds, in particular any digraphs, and Set 2 Speed Sounds taught so far* • Proofread • **Handwriting-** follow the lesson plan for Stage 1 handwriting- *see RWI Handwriting file* *Children to complete handwriting in their handwriting books*

Orange Storybook Weekly Structure

Monday	Tuesday	Wednesday	Thursday	Friday
• **Daily Speed Sounds Lesson** 1. *Teach/review one Set 3 speed sound* 2. *Review Set 2 speed sounds, in particular any digraphs, and Set 3 Speed Sounds taught so far* • Speed sounds from the storybook • Story green words • Speedy green words • Red word cards • Partner practice- Speed sounds, Story Green words and red words • Story introduction • **First Read**-children read story in partners • Read Aloud-Teacher	• **Daily Speed Sounds Lesson** 1. *Teach/review one Set 3 speed sound* 2. *Review Set 2 speed sounds, in particular any digraphs, and Set 3 Speed Sounds taught so far* • Speedy green words • Red word cards • Partner practice- Speedy green words and red words • Jump in • **Second Read**- children read story in partners • Hold a sentence 1	• **Daily Speed Sounds Lesson** 1. *Teach/review one Set 3 speed sound* 2. *Review Set 2 speed sounds, in particular any digraphs, and Set 3 Speed Sounds taught so far* • Partner practice- Speedy green words and red words • **Third Read**-children read story in partners • Hold a sentence 2 • Build a sentence- Orally- children will not be writing these sentences.	• **Daily Speed Sounds Lesson** 1. *Teach/review one Set 3 speed sound* 2. *Review Set 2 speed sounds, in particular any digraphs, and Set 3 Speed Sounds taught so far* • **Fourth Read**-children read story in partners • Questions to talk about • **Handwriting-** follow the lesson plan for Stage 1 handwriting- *see RWI Handwriting file* *Children to complete handwriting in their handwriting books*	• **Daily Speed Sounds Lesson** 1. *Teach/review one Set 3 speed sound* 2. *Review Set 2 speed sounds, in particular any digraphs, and Set 3 Speed Sounds taught so far* • Proofread • **Handwriting-** follow the lesson plan for Stage 1 handwriting- *see RWI Handwriting file* *Children to complete handwriting in their handwriting books*

Yellow Storybook Weekly Structure

Monday	Tuesday	Wednesday	Thursday	Friday
• **Daily Speed Sounds Lesson** 1. *Teach/review one Set 3 speed sound* 2. *Review Set 2 speed sounds, in particular any digraphs, and Set 3 Speed Sounds taught so far* • Speed sounds from the storybook • Story green words • Speedy green words • Red word cards • Partner practice- Speed sounds, Story Green words and red words • Story introduction • **First Read**-children read story in partners • Read Aloud-Teacher	• **Daily Speed Sounds Lesson** 1. *Teach/review one Set 3 speed sound* 2. *Review Set 2 speed sounds, in particular any digraphs, and Set 3 Speed Sounds taught so far* • Speedy green words • Red word cards • Partner practice- Speedy green words and red words • Jump in • **Second Read**-children read story in partners • Red Rhythms- *children can write red words in the back of their handwriting books* • Fred Fingers- Spelling Green Words- *children can write green words in the back of their handwriting books* • Hold a sentence 1 and 2	• **Daily Speed Sounds Lesson** 1. *Teach/review one Set 3 speed sound* 2. *Review Set 2 speed sounds, in particular any digraphs, and Set 3 Speed Sounds taught so far* • Partner practice- Speedy green words and red words • **Third Read-**children read story in partners • Red Rhythms- *children can write red words in the back of their handwriting books* • Build a sentence	• **Daily Speed Sounds Lesson** 1. *Teach/review one Set 3 speed sound* 2. *Review Set 2 speed sounds, in particular any digraphs, and Set 3 Speed Sounds taught so far* • **Fourth Read**-children read story in partners • Questions to talk about • Questions to Read and Answer • Spell Check- *children can write words in the back of their handwriting books* • **Handwriting-** follow the lesson plan for Stage 2/3 handwriting- *see RWI Handwriting file* *Children to complete handwriting in their handwriting books*	• **Daily Speed Sounds Lesson** 1. *Teach/review one Set 3 speed sound* 2. *Review Set 2 speed sounds, in particular any digraphs, and Set 3 Speed Sounds taught so far* • Grammar • Vocabulary • Proofread- Spelling • Proofread- Grammar • **Handwriting-** follow the lesson plan for Stage 2/3 handwriting- *see RWI Handwriting file* *Children to complete handwriting in their handwriting books*

Blue Storybook Weekly Structure

Monday	Tuesday	Wednesday	Thursday	Friday
• **Daily Speed Sounds Lesson** 1. *Teach/review one Set 3 speed sound* 2. *Review Set 2 speed sounds and Set 3 Speed Sounds* • Speed sounds from the storybook • Story green words • Speedy green words • Red word cards • Partner practice- Speed sounds, Story Green words and red words • Story introduction • **First Read**-children read story in partners • Read Aloud-Teacher	• **Daily Speed Sounds Lesson** 1. *Teach/review one Set 3 speed sound* 2. *Review Set 2 speed sounds and Set 3 Speed Sounds* • Speedy green words • Red word cards • Partner practice- Speedy green words and red words • Jump in • **Second Read-**children read story in partners • Red Rhythms- *children can write red words in the back of their handwriting books* • Fred Fingers- Spelling Green Words- *children can write green words in the back of their handwriting books* • Hold a sentence 1 and 2	• **Daily Speed Sounds Lesson** 1. *Teach/review one Set 3 speed sound* 2. *Review Set 2 speed sounds and Set 3 Speed Sounds* • Partner practice- Speedy green words and red words • **Third Read**-children read story in partners • Questions to talk about • Questions to Read and Answer • Build a sentence	• **Daily Speed Sounds Lesson** 1. *Teach/review one Set 3 speed sound* 2. *Review Set 2 speed sounds and Set 3 Speed Sounds* • Spell Check- *children can write words in the back of their handwriting books* • Grammar • Vocabulary • **Handwriting-** follow the lesson plan for Stage 2/3 handwriting- *see RWI Handwriting file* *Children to complete handwriting in their handwriting books*	• **Daily Speed Sounds Lesson** 1. *Teach/review one Set 3 speed sound* 2. *Review Set 2 speed sounds and Set 3 Speed Sounds* • Spell Test -*children can write words in the back of their handwriting books* • Proofread- Spelling • Proofread- Grammar • **Handwriting-** follow the lesson plan for Stage 2/3 handwriting- *see RWI Handwriting file* *Children to complete handwriting in their handwriting books*

Grey Storybook Weekly Structure

Monday	Tuesday	Wednesday	Thursday	Friday
• **Daily Speed Sounds Lesson** 1. *Teach/review one Set 3 speed sound* 2. *Review Set 2 speed sounds and Set 3 Speed Sounds* • Speed sounds from the storybook • Story green words • Speedy green words • Red word cards • Partner practice- Speed sounds, Story Green words and red words • Story introduction • **First Read**-children read story in partners • Read Aloud-Teacher	• **Daily Speed Sounds Lesson** 1. *Teach/review one Set 3 speed sound* 2. *Review Set 2 speed sounds and Set 3 Speed Sounds* • Speedy green words • Red word cards • Partner practice- Speedy green words and red words • Jump in • **Second Read**-children read story in partners • Red Rhythms- *children can write red words in the back of their handwriting books* • Fred Fingers- Spelling Green Words- *children can write green words in the back of their handwriting books* • Hold a sentence 1 and 2	• **Daily Speed Sounds Lesson** 1. *Teach/review one Set 3 speed sound* 2. *Review Set 2 speed sounds and Set 3 Speed Sounds* • Partner practice- Speedy green words and red words • **Third Read**-children read story in partners • Questions to talk about • Questions to Read and Answer • Build a sentence	• **Daily Speed Sounds Lesson** 1. *Teach/review one Set 3 speed sound* 2. *Review Set 2 speed sounds and Set 3 Speed Sounds* • Spell Check- *children can write words in the back of their handwriting books* • Grammar • Vocabulary • **Handwriting-** follow the lesson plan for Stage 2/3 handwriting- *see RWI Handwriting file* *Children to complete handwriting in their handwriting books*	• **Daily Speed Sounds Lesson** 1. *Teach/review one Set 3 speed sound* 2. *Review Set 2 speed sounds and Set 3 Speed Sounds* • Spell Test -*children can write words in the back of their handwriting books* • Proofread- Spelling • Proofread- Grammar • **Handwriting-** follow the lesson plan for Stage 2/3 handwriting- *see RWI Handwriting file* *Children to complete handwriting in their handwriting books*

Reading Practice lessons- Reception-Y2 (using Read Write Inc. Phonics books)

In order for pupils to practise what they have been taught in **Phonics** lessons, they are provided with additional opportunities to read books that are matched to their phonic knowledge.

In daily Reading Practice lessons, children in Reception-Y2, who are accessing **Phonics lessons** (levels Red to Grey), practise their reading and comprehension skills through reading texts which match the phonic sounds that they have been learning in their phonics lessons that week.

The '***Reception and KS1 progression in reading - list of Read, Write Inc. phonics books'*** shows the Read Write Inc. guided reading books that children read within guided reading lessons. These texts are matched to the storybooks that the children read in **phonics lessons** and the particular sounds that have been taught that week.

Structure of daily Reading Practice lessons (30 minutes)

During Reading Practice, children read books at the same colour level as the storybooks read in **Phonics lessons**- see ***Reception and KS1 progression in reading - list of Read, Write Inc. phonics books'*.**

Children are grouped according to attainment and each group reads with an adult for the whole lesson. Children keep the same Reading Practice book for the week. On the first read, children focus on accurate word reading; the second, on developing fluency; and the remaining, on comprehension. Fluency and comprehension increase with each repeated reading. This book also goes home with the child at the end of the week.

Reading Practice Weekly Structure – using Read Write Inc. Guided Reading books.

Monday	Tuesday	Wednesday	Thursday	Friday
Before reading (10 minutes): 1. Read the **title** using 'my turn, your turn'. 2. Explore **title** and **front cover**: • Clarify meaning of any unknown words in **title** • Discuss **front cover** and make predictions. 3. Read **phonics sounds** on the back of the book- *'my turn, your turn'*. Ask children to look out for these sounds when reading. 4. Read Story Green Words- *'my turn, your turn'*. Model using Fred Fingers/Fred in your head. 5. Read Red Words – 'my turn, your turn' 6. Vocabulary check – read words using 'my turn, your turn' and tell the children the meaning of each word in the context of the story. **Independent reading (10 minutes):** the adult listens to each child read and supports children with using phonics to sound out words 7. All children read the book aloud at their own pace, using their reading finger to point to each of the words, if necessary. - children read the story again if they finish. **After reading (5 minutes):** 8. Discuss predictions. *What predictions did you make? Were you correct?*	**Before reading (5 minutes):** 1. Review the **title** and **front cover** • Discuss meaning of words clarified yesterday 2. Read **phonics sounds** on the back of the book. 3. Partner practice- Story Green Words. 4. Partner practice- Red Words 5. Vocabulary check –**Retrieval practice of definitions**. **Independent reading (15 minutes):** the adult listens to each child read and supports children with using phonics to sound out words 6. All children read the book aloud at their own pace, using their reading finger to point to each of the words, if necessary. - children read the story again if they finish. **After reading (5 minutes):** 7.Review focus sounds (shown on back of book). Play 'fastest finger' to find words within the book with these sounds.	**Before reading (5 minutes):** 1. Review the **title** and **front cover** • Retrieval practice of words previously clarified 2. **Retrieval practice** of focus phonics sounds in the book (back of book). 3. Partner practice- Story Green Words. 4. Partner practice- Red Words 5. Vocabulary check –**Retrieval practice of definitions**. **Independent reading (15 minutes):** the adult listens to each child read and supports children with using phonics to sound out words 6. All children read the book aloud at their own pace. Children should read the book without pointing at the words if they are able to in order to improve fluency. - children read the story again if they finish. **After reading (5 minutes):** 7.Review Red Words (inside cover). Play 'fastest finger' to find words Red Words within the book. Discuss why they are Red Words.	**Before reading (5 minutes):** 1. Review the **title** and **front cover** • Retrieval practice of words previously clarified 2. **Retrieval practice** of focus phonics sounds in the book (back of book). 3. Partner practice- Story Green Words. 4. Partner practice- Red Words 5. Vocabulary check – **Retrieval practice of definitions**. **Independent reading (15 minutes):** the adult listens to each child read and supports children with using phonics to sound out words 6. All children read the book aloud at their own pace. - children read the story again if they finish. Children should read the book without pointing at the words if they are able to in order to improve fluency. **After reading (5 minutes):** 7. Re-tell the story- using pictures at the back of the book. Adult does this with children first and then children do this in pairs.	**Before reading (5 minutes):** 1. Review the **title** and **front cover** • Retrieval practice of words previously clarified 2. **Retrieval practice** of focus phonics sounds in the book (back of book). 3. Partner practice- Story Green Words. 4. Partner practice- Red Words 5. Vocabulary check – **Retrieval practice of definitions**. **Independent reading (15 minutes):** the adult listens to each child read and supports children with using phonics to sound out words 7. All children read the book aloud at their own pace, using their reading finger to point to each of the words. **After reading (5 minutes):** 8. Adult asks comprehension questions- **'Questions to chat about'.** Children find the answers on the relevant pages.

Children who are proficient at phonics in Y2

- Children are taught guided reading using colour- banded guided reading books (Silver>Emerald>Ruby>Sapphire).
- Children are grouped according to reading attainment (assessed using **PM Benchmark Toolkit**)
- Children read in a small group with an adult
- Children keep the same book for the week
- Children take the book home as part of home reading arrangements

Structure of a Reading Practice lessons using colour-banded books

Reading Practice Weekly Structure – using Colour Banded Guided Reading books (Silver- Sapphire)

Monday	Tuesday	Wednesday	Thursday	Friday
Before reading (10 minutes) 1. Read the **title** using *'my turn, your turn'* 2. Explore the title and front cover- discuss possible narrative and make **predictions** 3. Read the **blurb** 4. Discuss tricky **vocabulary** 5. Remind children to use their **phonic knowledge** to read unknown words (sound out words). **Independent reading (10 minutes):** 6. The adult listens to the children read independently. *All children read the book aloud at their own pace. Children do not listen to each other read. Children do not need to point to the words. **After reading (5 minutes):** 7. Discuss **predictions**. *What predictions did you make? Were you correct?*	**Before reading (5 minutes):** 1. Ask children to **summarise** the text so far. 2. Discuss definitions of **vocabulary** identified in previous lesson 3. Remind children to use their **phonic knowledge** to read unknown words (sound out words). **Independent reading (15 minutes):** 4. The adult listens to the children read independently. *All children read the book aloud at their own pace. Children do not listen to each other read. Children do not need to point to the words. **After reading (5 minutes):** 5. **Clarify** the meaning of any tricky **vocabulary** the children have encountered whilst reading. 6. Ask comprehension questions about the text (many texts have these pre-written in the inside cover). 7. Ask children to make **predictions** about the next part of the text (if reading a longer text).	**Before reading (5 minutes):** 1. Ask children to **summarise** the text so far. 2. Discuss definitions of **vocabulary** identified in previous lesson 3. Remind children to use their **phonic knowledge** to read unknown words (sound out words). **Independent reading (15 minutes):** 4. The adult listens to the children read independently. *All children read the book aloud at their own pace. Children do not listen to each other read. Children do not need to point to the words. **After reading (5 minutes):** 5. **Clarify** the meaning of any tricky **vocabulary** the children have encountered whilst reading. 6. Ask comprehension questions about the text (many texts have these pre-written in the inside cover). 7. Ask children to make **predictions** about the next part of the text (if reading a longer text).	**Before reading (5 minutes):** 1. Ask children to **summarise** the text so far. 2. Discuss definitions of **vocabulary** identified in previous lesson 3. Remind children to use their **phonic knowledge** to read unknown words (sound out words). **Independent reading (15 minutes):** 4. The adult listens to the children read independently. *All children read the book aloud at their own pace. Children do not listen to each other read. Children do not need to point to the words. **After reading (5 minutes):** 5. **Clarify** the meaning of any tricky **vocabulary** the children have encountered whilst reading. 6. Ask comprehension questions about the text (many texts have these pre-written in the inside cover). 7. Ask children to make **predictions** about the next part of the text (if reading a longer text).	**Before reading (5 minutes):** 1. Ask children to **summarise** the text so far. 2. Discuss definitions of **vocabulary** identified in previous lesson 3. Remind children to use their **phonic knowledge** to read unknown words (sound out words). **Independent reading (15 minutes):** 4. The adult listens to the children read independently. *All children read the book aloud at their own pace. Children do not listen to each other read. Children do not need to point to the words. **After reading (5 minutes):** 5. **Clarify** the meaning of any tricky **vocabulary** the children have encountered whilst reading. 6. Ask comprehension questions about the text (many texts have these pre-written in the inside cover).

Teaching comprehension skills

Reception-Y2

- Children are taught comprehension skills as part of **Phonics lessons and Guided Reading lessons**.

- Children who are proficient at phonics use to further develop their comprehension skills using ***Read Write Inc. Comprehension*** resources.

Comprehension Weekly Structure

Monday	Tuesday	Wednesday	Thursday	Friday
• **Daily Speed Sounds Lesson** 1. *Teach/review one Set 3 speed sound* 2. *Review Set 2 speed sounds and Set 3 Speed Sounds* • The big question and introduction – complete verbally • Vocabulary check • First read text 1 – teacher read aloud • Second read text 1 – partner read • Hold a sentence 1-2 *in handwriting books* • Spell green words • Spell suffixes	• **Daily Speed Sounds Lesson** 1. *Teach/review one Set 3 speed sound* 2. *Review Set 2 speed sounds and Set 3 Speed Sounds* • Vocabulary check • Third read text 1 and quick check • Questions to talk about • Questions to write about • Spell red words (you choose these • Red rhythms – spelling red words • Hold a sentence 3	• **Daily Speed Sounds Lesson** 1. *Teach/review one Set 3 speed sound* 2. *Review Set 2 speed sounds and Set 3 Speed Sounds* • Read text 2 – partner read • Think about vocabulary – activity 1 • My 'why?' questions (verbally) • Think about vocabulary – activity 2 • Think about grammar – 1-3	• **Daily Speed Sounds Lesson** 1. *Teach/review one Set 3 speed sound* 2. *Review Set 2 speed sounds and Set 3 Speed Sounds* • Vocabulary catch • Build a picture • Think about Grammar 4-6 • Spell Test *-children can write words in the back of their handwriting books* • **Handwriting-** follow the lesson plan for Stage 2/3 handwriting- *see RWI Handwriting file* *Children to complete handwriting in their handwriting books*	• **Daily Speed Sounds Lesson** 1. *Teach/review one Set 3 speed sound* 2. *Review Set 2 speed sounds and Set 3 Speed Sounds* • **Handwriting-** follow the lesson plan for Stage 2/3 handwriting- *see RWI Handwriting file* *Children to complete handwriting in their handwriting books*

Teaching reading in KS2

KS2 Reading lessons Y3-Y6

KS2 Reading lessons focus on:

- *Key reading strategies which support comprehension.*
- *Learning behaviours which support dialogue.*
- *Improving reading fluency*

The class teacher uses high-quality class texts (**see curriculum map**) to teach the children different reading strategies. The children are initially taught one strategy at a time. Reading strategies are combined once the children have a secure understanding of each of them.

The reading strategies

1. Predicting
2. Inferring
3. Clarifying
4. Asking questions
5. Evaluating
6. Making connections
7. Summarising

Learning behaviours

1. Support and actively listen to others
2. Discuss and explain our ideas
3. Take responsibility for our own/partner's learning

Weekly structure of KS2 reading lessons

There are three different types of KS2 reading lesson:

1. reading strategies lesson
2. reading comprehension lesson
3. reading fluency lesson

	Monday	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
Year 3	Reading fluency lesson	Reading strategies lesson	Reading strategies lesson	Reading strategies lesson + pupil written response using strategy prompt card sentence stems	Comprehension lesson
Year 4	Reading fluency lesson	Reading strategies lesson (partner reading)	Reading strategies lesson (partner reading) + vocabulary practice question	Reading strategies lesson (individual reading) + pupil written response using strategy prompt card sentence stems	Comprehension lesson

Year 5	Reading fluency lesson	Reading strategies lesson (partner reading) + vocabulary practice question	Reading strategies lesson (partner reading) + pupil written response using strategy prompt card sentence stems	Reading strategies lesson (individual reading) + multiple choice practice question	Comprehension lesson
Year 6	Reading fluency lesson	Reading strategies lesson (partner reading) + vocabulary practice question	Reading strategies lesson (individual reading) + pupil written response using strategy prompt card sentence stems	Reading strategies lesson (individual reading) + multiple choice practice question	Comprehension lesson

Structure of a KS2 reading strategies lesson (30 minutes)

Modelling and Guided Practice ***(10 minutes)***	• Quick recap of learning behaviours (30 seconds once they've been learnt) • Revise strategies (*refer to sentence stems on Reading strategy prompt*) • Retrieval practice of taught vocabulary • Teach new vocabulary • Model combining strategies through 'think alouds' with text displayed under the visualiser • Mixed attainment partners practise reading and using the strategies
Independent Practice ***(25 minutes)***	• Individual or partner reading with children selecting appropriate strategies to use. • With individual reading, children use sentence stems to discuss strategies used after finishing individual reading. **(teacher sets a timer for how long they want children to read individually for)** • With partner reading, children take turns to read aloud and use sentence stems to discuss strategies used after each section. • Children may write down up to 2 words that they would like to clarify on a whiteboard.
After reading ***(10 minutes)***	• Share good examples of reading strategies • Short written response (when indicated on planning) • Teacher selects a few words to clarify from the vocabulary children have written on whiteboards (modelling using dictionary if necessary).

After reading- written response

There are 3 different types of short written responses.

1. a pupil written response e.g. I predict that… because… (written straight into KS2 Reading lesson books)

2. a test style question (see example below)

Fact or Opinion Task

Question: Using information from the text put a tick in the correct box to show whether the statement is **a fact** or an **opinion**.

	Fact	Opinion
Giant pandas are fascinating animals.		
Giant pandas' main food in the wild is bamboo.		
Giant panda cubs weigh about 150g when born.		

3. a vocabulary check on words (see example below)

Vocabulary Check

Draw lines to match each word or phrase to its meaning. One has been done for you.

hedge	Organised and tidy as if in the army
possessions	A boundary made by bushes or shrubs
audacious	Things that belong or are owned by us e.g. clothes, toys, books
feats	A dog used for hunting
Military neatness	Being willing to take bold risks
hound	An achievement that requires courage skill or strength

- The written responses should be recorded in the **KS2 Reading lesson books**.
- Templates and examples of short written responses can be found in ***Shared area- Reading- everything you need- KS2 reading- Written response resources***
- The responses allow the children to apply the oral strategies from the lesson in writing.
- Written responses form the plenary of a DR lesson and should be directly linked to the discussions and strategies from the lesson. **Children should spend no more than 5 minutes on short written responses.**

Reading fluency lesson

Reading fluency can be defined as reading with accuracy, automaticity and prosody. Children are explicitly taught how to read with fluency through a weekly fluency lesson.

Structure of a reading fluency lesson:

Reading with fluency is a combination of reading with appropriate speed, expression and recognition of sentence punctuation. All elements of fluency must be modelled. When pupils read fluently, their cognitive resources can be redirected from focusing on decoding and onto comprehending a text.

Modelling and Guided Practice	First Read • Teacher displays text under the visualiser that has previously been read in Reading lessons. • Teacher models reading aloud with fluency, pointing to each word as they read. • Children follow the text on the screen as the teacher reads. • Teacher pauses to think aloud about their use of expression and recognition of sentence punctuation. Second Read • Teacher models reading the same text again with fluency without pausing for think alouds. • Children follow the text on the screen as the teacher reads. Third Read • Children have the text in front of them. • Teacher models reading parts of the text aloud with fluency (1-2 sentences). • Children have their own copy of the text and ***echo read*** (reading aloud copying the teacher's model), pointing to the words as they read.
Independent Practice	• Children have their own copy of the text. • Partner A reads the whole passage aloud, pointing to each word as they read. • Partner B listens and follows along, pointing to the text as their partner reads. • Partner B supports their partner with reading with fluency (reminders re. appropriate speed, expression, recognition of sentence punctuation). • Partner B supports their partner with reading tricky words. • Partners swap and Partner B reads the same passage with fluency. • Teacher listens in and provides feedback to correct mistakes, re-models where necessary, gives specific praise.
After reading	• Teacher chooses pupils to share good examples of reading aloud with fluency.

Teaching comprehension skills

- Reading comprehension skills are taught as part of **KS2 Reading lessons.**
- The children also have a discrete comprehension lesson once a week using both familiar and unseen texts.

Weekly comprehension lessons (45 minutes)

Comprehension is taught weekly in KS2 Reading lessons. Friday comprehension lessons are 45 minutes long to allow for thinking aloud; oral responses by talk partners; modelling of written answers and independent practice.

Questions should be written with specific strategies in mind. This is an opportunity to combine strategies, rather than just the focus on the strategy for that week.

Structure of a comprehension lesson:

There are 2 types of comprehension lesson.

1. Teacher written comprehension questions based on the Reading lesson text read that week.
2. Unseen text comprehension questions using class comprehension resources.

1. Teacher written comprehension questions based on the Reading lesson text read that week.	• Teacher models answering comprehension questions using the steps to success. Steps to Success Remember to: 1. Read the text (using a ruler) 2. Read the question. 3. Find the part of the text that helps you. 4. Say the answer in a sentence using a sentence stem from the strategy prompt card. 5. Write the answer in a sentence using the sentence stem.
2. Unseen text comprehension questions using class comprehension resources.	• For unseen texts, the sentence stems may sometimes be appropriate to model using to answer the questions but sometimes the question won't always match a specific sentence stem. • Teachers must use their professional judgement how to model answering questions on unseen comprehensions. • In Year 6, children should read the unseen text independently, using a ruler under each line as they read to improve speed. Use a timer on the board for 5 minutes to aim to finish reading in this time. Teachers must use their professional judgement and knowledge of the mark schemes in how to model answering questions on SATs style questions.

	<u>Steps to Success</u> Remember to: 1. Read the text using a ruler line by line (using a ruler) 2. Summarise the main ideas in the text aloud. 3. Read the question. 4. Find the part of the text that helps you. 5. Write the answer.

<u>Teaching reading fluency with non-fiction texts</u>

During a reading fluency lesson, children should not be focusing on how to read the text with fluency, rather than working out the meaning of the words.

In order to reduce cognitive load, prior to starting the fluency lesson the teacher way decide to:

- Retrieval practice of tier 3 vocabulary previously taught in reading strategies lesson found within that lesson's text

- Retrieval of information from text read in previous lessons. E.g. What did we learn about Ancient Egyptian writing when we read this last week?

- Ask children to orally summarise (use visuals and key words to support) OR teacher orally summarises

NB: KS2 Reading lessons are aimed at children reading at Silver level and above. SEN children, who cannot access these texts, will have daily phonics interventions with support staff following the Phonics Weekly Structure.

Daily Story Time – fostering a love of reading

All classes have daily Story Time. The books for Story Time have been selected from the CLPE Literature Collection. They are designed to introduce children to a growing range of texts and to be read daily to the class by the class teacher.

Story time is important because it gives children access to a wider range of titles, authors and genres that they might otherwise meet. Pupils are encouraged to be interested in books, read with enjoyment, and evaluate and justify their reading preferences.

Books have been chosen for story time as they meet one or more of the following criteria:

- texts that are multi-layered - capable of being read at different levels
- books that deal with important themes
- books in which language is used in lively, inventive ways
- books by skilful and experienced children's writers and illustrators
- traditional and contemporary 'classics' of children's literature
- stories with different cultural settings
- texts that promote discussion and reflection

Developing independent reading

Home/school reading arrangements

All children take home reading books they have read in class that week or in previous weeks, so that they are able to read them independently.

Children also choose a ‘sharing book’ each week to take home alongside reading books at their level. The ‘sharing book’ may be above their reading level and is designed to be shared with an adult or a more able reader.

The ‘sharing book’ helps to foster a love of reading because it is chosen by the child and is linked to their own interests. The ‘sharing book’ may be fiction, non-fiction or poetry.
In each reading record, there is a notice for parents, explaining which books they can expect their children to bring home and how often.

Children at the early stages of reading (Reception-Y2):

In the first half of the Autumn term, Reception children take home a sharing book (see below) each week.

Phonic-based books start to go home at the start of the second half of the Autumn term once children have completed **phonics speed sounds lessons**.

Reception children take home 4 books each week:

- **1 sharing book** (a book from the class library to share with an adult or more able reader. This is a book that the child has chosen which is linked to their

interests. It may well be a text that is too difficult for them to read alone)

- **1 Read, Write, Inc. storybook** (the book that the child has read in Phonics lessons that week)

- **2 Read Write Inc. guided reading books** (the book that the child has read in Guided Reading lessons that week + RWI guided reading book from the previous week)

Y1-Y2 children who have daily phonics lessons take home 4 books each week:

- **1 sharing book** (a book from the class library to share with an adult or more able reader. This is a book that the child has chosen which is linked to their interests. It may well be a text that is too difficult for them to read alone)

- **1 Read, Write, Inc. storybook** (the book that the child has read in Phonics lessons that week)

- **2 Read Write Inc. guided reading books** (the book that the child has read in Guided Reading lessons that week + RWI guided reading book from the previous week)

Y2 children who are proficient at phonics (read all phonic-based books up to the end of Grey level) take home 3 books:

- **1 sharing book** (a book from the class library to share with an adult or more able reader. This is a book that the child has chosen which is linked to their interests. It may well be a text that is too difficult for them to read alone)

- **2 colour-banded guided reading books-** *Silver, Emerald, Ruby, Sapphire books only* (the colour-banded book that the child has read in Guided Reading lessons that week + the colour-banded guided reading book that they read the previous week)

Y3 children who are reading phonic-based books take home 4 books:

- **1 sharing book** (a book from the class library to share with an adult or more able reader. This is a book that the child has chosen which is linked to their interests. It may well be a text that is too difficult for them to read alone)

- **1 Read, Write, Inc. storybook** (at the appropriate level)

- **2 Read Write Inc. guided reading book** (corresponding book to the storybook from the appropriate level- *see Reception and KS1 progression in reading- list of Read Write Inc. phonics reading books + RWI guided reading book from the previous week*)

Y3-Y6 children reading Silver, Emerald, Ruby and Sapphire colour-banded books take home 3 books:

- **1 sharing book** (a book from the class library to share with an adult or more able reader. This is a book that the child has chosen which is linked to their interests. It may well be a text that is too difficult for them to read alone)

- **2 colour banded home reader books** (at the appropriate level of difficulty- Silver, Emerald, Ruby or Sapphire-1 new book + 1 book previously read)

Y3-Y6 fluent readers take home 2 books:

- **1 sharing book** (a book from the class library to share with an adult or more able reader. This is a book that the child has chosen which is linked to their interests. It may well be a text that is too difficult for them to read alone)

- **1 chapter book** (chosen from the class library under the guidance of a teacher)

Y6 children take home 3 books:

- **1 sharing book** (a book from the class library to share with an adult or more able reader. This is a book that the child has chosen which is linked to their interests. It may well be a text that is too difficult for them to read alone)

- **1 chapter book** (chosen from the class library under the guidance of a teacher)

- **Class novel** (children are set pages to read each day after school by their teacher)

Fluent readers record their reading in their reading record independently – the date of reading, title of the novel and how many pages they have read. This record is monitored by the class teacher regularly to check the amount read by the child and suitable choice of book.

For example:

Date:	**Book title:**	**Pages read:**
03.09.24	The London Mystery	1-8
04.09.24	The London Mystery	9-12
05.09.24	The London Mystery	13-20

In each reading record, there is a notice for parents explaining which books they can expect their children to bring home and how often. Parents sign the reading record each week to show children are reading at home.

Reading books reminder…

Children must bring their book bags in to school with their reading books every day.

Your children have some books to read aloud with an adult at their reading level. They will also have a sharing book (SB). The sharing book may be a bit tricky for them to read and should be shared with parents/ carers.

In Reception, Y1, Y2, Y3 & Y4 books are changed weekly.

In Y5 and Y6 books may be changed every week or every 2 weeks depending on the length of the books read.

Please write your initials in this book to tell us that your child is reading at home.
Please find time to read with your child every day. It makes a HUGE difference. ☺

Assessing levels of attainment in reading

- Reception- Y2 children are assessed every half term using the Read Write Inc. assessments (On Entry, Assessment 1, Assessment 2, Assessment 3)

- Reception-Y2 teachers assess reading fluency and comprehension during Phonics lessons and Reading Practice lessons.

- Y1 – Year 6 children are assessed during the assessment windows using the *'Reading assessment statements'*

- Y3- Y6 teachers assess reading fluency and comprehension during KS2 Reading lessons.

- Year 6 children are assessed monthly using previous years reading comprehension SATs papers. Assessment judgements are made using the KS2 Interim Framework statements for reading.

End of year expected standards for reading YR-Y6

- In Reception- Y2 children read **phonic-based books** (Read, Write Inc. Storybooks/guided reading books)
- The chart below shows the end of year expected standard for reading using phonic-based books e.g. by the end of Reception, children should be reading phonic-based books at 'Green level' to be at expected standard, by the end of Y1 children should be reading phonic-based books at 'Blue level' to be at expected standard.

Year Group	If the children are at Age Related Expectation, they will be using these phonic-based books (Read Write Inc.) throughout the year	End of year expected standard
Reception	Red Green Purple	Green
Year 1	Green Purple Pink Orange Yellow Blue Grey	Blue
Year 2	Blue Grey	Grey

- **Once children are proficient at phonics (completed Grey level phonic-based books), they read colour-banded books in order to further develop fluency of reading.**
- The colour bands below match the PM Benchmark assessment toolkit colour bands. We use the PM Benchmark toolkit to assess which colour band books children should be reading (i.e. appropriate level).
- The chart below shows the end of year expected standard for reading for Y2-Y6 e.g. by the end of Y2 children should be reading books at Silver/Emerald colour bands to be at expected standard, by the end of Y3 children should be reading books at Ruby colour bands to be at expected standard.

End of year expected standard	Colour Band	PM Benchmark kit book level
End of Year 2 Expected standard (level 23-26)	Silver	Level 23 Level 24
	Emerald	Level 25 Level 26
End of Year 3 Expected standard (level 27-28)	Ruby	Level 27 Level 28
End of Year 4 Expected standard (level 29-30)	Sapphire	Level 29 Level 30

Fluent readers read chapter books selected from the class library under the guidance of the class teacher. Children in **Y5** and **Y6** are assessed against the **'Reading Assessment Statements'** for their year group. Children who have met all the statements by the end of the year are reading at expected standard for their year group.

Reception and KS1 progression in reading

List of *Read Write Inc.* Phonics reading books

Read Write Inc. Storybooks/ book bag books (used within phonics lessons)	**Read Write Inc. Guided Reading books** (used in Guided Reading lessons)	**Speed Sounds** Children should know the Speed Sounds listed before reading each book	**Expectation of progress**
Sound blending Books			End of Autumn Term Reception
Red level			
1 PIN IT ON	Let's get wet	All of Set 1	End of Spring Term Reception
2 GOT HIM	Get him!		
3 CAT IN A POT	The bug		
4 JAM	The big net		
5 PICK IT UP	Fun run		
6 WUFF WUFF	Nip, nip, nip		
7 LET'S SING	The band		
8 LET'S SWIM	Lots of us		
9 CLUCK	A big black hen		
10 IN THE MUD	Dig it up		
Green level			
1 ON THE BUS	The din on bus	All of Set 1	End of Summer Term Reception **Baseline Y1**
2 MY DOG NED	Pat, the vet		
3 SIX FISH	Bad cat		
4 THE SPELL	A witch's lunch		
5 BLACK HAT BOB	Red Hat Rob		
6 TUG, TUG	Lots of fish		
7 CHIPS	Beth's chip shop		
8 THE WEB	Leggy		
9 PIP'S PIZZA	This is not my pizza!		
10 STITCH THE WITCH	A bed for Kit		
Purple level			
1 KEN'S CAP	The lost truck	All of Set 1	End of Summer Term Reception **Baseline Y1**
2 A BAD FOX	A big egg		
3 BIG BLOB BABY BLOB	Dan's party		
4 TIM AND TOM	The best twin		
5 TAG	Fun on Planet Bip		
6 ELVIS	The witch's kitchen		
7 FLIP FROG AND THE BUG	Black spots		
8 RED KEN	Shift it, Fred!		
9 BILLY THE KID	This is my mum		
10 IN THE BATH	Ed and Rex		
Pink level			
1 SCRUFFY TED	Scruffy Ted gets lost	All of Set 1	
2 TAB THE CAT	Pip the parrot		

3 IN THE SUN	Rags		End of Autumn Term Year 1
4 THE DRESSING UP BOX	Sam's bag		
5 TAB'S KITTEN	Yap, yap!		
6 SANJAY STAYS IN BED	My holiday	Set 1, Set 2 Focus: **ay**	
7 THE GREEDY GREEN GREMLIN	I can see you, Dad!	Set 1, Set 2 Focus: **ee**	
8 IN THE NIGHT	Up all night	Set 1, Set 2 Focus: **igh**	
9 SNOW	Let's play in the snow	Set 1, Set 2 Focus: **ow**	
10 SO COOL!	Boo's coolest day	Set 1, Set 2 Focus: **oo**	
Orange level			
1 PLAYDAY	We can play!	Set 1, Set 2 Focus: **ay**	End of Spring Term Year 1
2 I WANT TO BE BEE	A vet's week	Set 1, Set 2 Focus: **ee**	
3 A BAD FRIGHT	Fright night	Set 1, Set 2 Focus: **igh**	
4 FOLLOW ME!	Can you see me?	Set 1, Set 2 Focus: **ow**	
5 TOO MUCH!	A bad mood	Set 1, Set 2 Focus: **oo**	
6 A GOOD COOK?	Good old Grandad!	Set 1, Set 2 Focus: ***oo***	
7 COME ON MARGO!	Dad and karts	Set 1, Set 2 Focus: **ar**	
8 MY SORT OF HORSE	Born on a farm	Set 1, Set 2 Focus: **or**	
9 HAIRCUTS	Good hair, bad hair	Set 1, Set 2 Focus: **air**	
10 MY BEST SHIRT	Birthday party? No, thanks!	Set 1, Set 2 Focus: **ir**	
11 LOOK OUT!	A house fit for a mouse	Set 1, Set 2 Focus: **ou**	
12 HUNT THE TORTOISE	A pet tortoise	Set 1, Set 2 Focus: **oy**	
Yellow level			
1 THE DUCKCHICK	Fox's tricks	Set 1 (A longer Set 1 read to build up reading fluency)	End of Spring Term Year 1
2 OFF SICK	Miss Smith is ill	Set 1 (A longer Set 1 read to build up reading fluency)	
3 TOM THUMB	Stuck in fog	Set 1 (A longer Set 1 read to build up reading fluency)	
4 THE GINGERBREAD MAN	A hungry fox	Set 1	

		(A longer Set 1 read to build up reading fluency)	
5 ROBIN HOOD	A big bag of cash	Set 1, Set 2 Focus: ***oo***	
6 LOST	No way!	Set 1, Set 2 Focus: **ay**	
7 DO WE HAVE TO KEEP IT?	Sam needs feeding	Set 1, Set 2 Focus: **ee**	
8 DANNY AND THE BUMP-A-LUMP	Just let me sleep	Set 1, Set 2 Focus: **igh**	
9 HOW TO GROW RADISHES	The radish contest	Set 1, Set 2 Focus: **ow**	
10 THE FOOLISH WITCH	Tom's cooking class	Set 1, Set 2 Focus: **oo, *oo***	
Blue level			
1 BARKER	Dog school	Set 1, Set 2 Focus: **ar**	End of Summer Term Y1 **Baseline Y2**
2 THE POOR GOOSE	A horse on Dartmoor	Set 1, Set 2 Focus: **or**	
3 HAIRY FAIRY	A job for Hairy Fairy	Set 1, Set 2 Focus: **air**	
4 KING OF THE BIRDS	The thirsty crow	Set 1, Set 2 Focus: **ir**	
5 OUR HOUSE	Greyhounds	Set 1, Set 2 Focus: **ou**	
6 THE JAR OF OIL	A second jar of oil	Set 1, Set 2, Set 3 Focus: **oi**	
7 JADE'S PARTY	Party games	Set 1, Set 2, Set 3 Focus: **a͡e**	
8 JELLYBEAN	Beastly pets	Set 1, Set 2, Set 3 Focus: **ea**	
9 A BOX FULL OF LIGHT	Dick Whittington	Set 1, Set 2,Set 3 Focus: **i͡e**	
10 THE HOLE IN THE HILL	All alone	Set 1, Set 2, Set 3 Focus: **o͡e**	

Grey level			
1 REX TO THE RESCUE	A happy pug	Set 1, Set 2, Set 3 Focus: **u‿e**	End of Autumn Term Y2
2 THE LION'S PAW	King Midas	Set 1, Set 2, Set 3 Focus: **aw**	
3 I DARE YOU	Men on the moon	Set 1, Set 2, Set 3 Focus: **are**	
4 LOOKING AFTER A HAMSTER	Bert the explorer	Set 1, Set 2, Set 3 Focus: **er**	
5 HOW SILLY!	Silly games	Set 1, Set 2, Set 3 Focus: **ow** (as in cow)	
6 WAILING WINNY'S CAR BOOT SALE	Dad makes a mistake	Set 1, Set 2, Set 3 Focus: **ai**	
7 TOAD	Frog or toad?	Set 1, Set 2, Set 3 Focus: **oa**	
8 ANDREW	The lifeboat crew	Set 1, Set 2, Set 3 Focus: **ew**	
9 DEAR VAMPIRE	The train of fear	Set 1, Set 2, Set 3 Focus: **ire**	
10 VULTURE CULTURE	Carrion	Set 1, Set 2, Set 3 Focus: **ure**	
11 CELEBRATION ON PLANET ZOX	Pay attention, please	Set 1, Set 2, Set 3 Focus: **tion**	
12 A VERY DANGEROUS DINOSAUR	Dinosaur times	Set 1, Set 2, Set 3 Focus: **tious, cious**	
13 THE INVISIBLE CLOTHES	Rumpelstiltskin	Set 1, Set 2, Set 3 Focus: **ible, able**	
Progress to Read Write Inc. Comprehension			

Teaching writing

Implementation of our writing curriculum

The implementation of our English curriculum is greatly supported by **carefully structured unit plans, leading pupils through component knowledge and skills to composite knowledge and skills** in all subjects.

Our pedagogical approach is based on **Rosenshine's Principles of Direct Instruction**. The brilliant clarity and simplicity of this approach supports teachers to engage with cognitive science and the wider world of educational research.

The Principles of Direct Instruction

1. Daily Review
2. Present new material using small steps
3. Ask questions
4. Provide models
5. Guide student practice
6. Check for student understanding
7. Obtain a high success rate
8. Provide scaffolds for difficult tasks
9. Independent practice
10. Weekly and monthly review

In our schools, there is a strong emphasis on the teaching of writing. The English curriculum has been developed to ensure high quality texts are used to enable children to produce good writing.

The writing genre, book titles and writing outcomes are specified on the **curriculum maps**. The writing outcomes ensure that the teachers are very clear on what the children need to produce at the end of every week.

An overview of each unit **(unit plan)** gives the teacher a clear outline of the progression of lessons.

What a week of English teaching looks like

Monday – Reading comprehension – lessons are linked to text (i.e. immersion into the text, role play, drama, responding to a text, identifying features of a text).

Tuesday- Reading comprehension – lessons are linked to text (i.e. immersion into the text, role play, drama, responding to a text, identifying features of a text).

Wednesday- **Writing** - vocabulary, grammar and punctuation (see section on grammar).

Thursday- Writing composition - planning

Friday- Writing composition - writing and editing.

The following text types are taught throughout the year:

- REC: Instructions (recipes)/ Recounts (retelling stories, things they have done)/ Narrative writing and made up stories.

- KS1: Narrative – retelling stories, writing in role, writing sequels to stories, descriptive writing, poetry and comics. **Non-fiction-** author studies, newspaper reports, report writing and instructions.

-KS2: **Narrative** – retelling stories, writing in role, descriptive writing, writing extended versions of stories, writing prequels, poetry, diary entries, action and adventure stories. **Non-fiction** – persuasive texts, letters, discursive texts, reports, explanations, recounts and emails.

Alan Peat- Children are taught Alan Peat 'Super Sentences'. The sentences help children to use a wide variation of sentence types and punctuation in their writing.

Outline of a planning lesson

KS1 planning lesson

(Year 3 begin the year using the KS1 model and move onto the KS2 by the Summer Term)

- Teachers refer to English unit plans to know how the plan should be structured
- Children plan on a 6 box planning template.
- The planning template already has pictures on it where possible, or children draw quick stick figures. The lines for children to write key words are the largest part of each box.

Retrieval practice

- The teacher asks questions about the text or the text type that activates prior knowledge *e.g. 'What was the first thing that happened in the story?' 'What are the features of a diary entry?'*
- The teacher asks questions about vocabulary previously taught which may be used in the lesson.

Modelling

- The teacher models the process of looking at the picture and using to think alouds to explain what they are going to write e.g. *'I am going to describe what the character looks like in box 1'.*
- The teacher uses 'think alouds' to model thinking of ideas using:
    - ideas collected from previous English lessons that week
    - vocabulary from the text
    - vocabulary for the vocabulary wall
    - vocabulary from word banks

- The teacher says the words aloud before writing, modelling using Fred Fingers to segment words for spelling.
- The teacher models using a sound mat to find the sounds needed and then writes the words on the plan.
- The teacher models copying words from the vocabulary wall.

- The teacher models checking the spellings using sound mat/vocabulary wall.
- The teacher models writing directly onto the planning template under the visualiser.
- The teacher models making mistakes, which allows the teacher to check for understanding and to address how to correct mistakes.

Adding a super sentence to the plan (see 'School partnership Grammar and Punctuation guide').

Where appropriate, children may add a super sentence to their plan using the following process:
- The teacher reminds children of the features of the sentence
- The teacher models orally composing the sentence ('pulling the sentence out of their mouth')
- The teacher models writing the sentence, sounding out words, using word walls/banks.
- The teacher models the process of checking and editing the sentence.

Pupil guided and independent practice

- Children complete their own plan- the teacher may decide to do this one box/paragraph at a time.
- Children are provided with sound mats and word banks where appropriate.

KS2 planning lesson

- Teachers refer to English unit plans to know how the plan should be structured
- Children plan straight into their English books
- The plan is set out in paragraphs
- Key words and phrases are written in each paragraph
- A few super sentences can also be added to the plan

Retrieval practice

- The teacher asks questions about the text or the text type that activates prior knowledge *e.g. 'Where is the story set?' 'What are the features of a diary entry?'*
- The teacher asks questions about vocabulary previously taught which may be used in the lesson.

Modelling

- The teacher models the process of identifying what the paragraph should be about and uses 'think alouds' to explain what they are going to write e.g. *'I am going to describe the setting in my first paragraph.*
- The teacher uses 'think alouds' to model thinking of ideas using:
    - ideas collected from previous English lessons that week
    - vocabulary from the text
    - vocabulary for the vocabulary wall
    - vocabulary from word banks

- The teacher says the words aloud before writing, modelling using phonics and spelling rules
- The teacher models using a sound chart to find the sounds needed (if necessary) and then writes the words on the plan.
- The teacher models writing directly into an exercise book under the visualiser.

- The teacher models the exact layout that the children need to reproduce in their books.
- The teacher models making mistakes, which allows the teacher to check for understanding and to address how to correct mistakes.

Adding a super sentence to the plan (see 'School partnership Grammar and Punctuation guide').

Where appropriate, children may add a super sentence to their plan using the following process:
- The teacher reminds children of the features of the sentence
- The teacher models orally composing the sentence ('pulling the sentence out of their mouth')
- The teacher models writing the sentence, sounding out words, using word walls/banks.
- The teacher models the process of checking and editing the sentence.

Pupil guided and independent practice

- Children complete their own plan- the teacher may decide to do this one box/paragraph at a time.
- Children are provided with sound mats and word banks where appropriate.

Outline of a writing lesson

Retrieval practice

- The teacher activates prior knowledge about the text or the text type needed for the lesson.
- The teacher displays a completed plan from the previous lesson under the visualier
- The teacher talks through the plan or asks children to talk through their plan with their partner.

Modelling

- The teacher displays and discusses the 'steps to success' (success criteria outlined in English unit plans)
- The teacher displays a pre-written high quality first sentence(s) under the visualiser alongside 'steps to success'.
- The teacher uses 'think alouds' to explain how the key words from the plan have been turned into a sentence(s)
- The teacher talks through the success criteria with the children and gets the children to identify where the 'steps' have been met
- The teacher models turning key words from the plan into sentences using 'think alouds'. *E.g. "I have used the word 'mysterious' in my plan to describe the setting, I'm going to use that in my next sentence."*
- The teacher models orally composing the sentence ('pulling the sentence out of their mouth'
- The teacher says the words aloud before writing and models:
    - using phonics

- using spelling rules
- using grammar rules taught in the grammar lesson that week

- The teacher models writing directly into an exercise book under the visualiser.
- The teacher models the exact layout that the children need to reproduce in their books.
- The teacher models writing sentences using:
  - key words from plan
  - word walls
  - taught spelling rules
  - taught grammar rules
  - correct letter formation and joins practised in handwriting lessons.
- The teacher models how to tick off ideas in the plan once they have been included in sentences.
- The teacher models making mistakes, which allows them to check for understanding and to address how to correct mistakes.

Independent and guided practice

- Children complete their own writing in their English book.

- The modelled writing is covered over (the first sentence can be left in order if the children need this to get them started)
- The teacher/support staff may work with a focus group to continue to model and support children with the process of orally composing sentences (‘pulling them out of their mouths’)
- The teacher circulates the classroom assessing the children’s work and identifying misconceptions.
- Misconceptions are addressed through mini-plenaries. Children’s work is displayed under the visualiser in order to do this. Children are asked to check their own writing for the misconception and edit/improve where necessary.
- The children are regularly asked to read their work aloud to themselves and self-assess against the ‘steps to success’ in order to see what they need to do to improve when they continue writing again.

Plenary

- The teacher may decide to display a child’s work and get the rest of the class to mark it against the success criteria and then improve it together.
- The teacher may choose to re-teach an area where misconceptions are still arising.
- The teacher may choose to teach the children something new in order to move their learning forward.

Developing independence in everyday writing

- Teach children to sound out words.
- Teach children to use sound and word mats and super sentences mats.
- Teach children to use working walls to support them.
- Teach children to write during ‘bursts of silence’.
- Teach children to focus on the success criteria when writing.
- Teach children to self-assess against success criteria.
- Teach children to use punctuation marks
- Teach children to write different sentence types (we call these ‘super sentences’) through Alan Peat materials.

Using working walls to support writing

- Each class has a writing display showing the grammar children are expected to be using in that year group.
- Teachers may display 'writing prompts' of what children should remember to do to be independent writers.
- Teachers write good models of handwritten work and display on walls.

Assessing pupils' level of attainment in writing.

- Teacher's level writing against the fundamentals during guided writing sessions. This work is mainly aided. Teachers write a 'fix it' comment on the children's work. This is something the child has been asked to correct. The children respond to this comment during 'fix it' time.
- Twice a year, before Pupil Progress Checkpoint meetings with the Head of school and Assistant Head, class teachers assess writing
- A portfolio of levelled pieces is kept to help with this
- All teachers attend a partnership moderation, where writing samples are discussed and levelled
- More experienced members of staff coach less experienced members of staff, and each meeting is chaired by a Head of School and English Lead.

Teaching vocabulary and the use of vocabulary walls

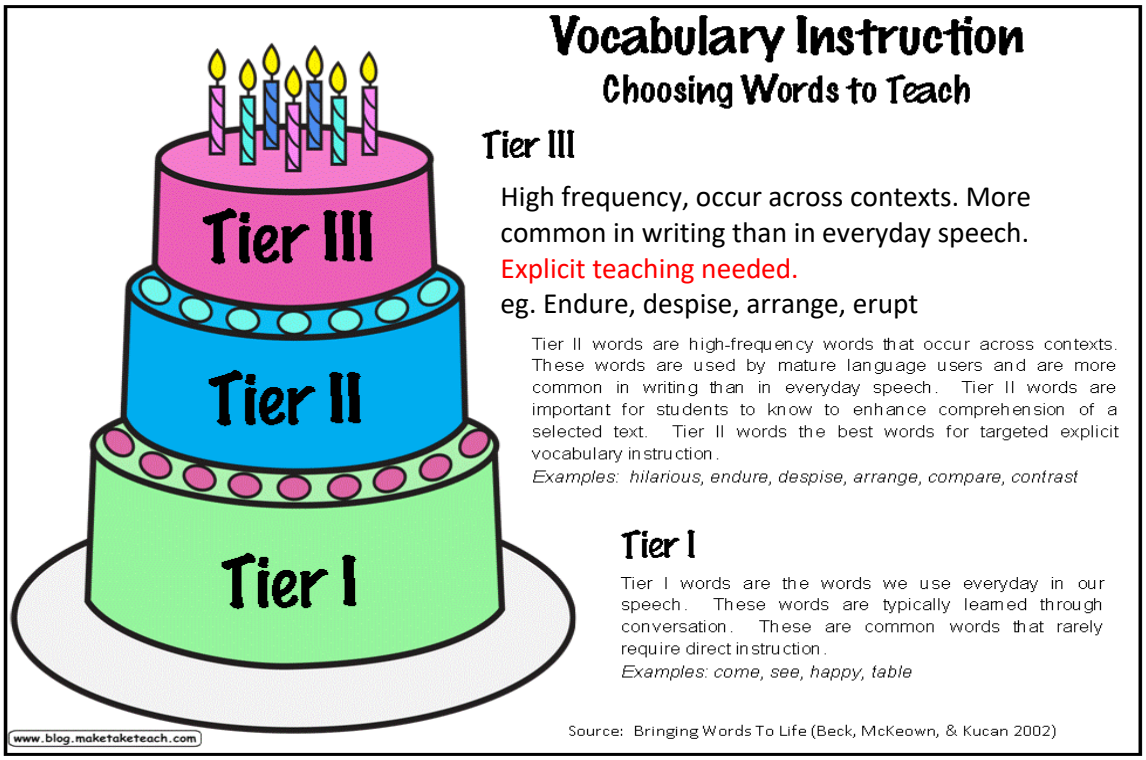
There is strong evidence that larger vocabulary correlates with higher academic attainment – not just in English but in all subjects. Conversely, a smaller vocabulary correlates with lower academic attainment. It also correlates with success in gaining employment. Therefore, in our schools we place a strong emphasis on the importance of teaching vocabulary in order to give our children the best life chances.

When is vocabulary taught?
Vocabulary is taught in **every** lesson. It is not a separate or additional lesson.

How many words are taught per week?
There is no limit to how many words teachers should teach. Research has shown that to have any impact on closing the vocabulary gap then children must be learning **at least** 10 new words per week.

What words should you choose to explicitly teach?
There are three tiers of words (see diagram below). Teachers mainly teach **Tier 2** words.

- These are words that are rarely used in everyday speech by children and more often found in writing e.g. *meander, despise, endure, hilarious*
- They can be used across contexts e.g. *erupt, emerge*
- They may have multiple meanings e.g. *novel, season, draft, current*
- They may be specific synonyms e.g. *chortle* rather than *laugh, trudge* rather than *walk slowly*



How is vocabulary explicitly taught?

Every class **(Y1-Y6)** has a vocabulary word wall **at the front** of the classroom, which does not have a title as this wastes space.

Teachers have lots of pre-prepared rectangular cards to write words on kept in a plastic pocket that hangs off their vocabulary wall. These pieces of card are large to allow for the teacher to write large enough for children at the back to be able to read the vocabulary easily.

When planning lessons, teachers may choose words to explicitly teach. However, words will also come up when reading as a class, during lesson, when children ask for words to be clarified, when watching video clips etc.

Once the teacher has identified a word to teach, they use the following strategies to 'Walk the word':

Say the word - teacher pronounces clearly, children repeat. "My turn, your turn". (Further repetitions can be to whisper the word, use a low voice, high voice etc.)

Clap the word – teacher claps the syllables of the word while saying it out loud. Children repeat.

Define the word – teacher explains the meaning in child friendly language. The teacher will refer to root words/ words within words/ similar words where possible.

Act it out – teacher acts out the word where possible e.g. *Trudge* – walk slowly, dragging your feet with slumped posture

Say it in a sentence – teacher says the word in a simple sentence. They use the *Collins Cobuild Primary Dictionary* to help with this – this gives a sentence for every word. E.g. She *endured* great pain in her life.
Write it –The teacher writes it LARGE and clear on one of the rectangular pieces of card and puts it up in the middle of the vocabulary wall using white-tac. Teachers pick one colour to write vocabulary in each week. The colour is changed at the start of the next week in order to clearly identify the new vocabulary being taught that week.

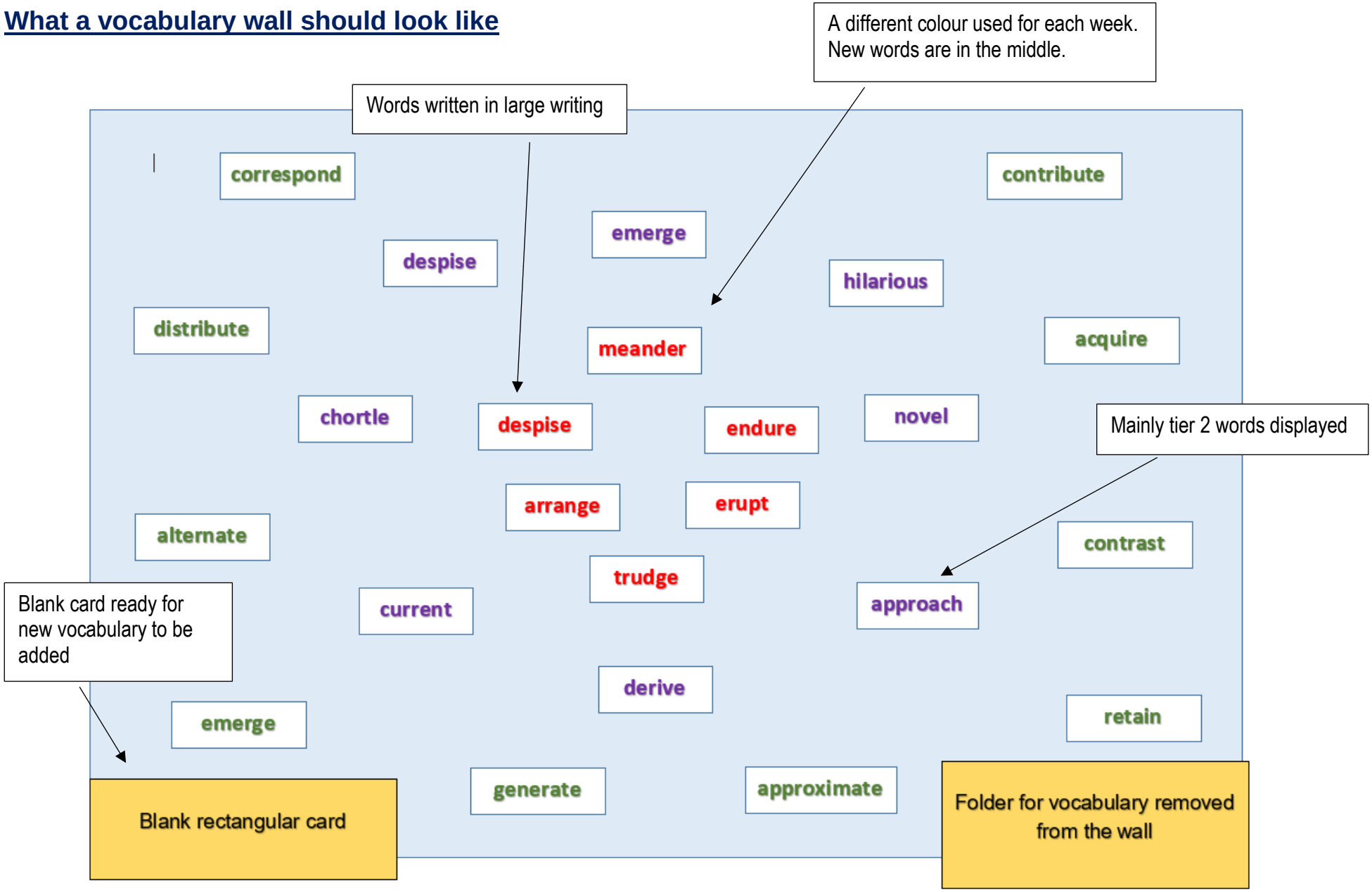
What happens to the words that have already put in the middle of the vocabulary wall?
At the end of the week, these words can be moved to the outer edge of the vocabulary wall to make space for new words to be added to the middle the next week.

What happens when the vocabulary wall is full?
When the vocabulary wall becomes too full, words are removed starting from the older ones on the outer edge. These words are kept in a folder which is also hanging from the vocabulary wall. Words have to be encountered many times for them to stick in long term memory, so every so often the teacher goes back to words that were previously on the vocabulary wall and revisits them – "Tell your partner what this word means…put it in a sentence…show an action etc.".

How do teachers get children to start using the words?
Teachers make a huge fuss about children using these words in their speech, in their writing and recognising it in their independent reading. They give out smiles whenever they hear a child use a word from the vocabulary wall or read it in their writing. Teacher use early morning work to revisit words – put the words up on the IWB, quiz children on the definition; ask them to put them into sentences etc.

How much time does teacher vocabulary take within a lesson?
Vocabulary is taught quickly and with minimal discussion, as spending a long time disrupts the pace of a lesson. Teachers are selective in choosing words- it is not possible to teach every word that comes up.

What a vocabulary wall should look like



Teaching spelling skills

Spelling teaching

The teaching of spelling is very important throughout primary school. Some children can rote learn spellings but most children find it far easier to learn them when spelling rules are explicitly taught. Our spelling curriculum ensures full coverage of the Y1-Y6 National Curriculum and enables pupils to become fluent and confident in their spelling.

Discreet spelling lessons:

- 1 spelling lesson per week
- Each lesson focuses on a particular spelling rule (often linked to phonics), enabling children to understand and apply this rule in their reading and writing.
- The lesson focuses on a group of words that exemplify that rule.
- The spelling guidance is based on the National Curriculum for English
- Teacher uses spelling guidance to help plan spelling lessons ***(Spelling – everything you need)***
- Children practise spelling patterns and rules on whiteboards in weekly spelling lessons
- Children take home and learn the words they have been taught in lessons and are tested weekly.

Spelling lesson structure:

- **Assess:** Lessons starts with a test of the previous week's spellings. These are marked and recorded in the class assessment books. Recording marks allows the teacher to track children's progress and speak to parents when a child is not practising their spellings regularly. Children should be expected to score eight or more on the tests if they have practised effectively.
- **Review**: Teacher looks at the Year Overview (in each year group's file), asks the children to spell three words that they have previously learnt. Teacher reminds them of the spelling rules relating to each of these spellings.
- **Teach**: Teacher uses the PowerPoint to teach the children the current week's spellings. Ensure all children understand the meaning of the words they are learning.
- **Practise**: Children will be given the spellings in their homework to practise in preparation for the next week's test.

SEND children

- In order to differentiate appropriately for children who are working below their year group, teachers can use the resources from younger year groups. While the class are having their spelling lesson, interventions for children working below can be run in small groups.

Developing independent spelling in everyday writing for emergent spellers:

- Teachers avoid 'giving' children the spelling
- Children are taught to 'sound out' their words using their phonics
- Children are taught to look for and use words around the room
- Children are taught use word banks
- Children are taught use 'magic lines'

Developing independent spelling in everyday writing for more confident spellers:

- Use all the above strategies
- Children are taught to use simple dictionaries

The use of the spelling test:

REC: We expect the children to begin to learn the 100 high frequency words and common blends. These words are learnt in school and lists are also given to take home. Children are tested 1:1 on these words throughout the year.

Y1/Y2: Weekly spelling lessons where children are taught the rules outlined in the National Curriculum. Spelling patterns and conventions are also taught as part of writing sessions and during phonics teaching. We expect the children to learn 100 high frequency words, common blends and long vowel sounds. Lists of these words are given weekly for homework and then tested, 10 at a time. These spellings are differentiated according to attainment levels.

KS2: Spelling patterns and conventions are taught during spelling lessons and as part of writing sessions according to what is expected in the National Curriculum for English. Children are taught the words outlined in the statutory word lists outlined in the National Curriculum. These lessons are timetabled in years 4, 5 and 6. Children take home 10 words for homework every week. Children are tested on these spellings weekly. Spelling patterns and rules are taught.

NB: If spelling becomes an issue in a year group, senior leaders may make the decision to put in a whole class intervention spelling programme.

<u>Assessing spelling:</u>

- Children are given weekly spelling tests in Y1-Y6.
- Children correct and practise spellings they have got wrong in their writing at least once a week.

<u>Using working walls to support spelling</u>

- Children use banks of words to support spelling e.g. synonyms for nice/said, common word lists/ lists of connectives/ lists of sentence openers.

Statutory National Curriculum Spellings

Year 3 Autumn 1st half	Year 3 Autumn 2nd half	Year 3 Spring 1st half	Year 3 Spring 2nd half	Year 3 Summer 1st half	Year 3 Summer 2nd half
actual learn group heard arrive circle often build	eight caught centre century heart breath busy early	continue decide island minute difficult earth consider enough	perhaps address guard material recent guide forward fruit	though notice quarter length library famous describe mention answer appear	actually extreme February certain height history imagine increase interest important

Year 4 Autumn 1st half	Year 4 Autumn 2nd half	Year 4 Spring 1st half	Year 4 Spring 2nd half	Year 4 Summer 1st half	Year 4 Summer 2nd half
accident believe strange reign interest various possible grammar	woman women promise therefore opposite ordinary perhaps pressure	particular calendar popular position possess possession purpose potatoes	different exercise regular complete remember sentence separate special thought weight	straight favourite strength suppose surprise bicycle business medicine natural naughty	peculiar occasion occasionally probably knowledge experiment experience question disappear important

Year 5 Autumn 1st half	Year 5 Autumn 2nd half	Year 5 Spring 1st half	Year 5 Spring 2nd half	Year 5 Summer 1st half	Year 5 Summer 2nd half

					(some hard words from yr4)
occur accompany according appreciate achieve aggressive forty ancient apparent occupy	attached available average awkward bargain bruise category cemetery critic community	communicate competition conscience conscious dictionary equipped curiosity definite harass foreign	controversy convenience correspond criticise desperate determined disastrous embarrass environment equipment	especially exaggerate hindrance excellent existence explanation familiar amateur frequently government	guarantee immediate knowledge experiment experience business possession disappear weight separate

Year 6 Autumn 1st half	Year 6 Autumn 2nd half	Year 6 Spring 1st half	Year 6 Spring 2nd half	Year 6 Summer 1st half Revision (yr 5)	Year 6 Summer 2nd half
individual interfere interrupt language leisure lightning marvellous mischievous muscle necessary	recommend relevant restaurant signature sincere immediately soldier stomach sufficient suggest twelfth variety vegetable vehicle yacht	neighbour nuisance appreciate accommodate opportunity parliament persuade physical prejudice privilege profession programme pronunciation queue recognise	symbol system temperature thorough committee environment government communicate accommodate embarrass rhyme rhythm sacrifice secretary shoulder	appreciate conscious competition definite convenience desperate disastrous especially equipment foreign familiar frequently government guarantee immediate	

Teaching handwriting

All adults in the school must provide a good model of handwriting at all times.

In Foundation Stage and Key Stage 1 children are taught:

- The correct pencil grip.
- Correct formation of lower case and capital letters.

- During Year 1, teachers take responsibility for letter formation and should ensure that children are able to form all letters correctly in preparation for Year 2.
- In Year 2, the children will learn the main joins between letters.
- By the end of year 2 children will use joined up handwriting.

Reception, Y1, Y2 and Y3 children use pencil for all writing.

In Key Stage 2 children continue to develop their handwriting skills:

- To ensure consistency in size and proportion of letters and the spacing between letters and words.
- To build up handwriting speed, fluency and legibility.
- To use joined handwriting in all writing except where other special forms are required (e.g. printing on a map).

ALL children in Year 4 write in pen from the beginning of the year in all subjects except maths.

How children are taught handwriting

- The **Andrew Brodie** handwriting scheme is used throughout the school – teachers and support staff refer to it when writing themselves.
- This is used in key stage two to ensure that the teaching of handwriting is consistent.
- In key stage one, handwriting is taught in **Phonics lessons using Read Write Inc. handwriting resources.**
- All year groups have one discreet handwriting lesson timetabled once a week where the teacher MODELS how to form letters and joins.
- Every child from Year 1 upwards has a handwriting book in which they record their handwriting practise.
- Writing lessons should be used to give further opportunities to model good handwriting.

Some children may need extra time to practise their handwriting, and early morning work can be used for this, with an adult supporting. In some cases, it may be appropriate to give some children in Key Stage 2 handwriting homework.

Handwriting and children on the SEN/D register

Some children may need extra support in handwriting. If a teacher has concerns they need to meet up with the SENCO to discuss the child in question. The SENCO may suggest that the child needs extra handwriting support.

Teaching grammar

How and when is grammar taught?

From Year 1 to Year 6 grammar is taught weekly. The grammar lesson is organised in the following way:

- **Part 1** – Addressing grammatical misconceptions following the writing lesson. The misconceptions that the children have are addressed in this part of the lesson. The teacher highlights these misconceptions to the class and teaches the relevant grammar rule. The children then practise examples on mini white boards.

- **Part 2** – Teach a discrete grammar point – The teacher uses the resources *Rising Stars Grammar, Spelling and Punctuation Teachers Book* to plan and deliver lessons. The teacher should decide which grammar point to teach the class this week, depending on the text type being taught. Sometimes the text type might not go with the grammar point. Some grammar lessons may be taught using mini whiteboards. Any grammar work done on writing frames should be stuck into English books (Y1-Y5). Year 6 children should complete grammar work in separate Grammar books.

Grammar homework

From Year 2 upwards, grammar homework linked to the grammar lesson will be incorporated into homework when appropriate.

Grammar rules taught in grammar lessons are then referred to in English lessons and other areas of the curriculum. Children are regularly asked to spot the rule within a text, identify the rule within a super sentence and correct misconceptions.

School Partnership Grammar and Punctuation guide

This guidance has been created using the National Curriculum for English (2014) and sets out the grammar and punctuation expectations for each year group. It is linked to the school's Alan Peat resource 'Writing Exciting Sentences (Book 1)' and 'A Second Book of Exciting Sentences (Book 2)' which should be used as part of the teacher's modelled and shared writing sessions to teach some of the grammar and punctuation objectives.
The Alan Peat Super Sentences will not teach every aspect of the grammar and punctuation expectations in the National Curriculum but does provide a structure in which content can be applied in writing. Spellings and word structure vocabulary by year group are all included in the National Curriculum appendix.

Year 1 Grammar and Punctuation

Year 1					
Word	Sentence structure	Text structure	Punctuation	Terminology for pupils	Alan Peat sentence type
Regular **plural noun suffixes** *–s* or *–es* (e.g. *dog, dogs; wish, wishes*) **Suffixes** that can be added to **verbs** (e.g. *helping, helped, helper*) How the **prefix** *un–* changes the meaning of **verbs** and **adjectives** (negation, e.g. *unkind*, or *undoing*, e.g. *untie the boat*)	How **words** can combine to make **sentences**. Joining **words** and joining **clauses** using *and*	Sequencing sentences to form short narratives. Separation of words with spaces.	Separation of **words** with spaces Introduction to capital letters, full stops, question marks and exclamation marks to demarcate **sentences** Capital letters for names and for the personal **pronoun** *I*	word, sentence, letter, capital letter, full stop, punctuation, singular, plural, question mark, exclamation mark	**List Sentence** (Book 1, P43) **BOYS Sentence** (B1,P11) **1A Sentence** (See 2A sentences B1, P13)

Year 2 Grammar and Punctuation

Year 2					
Word	Sentence structure	Text structure	Punctuation	Terminology for pupils	Alan Peat sentence type
Formation of **nouns** using **suffixes** such as –*ness*, –*er* and by compounding [for example, *whiteboard*, *superman*] Formation of **adjectives** using **suffixes** such as –*ful*, –*less* (A fuller list of **suffixes** can be found on page 46 in the year 2 spelling section in English Appendix 1) Use of the **suffixes** –*er*, –*est* in **adjectives** and the use of –ly in Standard English to turn adjectives into **adverbs**	**Subordination** (using *when*, *if*, *that*, *because)* and **co-ordination** (using *or*, *and*, *but*) Expanded **noun phrases** for description and specification [for example, *the blue butterfly*, *plain flour*, *the man in the moon*] **How the grammatical patterns in a sentence indicate its function as a** statement, question, exclamation or command	Correct choice and consistent use of **present tense** and **past tense** throughout writing Use of the **progressive** form of **verbs** in the **present** and **past tense** to mark actions in progress [for example, *she is drumming*, *he was shouting*]	Use of capital letters, full stops, question marks and exclamation marks to demarcate **sentences** Commas to separate items in a list **Apostrophes** to mark where letters are missing in spelling and to mark singular possession in nouns [for example, *the girl's name*]	noun, noun phrase statement, question, exclamation, command, compound, adjective, verb, suffix adverb tense (past, present) apostrophe, comma	*Consolidate:* **List Sentence** (B1, P43) **BOYS Sentence** (B1, P11) **1A Sentence** (See 2A sentences B1, P13) *Teach:* **2A Sentence** (B1, P13) **Short Sentence** (B1, P53) *Introduce:* **PC Sentences** (BA) (NA) (NN) (AA) (B1, P49) **Simile sentence** (B1, P39) **Double –ly sentence** (B1, P39)

Year 3-4 Grammar and Punctuation

NB Grammar should be taught explicitly at this stage and pupils should be taught the terminology and concepts. They should be able to apply these concepts correctly to real-life language examples. Ensure that pupils start to learn about some of the differences between Standard English and non-Standard English and begin to apply what they have learnt, for example, in writing dialogue for characters.

Year 3					
Word structure	Sentence structure	Text structure	Punctuation	Terminology for pupils	Alan Peat sentence type
Formation of **nouns** using a range of **prefixes** [for example *super–*, *anti–*, *auto–*] Use of the **forms** *a* or *an* according to whether the next **word** begins with a **consonant** or a **vowel** [for example, *a rock*, *an open box*] **Word families** based on common **words**, showing how words are related in form and meaning [for example, *solve, solution, solver,*	Expressing time, place and cause using **conjunctions** [for example, *when*, *before*, *after*, *while*, *so*, *because*], **adverbs** [for example, *then*, *next*, *soon*, *therefore*], or **prepositions** [for example, *before*, *after*, *during*, *in*, *because of*] Extending the range of sentences with **more than one clause** by using a wider range of conjunctions (*e.g. when, if, because, although)*	Introduction to paragraphs as a way to group related material Headings and sub-headings to aid presentation Use of the **present perfect** form of **verbs** instead of the simple past [for example, *He has gone out to play* contrasted with *He went out to play*]	Introduction to inverted commas to **punctuate** direct speech	adverb, preposition conjunction word family, prefix clause, subordinate clause direct speech consonant, consonant letter vowel, vowel letter inverted commas (or 'speech marks')	*Consolidate*: **BOYS Sentence** (B1, P11) **2A Sentence** (B1, P13) **Short Sentence** (B1, P53) **Simile sentence** (B1, P39) **Double –ly sentence** (B1, P39) *Teach*: **2 Pair sentence** (B1, P19) **Then and now** (Book 2, P50) **Emotion word, (comma) Sentence** (B1, P29)

dissolve, insoluble]					

Year 4					
Word structure	Sentence structure	Text structure	Punctuation	Terminology for pupils	Alan Peat sentence type
The grammatical difference between **plural** and **possessive** *–s* Standard English forms for **verb inflections** instead of local spoken forms [for example, *we were* instead of *we was*, or *I did* instead of *I done*]	Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. *the teacher* expanded to: *the strict maths teacher with curly hair*) **Fronted adverbials** [for example, *Later that day*, *I heard the bad news.*]	Use of paragraphs to organise ideas around a theme Appropriate choice of **pronoun** or **noun** within and across **sentences** to aid cohesion and avoid repetition	Use of inverted commas and other **punctuation** to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: *The conductor shouted, "Sit down!"*] **Apostrophes** to mark **plural** possession [for example, *the girl's name*, *the girls' names*] Use of commas after **fronted adverbials**	Determiner, Pronoun, Possessive pronoun, adverbial	*Consolidate*: **2A Sentence** (B1, P13) **2 Pair sentence** (B1, P19) **Double ly ending** (B1, P39) **Simile sentence** (B1, P15) **Then and now** (B2, P50) **Emotion word, (comma) Sentence** (B1, P29) *Teach*: **Description, which+simile** (B2, P67) **Noun, which/ who/ where** (B1,P31) **As _ly sentence** (B2, P118) **With a(n) action, more action** (B2, P106) **Personification of weather** (B1, P47)

Year 5-6 Grammar and Punctuation

Year 5					
Word structure	Sentence structure	Text structure	Punctuation	Terminology for pupils	Alan Peat sentence type
Converting **nouns** or **adjectives** into **verbs** using **suffixes** [for example, *–ate; –ise; –ify*] **Verb prefixes** [for example, *dis–*, *de–*, *mis–*, *over–* and *re–*]	**Relative clauses** beginning with *who*, *which*, *where*, *when*, *whose*, *that*, or an omitted relative pronoun Indicating degrees of possibility using **adverbs** [for example, *perhaps*, *surely*] or **modal verbs** [for example, *might*, *should*, *will*, *must*]	Devices to build **cohesion** within a paragraph [for example, *then*, *after that*, *this*, *firstly*] Linking ideas across paragraphs using **adverbials** of time [for example, *later*], place [for example, *nearby*] and number [for example, *secondly*] or tense choices [for example, he *had* seen her before]	Brackets, dashes or commas to indicate parenthesis Use of commas to clarify meaning or avoid ambiguity	modal verb, relative pronoun relative clause parenthesis, bracket, dash cohesion, ambiguity	*Consolidate*: **Description, which+simile** (B2, P67) **Noun, which/ who/ where** (B1,P31) **As _ly sentence** (B2, P118) **With a(n) action, more action** (B2, P106) **2 Pair sentence** (B1, P19) **Emotion word, (comma) Sentence** (B1, P29) **Personification of weather** (B1, P47) *Teach*: **O.(I.) Sentence** (B1, P25) **Name – adjective pair -** (B2, P26) **This is that Sentence** (B2, P70) **3 –ed sentence** (B1, P17) **De:de sentence** (B1, P21)

Year 6					
Word structure	Sentence structure	Text structure	Punctuation	Terminology for pupils	Alan Peat sentence type
The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, *find out – discover; ask for – request; go in – enter*] How words are related by meaning as synonyms and antonyms [for example, *big, large, little*].	Use of the **passive** to affect the presentation of information in a **sentence** [for example, *I broke the window in the greenhouse* versus *The window in the greenhouse was broken (by me)*]. The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: *He's your friend, isn't he?*, or the use of **subjunctive** forms such as *If I were* or *Were they to come* in some very formal writing and speech]	Linking ideas across paragraphs using a wider range of **cohesive devices**: repetition of a **word** or phrase, grammatical connections [for example, the use of **adverbials** such as *on the other hand*, *in contrast*, or *as a consequence*], and **ellipsis** Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]	Use of the semi-colon, colon and dash to mark the boundary between independent **clauses** [for example, *It's raining; I'm fed up*] Use of the colon to introduce a list and use of semi-colons within lists **Punctuation** of bullet points to list information How hyphens can be used to avoid ambiguity [for example, *man eating shark* versus *man-eating shark*, or *recover* versus *re-cover*]	subject, object active, passive synonym, antonym ellipsis, hyphen, colon, semi-colon, bullet points	*Consolidate*: **O.(I.) Sentence** (B1, P25) **Emotion word, (comma) Sentence** (B1, P29) **Personification of weather** (B1, P47) **Name – adjective pair – sentence** (B2, P26) **This is that Sentence** (B2, P70) *Teach*: **Imagine 3 examples Sentence** (B1, P59) **Tell: show 3; examples** (B2, P10) **Position + place, subject + action** (B2, P110) **Emotion – consequence sentence** (B2, P99) **3 bad – (dash) question** (B1, P37)

Recitation of poetry

Recitation is taught:

- From YR – Y6 children are taught to recite and learn poems off by heart.
- Children will learn 6 poems every year, one poem every term.
- Each class will then perform these poems during an assembly once a term.

Which poems will be taught to recite?

Age appropriate poems have been chosen by the English leader for each year group.

How will recitation be taught?

At the start of every English lesson the poem for that term will be displayed on the whiteboard. The children will read through it with the teacher every day until they are able to recite it without needing to read it. Each class will then perform these poems during an assembly that term.

Recitation homework
Poems can be taken home so children can practise them.

Implementation of our curriculum

The implementation of our curriculum is greatly supported by **carefully structured unit plans, leading pupils through component knowledge and skills to composite knowledge and skills** in all subjects.
Our pedagogical approach is based on **Rosenshine's Principles of Direct Instruction**. The brilliant clarity and simplicity of this approach supports teachers to engage with cognitive science and the wider world of educational research.
The Principles of Direct Instruction

1. Daily Review
2. Present new material using small steps
3. Ask questions
4. Provide models
5. Guide student practice
6. Check for student understanding
7. Obtain a high success rate
8. Provide scaffolds for difficult tasks
9. Independent practice
10. Weekly and monthly review

Resources

English resources related to each year group should be stored in classrooms.
Lined exercise books (8mm)- Children in Y1-Y6 write directly into exercise books from the start of the year. Children in Reception write directly into exercise books from the Summer term.

Assessment

From Y1- Y6 children are assessed individually against the statutory outcomes for each year group. They are graded Below Expected Standard (Y?) Working towards Expected Standard Expected Standard Greater Depth. The reading and writing assessment statements can be found at the end of this policy document.

Staff training

Staff receive termly support and training through a programme of PDM's and 1-1 coaching opportunities, keeping their knowledge, skills and understanding up to date and relevant for delivering the curriculum.
New staff are given a mentor for 12 months.

Parent involvement

Through parents' meetings, the school newsletter and the school website parents are encouraged to support their children's learning in reading and writing.

The role of the English Leader

Subject leaders

- provide continuous professional development for staff
- monitor the quality of provision in the reading and writing curriculum and report to senior leaders
- monitor pupil outcomes in reading and writing and report to senior leaders

Progression through the Reading Curriculum in our school **UPDATED: 20.01.20**

Spoken language

	Rec	Y1	Y2	Y3	Y4	Y5	Y6	Y7 (KS3)
Spoken language	*We are learning to use a 'public' voice for speaking in front of our class, in assemblies, or other large audiences. We use a whispering voice for working with a partner in class or independently pulling sentences out of our mouth when we are writing.* We are learning to: - listen and respond appropriately to adults and their peers - ask relevant questions to extend their understanding and knowledge - use relevant strategies to build their vocabulary - articulate and justify answers, arguments and opinions - give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings - maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments - use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas - speak audibly and fluently with an increasing command of Standard English - participate in discussions, presentations, performances, role play, improvisations and debates - gain, maintain and monitor the interest of the listener(s) - consider and evaluate different viewpoints, attending to and building on the contributions of others - select and use appropriate registers for effective communication							See below
Spoken language	**Y7 (KS3)** We are learning to speak confidently and effectively, including through: - using Standard English confidently in a range of formal and informal contexts, including classroom discussion - giving short speeches and presentations, expressing our own ideas and keeping to the point - participating in formal debates and structured discussions, summarising and/or building on what has been said - improvising, rehearsing and performing play scripts and poetry in order to generate language and discuss language use and meaning, using role, intonation, tone, volume, mood, silence, stillness and action to add impact.							

Reading – comprehension (both listening and reading)

	Rec	Y1	Y2	Y3	Y4	Y5	Y6	Y7 (KS3)
Predicting	We are learning to: - predict what might happen on the basis of what has been read so far	We are learning to: - predict what might happen on the basis of what has been read so far	We are learning to: - predict what might happen on the basis of what has been read so far	We are learning to: - predict what might happen from details stated and implied		We are learning to: - predict what might happen from details stated and implied		

Inferring	We are learning to: make inferences on the basis of what is being said and done	We are learning to: make inferences on the basis of what is being said and done	We are learning to: - make inferences on the basis of what is being said and done	We are learning to: - draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence	We are learning to: - draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence	We are learning to: make inferences and refer to evidence in the text
Questioning	We are learning to: - answer 'how' and 'why' questions	We are learning to: - answer questions	We are learning to: - answer and ask questions	We are learning to: - ask questions to improve our understanding of a text	We are learning to: - ask questions to improve our understanding	
Making Connections		We are learning to understand both the books we can already read accurately and fluently and those we listen to by: - drawing on what we already know or on background information and vocabulary provided by the teacher - being encouraged to link what we read or hear read to our own experiences	We are learning to: - discuss how a book may be similar or different to one we have read before. We are learning to: - discuss the sequence of events in books and how items of information are related	We are learning to: - draw comparison and make connections between different texts and authors.	We are leaning to: - identify and discuss themes and conventions in and across a wide range of writing - make comparisons within and across books	We are learning to: - make critical comparisons across text - re-read books encountered earlier to increase familiarity with them and provide a basis for making comparisons.
Summarising	We are learning to: - talk about what we have read, showing some understanding of the content	We are learning to: discuss the significance of the title and events	We are learning to: - summarise the story we have read	We are learning to: - identify main ideas drawn from more than one paragraph and summarise these - retrieve and record information from non-fiction	We are learning to: - summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas - retrieve, record and present information from non-fiction	

Evaluating	We are learning to: - describe in our own words what we have read and whether we enjoyed the book	We are learning to: - listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which we can read independently - become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics	We are learning to: - listen to, discuss and express views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which we can read independently	We are learning to: - identify how language, structure, and presentation contribute to meaning		We are learning to: - discuss and evaluate how authors use language, including figurative language, considering the impact on the reader - recommend books that we have read to our peers, giving reasons for their choices - distinguish between statements of fact and opinion	We are learning to read critically through: - knowing how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning
Understanding vocabulary – clarifying	We are learning to: - discuss word meanings, linking new meanings to those already known	We are learning to: - discuss word meanings, linking new meanings to those already known	We are learning to: - drawing on what we already know or on background information and vocabulary provided by our teacher - recognising simple recurring literary language in stories and poetry - discussing and clarifying the meanings of words, linking new meanings to known vocabulary	We are learning to: - understand and attempt to work out the meaning of unknown words, based on our own general knowledge, context of the book and knowledge of root words.		We are learning to: - understand and attempt to work out the meaning of unknown words, based on our own general knowledge, context of the book and knowledge of root words.	We are learning to understand increasingly challenging texts through: - learning new vocabulary, relating it explicitly to known vocabulary and understanding it with the help of context and dictionaries
Performing	We are learning to:	We are learning to:	We are learning to:	We are learning to:	We are learning to:	We are learning to: - learn a wider range of poetry by heart	We are learning to understand

	- appreciate rhymes and poems, and to recite some by heart - recognise and join in with predictable phrases	- appreciate rhymes and poems, and to recite some by heart - recognise and join in with predictable phrases	- continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear	- prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action We are learning to recognise some different forms of poetry [for example, free verse, narrative poetry]	- learn a wider range of poetry by heart - prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience	- prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience	how the work of dramatists is communicated effectively through performance and how alternative staging allows for different interpretations of a play
Being a reader	We are learning to demonstrate an understanding when talking with others about what they have read - participate in discussion about what is read to them, taking turns and listening to what others say	We are learning to: - develop pleasure in reading, motivation to read, vocabulary and understanding by: - participate in discussion about what is read to them, taking turns and listening to what others say - explain clearly their understanding of what is read to them. - checking that the text makes sense to them as they read and	We are learning to: - participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say - explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves	We are learning to: - participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say - discuss words and phrases that capture the reader's interest and imagination We are learning to understand what we read, in books we can read independently, by: - checking that the text makes sense to us, discussing our understanding and explaining the meaning of words in context We are learning to recognise some different forms of poetry [for example, free verse, narrative poetry]		We are learning to: - participate in discussions about books that are read to us and those we can read by themselves, building on our own and others' ideas and challenging views courteously - explain and discuss our understanding of what we have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary - provide reasoned justifications for our views - recommend books that we have read to our peers, giving reasons for their choices We are learning to understand what we read by: - checking that the book makes sense to us, discussing our understanding and exploring the meaning of words in context - identify how language, structure and presentation contribute to meaning	We are learning to: - develop an appreciation and love of reading, and read increasingly challenging material independently - study a range of authors, including at least two authors in depth each year.

		correcting inaccurate reading	- discuss our favourite words and phrases We are learning to: - understand both the books that we can already read accurately and fluently and those that we listen to by: - checking that the text makes sense to us as we read and correcting inaccurate reading We are learning to: - develop pleasure in reading, motivation to read, vocabulary and understanding by: - becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales - being introduced to non-fiction books that are		We are learning to: - maintain positive attitudes to reading and understanding of what we read by: - continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks - reading books that are structured in different ways and reading for a range of purposes - increasing our familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions	

			structured in different ways			

Reading – word reading

	Rec	Y1	Y2	Y3	Y4	Y5	Y6	Y7 (KS3)
Phonic knowledge	We are learning to: - use phonic knowledge to decode regular words and read them aloud accurately.	We are learning to: - apply our phonic knowledge and skills as the route to decode words - read other words of more than one syllable that contain taught GPCs - read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)	We are learning to: - continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent - read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered					
Graphemes	We are learning to: - respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes,	We are learning to: - respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes	We are learning to: - read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes					

Word endings/ Suffixes		We are learning to: - read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings	We are learning to: - read words containing common suffixes	We are learning to: - apply our growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words we meet	We are learning to: - apply our their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that we meet.	
Common exception words	We are learning to: Read common exception words	We are learning to: - read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word	We are learning to: - read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word	We are learning to: - read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.	We are learning to: - read less common exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.	
Reading with accurately and aloud	We are learning to: - read accurately by blending sounds in unfamiliar words containing GPCs that have been taught - read aloud accurately books that are consistent with our developing phonic	We are learning to: - read accurately by blending sounds in unfamiliar words containing GPCs that have been taught - read aloud accurately books that are consistent with our developing phonic knowledge and	We are learning to: - read accurately words of two or more syllables that contain the same graphemes as above - read aloud books closely matched to our improving phonic knowledge, sounding out unfamiliar words accurately,	We are learning to read fluently and accurately, using a range of strategies to read unknown words.	We are learning to read fluently and accurately, using a range of strategies to read unknown words.	We are learning to know and understand the differences between spoken and written language, including differences associated with formal and informal registers, and between

	knowledge and that do not require other strategies to work out words - re-read these books to build up our fluency and confidence in word reading.	that do not require other strategies to work out words - re-read these books to build up our fluency and confidence in word reading.	automatically and without undue hesitation - re-read these books to build up our fluency and confidence in word reading.			Standard English and other varieties of English

Progression through the Writing Curriculum in our school **UPDATED: 20.01.20**

Spoken language

	Rec	Y1	Y2	Y3	Y4	Y5	Y6	Y7 (KS3)
Spoken language	*We are learning to use a 'public' voice for speaking in front of our class, in assemblies, or other large audiences. We use a whispering voice for working with a partner in class or independently pulling sentences out of our mouth when we are writing.* We are learning to: - listen and respond appropriately to adults and their peers - ask relevant questions to extend their understanding and knowledge - use relevant strategies to build their vocabulary - articulate and justify answers, arguments and opinions - give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings - maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments - use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas - speak audibly and fluently with an increasing command of Standard English - participate in discussions, presentations, performances, role play, improvisations and debates - gain, maintain and monitor the interest of the listener(s) - consider and evaluate different viewpoints, attending to and building on the contributions of others - select and use appropriate registers for effective communication							See below
Spoken language	**Y7 (KS3)** We are learning to speak confidently and effectively, including through: - using Standard English confidently in a range of formal and informal contexts, including classroom discussion - giving short speeches and presentations, expressing our own ideas and keeping to the point - participating in formal debates and structured discussions, summarising and/or building on what has been said - improvising, rehearsing and performing play scripts and poetry in order to generate language and discuss language use and meaning, using role, intonation, tone, volume, mood, silence, stillness and action to add impact.							

Writing – transcription (spelling)

	Rec	Y1	Y2	Y3	Y4	Y5	Y6	Y7 (KS3)
Learning to spell (inc. phonetically)	We are learning to use our phonic knowledge to write words in ways which match our spoken sounds	We are learning to spell: - words containing each of the 40+ phonemes already taught - common exception words - the days of the week - using letter names to distinguish between alternative spellings of the same sound	We are learning to spell by: - segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly - learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones - learning to spell common exception words - learning to spell more words with contracted forms - learning the possessive apostrophe (singular) [for example, the girl's book] - distinguishing between homophones and near-homophones	We are learning to: - spell further homophones - spell words that are often misspelt (English Appendix 1) - place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]		We are learning to: - spell some words with 'silent' letters [for example, knight, psalm, solemn] - continue to distinguish between homophones and other words which are often confused - use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1 - use a thesaurus to check spellings		We are learning to: - apply the spelling patterns and rules set out in English Appendix 1 to the key stage 1 and 2 programmes of study for English.

The alphabet	We are learning to name the letters of the alphabet.	We are learning to: - name the letters of the alphabet: - name the letters of the alphabet in order	We are learning to: - use dictionaries to check the spelling and meaning of words - use the first letter of a word to check its spelling in a dictionary	We are learning to: - use dictionaries to check the spelling and meaning of words - use the first two or three letters of a word to check its spelling in a dictionary	We are learning to: - use dictionaries to check the spelling and meaning of words - use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary	
Spelling rules	We are learning to spell phonetically regular words of more than one syllable.	We are learning to: - add prefixes and suffixes: - use the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs - use the prefix un– □ using –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest] - apply simple spelling rules and guidance, as listed in English Appendix 1	We are learning to: - add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly - apply spelling rules and guidance, as listed in English Appendix 1	We are learning to: - use further prefixes and suffixes and understand how to add them (English Appendix 1)	We are learning to: - use further prefixes and suffixes and understand the guidance for adding them	We are learning to: - apply the spelling patterns and rules set out in English Appendix 1 to the key stage 1 and 2 programmes of study for English.

Dictation		We are learning to: - write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught to us so far.	We are learning to: - write from memory simple sentences dictated by our teacher that include words using the GPCs, common exception words and punctuation taught to us so far.	We are learning to: - write from memory simple sentences, dictated by our teacher, that include words and punctuation taught to us so far.	We are learning to: - write from memory sentences, dictated by our teacher, that include words and punctuation taught to us so far.	

Writing – transcription (handwriting)

Handwriting	We are learning to: - sit correctly at a table, holding a pencil comfortably and correctly - form digits 0-9 - form the letters of the alphabet - use groups of letters or letter-like shapes when writing	We are learning to: - sit correctly at a table, holding a pencil comfortably and correctly - begin to form lower-case letters in the correct direction, starting and finishing in the right place - form capital letters - form digits 0-9 - understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.	We are learning to: - form lower-case letters of the correct size relative to one another - start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined - write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters	We are learning to: - use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined - increase the legibility, consistency and quality of our handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].	We are learning to: - write legibly, fluently and with increasing speed by: - choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters - choosing the writing implement that is best suited for a task.	

			- use spacing between words that reflects the size of the letters.			

Writing – composition (articulating ideas and structuring them in speech and writing)

Planning	We are learning to compose a sentence orally before writing it	We are learning to write sentences by: - saying out loud what they are going to write about - composing a sentence orally before writing it	We are learning to consider what we are going to write before beginning by: - planning or saying out loud what we are going to write about - writing down ideas and/or key words, including new vocabulary - encapsulating what we want to say, sentence by sentence	We are learning to plan our writing by: - discussing writing similar to that which we are planning to write in order to understand and learn from its structure, vocabulary and grammar - discussing and recording ideas	We are learning to plan our writing by: - identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for our own - noting and developing initial ideas, drawing on reading and research where necessary in writing narratives, considering how authors have developed characters and settings in what we have read, listened to or seen performed	We are learning to: - plan considering how their writing reflects the audiences and purposes for which it was intended - amending the vocabulary, grammar and structure of their writing to improve its coherence and overall effectiveness
Writing	We are learning to: - Use our phonic knowledge to write words in ways which match their spoken sounds - write some irregular common words - write simple sentences	We are learning to: - sequence sentences to form short narratives	We are learning to develop positive attitudes towards and stamina for writing by: - writing narratives about personal experiences and those of others (real and fictional) - writing about real events - writing poetry	We are learning to draft and write by: - composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2) - organising paragraphs around a theme - in narratives, creating settings, characters and plot - in non-narrative material, using simple organisational devices [for example, headings and sub-headings]	We are learning to draft and write by: - selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning - in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action - précising longer passages - using a wide range of devices to build cohesion within and across paragraphs - using further organisational and presentational devices to structure text and to guide the reader [for	We are learning to draft and write accurately, fluently, effectively and at length for pleasure and information through: - writing for a wide range of purposes and audiences, including:

	which can be read by themselves and others. – write some words which are spelt correctly and others are phonetically plausible		- writing for different purposes		example, headings, bullet points, underlining]	• well-structured formal expository and narrative essays • stories, scripts, poetry and other imaginative writing • notes and polished scripts for talks and presentations • a range of other narrative and non-narrative texts, including arguments, and personal and formal letters - summarising and organising material, and supporting ideas and arguments with any necessary factual detail - draw on knowledge of literary and rhetorical devices from their reading and listening to enhance the impact of their writing - using Standard English

						confidently in their own writing - drawing on new vocabulary and grammatical constructions from their reading and listening, and using these consciously in their writing to achieve particular effects
Editing	We are learning to re-read what we have written to check that it makes sense	We are learning to: - re-read what we have written to check that it makes sense - discuss what we have written with the teacher or other pupils	We are learning to make simple additions, revisions and corrections to our own writing by: - evaluating our writing with the teacher and other pupils - re-reading to check that our writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form - proof-reading to check for errors in spelling, grammar and punctuation [for	We are learning to evaluate and edit by: - assessing the effectiveness of our own and others' writing and suggesting improvements - proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences - proof-reading for spelling and punctuation errors	We are learning to evaluate and edit by: - assessing the effectiveness of our own and others' writing - proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning - ensuring the consistent and correct use of tense throughout a piece of writing - ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register - proof-reading for spelling and punctuation errors	We are learning to: - draft, edit and proof-read through: - considering how their writing reflects the audiences and purposes for which it was intended - amending the vocabulary, grammar and structure of their writing to improve its coherence and overall effectiveness

			example, ends of sentences punctuated correctly]			
Performing and evaluating	We are learning to read aloud our writing clearly enough to be heard by our peers and the teacher	We are learning to: - read aloud our writing clearly enough to be heard by our peers and the teacher.	We are learning to: - read aloud what we have written with appropriate intonation to make the meaning clear.	We are learning to: - read aloud our own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.	We are learning to: - read aloud our own writing, to a group or the whole class assessing the effectiveness of their own and others' writing	We are learning to: - use notes and polished scripts for talks and presentations - consider how our writing reflects the audiences and purposes for which it was intended - using Standard English confidently in our own speech

Spelling, vocabulary, grammar and punctuation

Word level	*Incidental learning*	We are learning to know, understand and apply in our writing: Regular **plural noun suffixes** *–s* or *–es* (e.g. *dog, dogs; wish, wishes*) **Suffixes** that can be added to **verbs** (e.g. *helping, helped, helper*)	We are learning to know, understand and apply in our writing: Formation of **nouns** using **suffixes** such as *–ness*, *–er* and by compounding [for example, *whiteboard*, *superman*] Formation of **adjectives** using	We are learning to know, understand and apply in our writing: Formation of **nouns** using a range of **prefixes** [for example *super–*, *anti–*, *auto–*] Use of the **forms** *a* or *an* according to whether the next **word** begins with a	We are learning to know, understand and apply in our writing: The grammatical difference between **plural** and **possessive** *–s* Standard English forms for **verb inflections** instead of local spoken forms [for example, *we*	We are learning to know, understand and apply in our writing: Converting **nouns** or **adjectives** into **verbs** using **suffixes** [for example, *–ate; –ise; –ify*] **Verb prefixes** [for example, *dis–*, *de–*, *mis–*, *over– and re–*]	We are learning to know, understand and apply in our writing: The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, *find out – discover; ask*	We are learning to pay attention to accurate spelling; applying the spelling patterns and rules set out in English Appendix 1 to the key stage 1 and 2 programmes of study for English

		How the **prefix** *un–* changes the meaning of **verbs** and **adjectives** (negation, e.g. *unkind*, or *undoing*, e.g. *untie the boat*)	**suffixes** such as *–ful*, *–less* (A fuller list of **suffixes** can be found on page 46 in the year 2 spelling section in English Appendix 1) Use of the **suffixes** *–er*, *–est* in **adjectives** and the use of –ly in Standard English to turn adjectives into **adverbs**	**consonant** or a **vowel** [for example, *a rock*, *an open box*] **Word families** based on common **words**, showing how words are related in form and meaning [for example, *solve, solution, solver, dissolve, insoluble*]	*were* instead of *we was*, or *I did* instead of *I done*]		*for – request; go in – enter*] How words are related by meaning as synonyms and antonyms [for example, *big, large, little*].	
Sentence structure	We are learning to know, understand and apply in our writing how words can combine to make a sentence	We are learning to know, understand and apply in our writing: How **words** can combine to make **sentences**. Joining **words** and joining **clauses** using *and*	We are learning to know, understand and apply in our writing: **Subordination** (using *when*, *if*, *that*, *because)* and **co-ordination** (using *or*, *and*, *but*) Expanded **noun phrases** for description and specification [for example, *the blue butterfly*, *plain flour*, *the man in the moon*]	We are learning to know, understand and apply in our writing: Expressing time, place and cause using **conjunctions** [for example, *when*, *before*, *after*, *while*, *so*, *because*], **adverbs** [for example, *then*, *next*, *soon*, *therefore*], or **prepositions** [for example, *before*, *after*, *during*, *in*, *because of*]	We are learning to know, understand and apply in our writing: Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. *the teacher* expanded to: *the strict maths teacher with curly hair*) **Fronted adverbials** [for example, *Later*	We are learning to know, understand and apply in our writing: **Relative clauses** beginning with *who*, *which*, *where*, *when*, *whose*, *that*, or an omitted relative pronoun Indicating degrees of possibility using **adverbs** [for example, *perhaps*, *surely*] or **modal verbs** [for example,	We are learning to know, understand and apply in our writing: 2Use of the **passive** to affect the presentation of information in a **sentence** [for example, *I broke the window in the greenhouse* versus *The window in the greenhouse was broken (by me)*]. The difference between structures typical of informal	We are learning to: - pay attention to accurate grammar and punctuation. - consolidate and build on their knowledge of grammar and vocabulary through: - extending and applying the grammatical knowledge set out in English Appendix 2 to the key stage 1 and 2

			How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command	Extending the range of sentences with **more than one clause** by using a wider range of conjunctions (*e.g. when, if, because, although)*	*that day*, *I heard the bad news.*]	*might*, *should*, *will*, *must*]	speech and structures appropriate for formal speech and writing [for example, the use of question tags: or the use of **subjunctive** forms such as *If I were* or *Were they to come* in formal writing and speech	programmes of study to analyse more challenging texts - drawing on new grammatical constructions from their reading and listening, and using these consciously in their writing to achieve particular effects
Text structure	We are learning to know, understand and apply in our writing: Sequencing sentences to form short narratives. Separation of words with spaces.	We are learning to know, understand and apply in our writing: Sequencing sentences to form short narratives. Separation of words with spaces.	We are learning to know, understand and apply in our writing: Correct choice and consistent use of **present tense** and **past tense** throughout writing Use of the **progressive** form of **verbs** in the **present** and **past tense** to mark actions in progress [for example, *she is drumming*, *he was shouting*]	We are learning to know, understand and apply in our writing: Introduction to paragraphs as a way to group related material Headings and sub-headings to aid presentation Use of the **present perfect** form of **verbs** instead of the simple past [for example, *He has gone out to play* contrasted with *He went out to play*]	We are learning to know, understand and apply in our writing: Use of paragraphs to organise ideas around a theme Appropriate choice of **pronoun** or **noun** within and across **sentences** to aid cohesion and avoid repetition	We are learning to know, understand and apply in our writing: Devices to build **cohesion** within a paragraph [for example, *then*, *after that*, *this*, *firstly*] Linking ideas across paragraphs using **adverbials** of time [for example, *later*], place [for example, *nearby*] and number [for example, *secondly*] or tense choices [for	We are learning to know, understand and apply in our writing: Linking ideas across paragraphs using a wider range of **cohesive devices**: repetition of a **word** or phrase, grammatical connections [for example, the use of **adverbials** such as *on the other hand*, *in contrast*, or *as a consequence*], and **ellipsis** Layout devices [for example, headings, sub-	We are learning to apply our growing knowledge of vocabulary, grammar and text structure to our writing and select the appropriate form

						example, he *had* seen her before]	headings, columns, bullets, or tables, to structure text]	
Punctuation	We are learning to know, understand and apply in our writing: Separation of **words** with spaces Introduction to capital letters, full stops, question marks and exclamation marks to demarcate **sentences** Capital letters for names	We are learning to know, understand and apply in our writing: Separation of **words** with spaces Introduction to capital letters, full stops, question marks and exclamation marks to demarcate **sentences** Capital letters for names and for the personal **pronoun** *I*	We are learning to know, understand and apply in our writing: Use of capital letters, full stops, question marks and exclamation marks to demarcate **sentences** Commas to separate items in a list **Apostrophes** to mark where letters are missing in spelling and to mark singular possession in nouns [for example, *the girl's name*]	We are learning to know, understand and apply in our writing: Introduction to inverted commas to **punctuate** direct speech	We are learning to know, understand and apply in our writing: Use of inverted commas and other **punctuation** to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: *The conductor shouted, "Sit down!"*] **Apostrophes** to mark **plural** possession [for example, *the girl's name*, *the girls' names*] Use of commas after **fronted adverbials**	We are learning to know, understand and apply in our writing: Brackets, dashes or commas to indicate parenthesis Use of commas to clarify meaning or avoid ambiguity	We are learning to know, understand and apply in our writing: Use of the semi-colon, colon and dash to mark the boundary between independent **clauses** [for example, *It's raining; I'm fed up*] Use of the colon to introduce a list and use of semi-colons within lists **Punctuation** of bullet points to list information How hyphens can be used to avoid ambiguity [for example, *man eating shark* versus *man-eating shark*, or *recover* versus *re-cover*]	We are learning to pay attention to accurate punctuation.
NEW terminology for pupils (teacher to revise previous terminology)	word, sentence, letter, capital letter, full stop, punctuation, singular, plural,	word, sentence, letter, capital letter, full stop, punctuation, singular, plural, question mark, exclamation mark	noun, noun phrase statement, question, exclamation, command,	adverb, preposition conjunction word family, prefix	determiner, pronoun, possessive pronoun, adverbial	modal verb, relative pronoun relative clause parenthesis, bracket, dash	subject, object active, passive synonym, antonym ellipsis, hyphen, colon, semi-	We are learning to discuss reading, writing and spoken language with precise and confident use

	question mark, exclamation mark		compound, adjective, verb, suffix adverb tense (past, present) apostrophe, comma	clause, subordinate clause direct speech consonant, consonant letter vowel, vowel letter inverted commas (or 'speech marks')		cohesion, ambiguity	colon, bullet points	of linguistic and literary terminology
Writing genres studied - fiction	Narrative Poetry	Narrative (retelling) Poetry	Narrative Poetry	Narrative (fables, adventure stories, mystery stories) Poetry	Narrative Poetry	Narrative (historical texts) Poetry	Narrative Poetry	-formal expository and narrative essays - stories, scripts, poetry and other imaginative writing - notes and polished scripts for talks and presentations - narrative and non-narrative texts, including arguments, and personal and formal letters
Writing genres studied – non-fiction	Instructions Lists Recounts - postcards	Recounts Postcards Non-chronological reports	Non-chronological reports Instructions Recounts	Non-chronological reports	Explanation texts Non-chronological reports	Explanation texts Newspapers	Biographies Newspapers	

Reading Assessment Statements (these statements are not hierarchical)
Year 1
Name:

Expected standard Year 1

Statements of assessment	**February**	**July**
Word Reading		
I can use my phonic knowledge to decode words		
I can read 60-70+ words per minute		
I can speedily read the correct sound for set 1, set 2 and set 3 graphemes (including alternative pronunciations, where applicable)		
I can read accurately by blending sounds in unfamiliar words.		
I can read common exception words (red words) *e.g. was, were, is*		
I can read multi-syllabic words containing sounds taught *e.g. looking, sunlight, himself*		
I can read words: - containing *–s, -es, -ing, --ed, -er and –est* endings. - with contractions *e.g. I'll, I'm, we'll* and understand that the apostrophe represents omitted letters		
Comprehension		
Clarifying		
I can discuss what words mean and link them to words that I already know		
I correct myself so that the text makes sense		
Inferring		
I can make a judgment about a character or plot based on the information I have		
I can make inferences based on what characters say and do in the text		
Predicting		
I can use what has happened in the text so far to help me make predictions		
Summarising		
I can retell familiar stories and traditional tales.		
Making Connections		
I can recognise and join in with predictable phrases		
I can make links between what I have read/heard and my own experiences		
Evaluating		
I can discuss the importance of the title and events		
Discussing and explaining ideas		
I can clearly explain my understanding of what is read to me		
I re-read books that I have read before.		
Poetry and Performance		
I can say a poem or rhyme that I have learned by heart.		

February assessment point **On track to** _____

July assessment point

_____

Reading Assessment Statements (these statements are not hierarchical)
Year 2
Name:

Expected standard Year 2

Statements of assessment	February	July
Word Reading		
I can read most words quickly and accurately without overt sounding and blending		
I can read 70-80+ words per minute.		
I can use my phonic knowledge to decode words when I am unable to read fluently.		
I can read accurately by blending the sounds for set 1, set 2 and set 3 graphemes (including alternative sounds for graphemes)		
I can read multi-syllabic words containing sounds taught e.g. *beware, retire, explode*		
I can read common exception (red words) noting unusual correspondences between spelling and sound *e.g. who, because, would*		
I can read words with common suffixes *e.g. -ness, -ful, -less, -ly*		
Comprehension		
Clarifying		
I can check the text makes sense whilst I am reading and correct mistakes		
I can discuss and find out the meaning of words linking new meanings to words know		
Inferring		
I can make inferences based on what characters say and do in the text		
Predicting		
I can predict what might happen in the story from details I have read		
Summarising		
I know a wide range of stories, fairy stories and traditional tales		
Making connections		
I can discuss the sequence of events in books and how items of information are related		
I know that non-fiction books are structured in different ways		
I can recognise recurring language and patterns in stories and poems		
Evaluating		
I listen to and discuss what I think about poetry, stories and non–fiction texts that have been read to me		
I can discuss my favourite words and phrases		
Discussing and explaining ideas		
I can explain and discuss books, poems and other works I have read and have had read to me – listening to others too		
I can ask and answer questions about a text		
Poetry and Performance		

I know some poems by heart and can recite them		

February assessment point **On track to** _____

July assessment point

_____

Reading Assessment Statements (these statements are not hierarchical)
Year 3
Name:

Expected standard Year 3

Statements of assessment	February	July
Word Reading		
I can read a level 27 (Ruby) PM Benchmark text with appropriate speed and accuracy.		
I can decode new words, testing out ways of saying them and correct myself where needed based on my own experience *e.g. tetchnical -> technical*		
I apply my knowledge of root words, prefixes and suffixes to help me read aloud and to understand the meaning of new words (See National Curriculum: English Appendix 1)		
I can read common exception words (red words) noting unusual correspondences between spelling and sound *e.g. early, answer, island*		
Comprehension		
Clarifying		
I check the text makes sense to me by discussing my understanding and explaining the meanings of words in context.		
I ask questions to improve my understanding		
I can use dictionaries to check the meaning of new words that I have read.		
Inferring		
I can infer characters feelings, thoughts and motives from their actions.		
I can justify my inferences with evidence from the text		
Predicting		
I can predict what might happen from details in the story		
Summarising		
I can identify and summarise main ideas from the text		
I can find and record information from non-fiction texts		
I can listen to and read a wide range of books, including fairy stories, myths and legends. I can retell some of these stories out loud.		
Making Connections		
I can identify themes and conventions in a wide range of books.		
I can read books that are structured in different ways and for a range of purposes.		
Evaluating		
I can recommend books to others and explain why		
I can identify how language, structure and presentation can contribute to meaning		
Discussing and explaining ideas		
I can join in discussions about books to develop my own ideas and disagree with other people politely		
Poetry and Performance		
I can read different texts, including poems for performance, with intonation, tone, volume and action.		

February assessment point **On track to** _____

July assessment point

_____

Reading Assessment Statements (these statements are not hierarchical)
Year 4
Name:

Expected standard Year 4

Statements of assessment	February	July
Word Reading		
I can read a level 29 (Sapphire) PM Benchmark text with appropriate speed and accuracy		
I can decode new words, testing out ways of saying them and correct myself where needed based on my own experience *e.g. tetchnical -> technical*		
I apply my knowledge of root words, prefixes and suffixes to help me read aloud and to understand the meaning of new words (See National Curriculum: English Appendix 1)		
I can read common exception words (red words) noting unusual correspondences between spelling and sound *e.g. early, answer, island*		
Comprehension		
Clarifying		
I check the text makes sense to me by discussing my understanding and explaining the meanings of words in context.		
I ask questions to improve my understanding		
I can use dictionaries to check the meaning of new words that I have read.		
Inferring		
I can infer characters feelings, thoughts and motives from their actions.		
I can justify my inferences with evidence from the text		
Predicting		
I can predict what might happen from details in the story		
Summarising		
I can identify and summarise main ideas from the text		
I can find and record information from non-fiction texts		
I can listen to and read a wide range of books, including fairy stories, myths and legends. I can retell some of these stories out loud.		
Making Connections		
I can identify themes and conventions in a wide range of books.		
I can read books that are structured in different ways and for a range of purposes.		
Evaluating		
I can recommend books to others and explain why		
I can identify how language, structure and presentation can contribute to meaning		
Discussing and explaining ideas		
I can join in discussions about books to develop my own ideas and disagree with other people politely		
Poetry and Performance		
I can read different texts, including poems for performance, with intonation, tone, volume and action.		

I can recognise different forms of poetry		

February assessment point **On track to** _____

July assessment point

_____

Reading Assessment Statements (these statements are not hierarchical)
Year 5
Name:

Expected standard Year 5

Statements of assessment	**February**	**July**
Word Reading		
I can read 90 words per minute		
I can read most words fluently		
I can read with appropriate expression		
I read individual words that are key to the meaning of a sentence or paragraph accurately *(e.g. not reading invitation as imitation)*		
I pay attention to both the meaning and pronunciation of new vocabulary when I'm reading to myself or being read to		
I apply my knowledge of root words, prefixes and suffixes to help me read aloud and understand the meaning of new words (See National Curriculum: English Appendix 1)		
Comprehension		
Clarifying		
I check the text makes sense by discussing my understanding and exploring the meanings of words in context.		
I ask questions to clarify meaning.		
Inferring		
I can infer characters feelings, thoughts and motives from their actions, justifying inferences with evidence from the text		
I can distinguish between statements of fact and opinion		
Predicting		
I can predict what might happen from details stated and implied		
Summarising		
I can summarise the main ideas in a text and find the key details that support this		
I can retrieve, record and present information from non-fiction texts		
Making Connections		
I can identify and discuss themes *(e.g. loss or heroism)* and conventions in and across a wide range of writing.		
I can make connections within and across books		
I am developing my familiarity with a wide range of books, including myths, legends and traditional stories, fiction and books from other cultures and traditions.		
I read for different purposes engaging with books structured in different ways		
Evaluating		
I can discuss and evaluate how authors use language to impact on the reader		
I can recommend books that I have read to my peers giving reasons for my choices		
Discussing and explaining ideas		
I participate in discussions about books building on my own ideas and challenging views politely		

I can explain and discuss my understanding of what I have read through discussions and debates.		
I can read and discuss a wide range of fiction, poetry, plays, non-fiction and textbooks.		
Poetry and Performance		
I can prepare poems and plays to read aloud and perform to an audience (learning a wider range of poetry by heart).		

February assessment point **On track to** _____

July assessment point

_____

Reading Assessment Statements (these statements are not hierarchical)
Year 6
Name:

Expected standard Year 6

Statements of assessment	**February**	**July**
Word Reading		
I can read 90 words per minute		
I can read most words fluently		
I can read with appropriate expression		
I read individual words that are key to the meaning of a sentence or paragraph accurately *(e.g. not reading invitation as imitation)*		
I pay attention to both the meaning and pronunciation of new vocabulary when I'm reading to myself or being read to		
I apply my knowledge of root words, prefixes and suffixes to help me read aloud and understand the meaning of new words (See National Curriculum: English Appendix 1)		
Comprehension		
Clarifying		
I check the text makes sense by discussing my understanding and exploring the meanings of words in context.		
I ask questions to clarify meaning.		
Inferring		
I can infer characters feelings, thoughts and motives from their actions, justifying inferences with evidence from the text		
I can distinguish between statements of fact and opinion		
Predicting		
I can predict what might happen from details stated and implied		
Summarising		
I can summarise the main ideas in a text and find the key details that support this		
I can retrieve, record and present information from non-fiction texts		
Making Connections		
I can identify and discuss themes *(e.g. loss or heroism)* and conventions in and across a wide range of writing.		
I can make connections within and across books		
I am developing my familiarity with a wide range of books, including myths, legends and traditional stories, fiction and books from other cultures and traditions.		
I read for different purposes engaging with books structured in different ways		
Evaluating		
I can discuss and evaluate how authors use language to impact on the reader		
I can recommend books that I have read to my peers giving reasons for my choices		
Discussing and explaining ideas		
I participate in discussions about books building on my own ideas and challenging views politely		

I can explain and discuss my understanding of what I have read through discussions and debates.		
I can read and discuss a wide range of fiction, poetry, plays, non-fiction and textbooks.		
Poetry and Performance		
I can prepare poems and plays to read aloud and perform to an audience (learning a wider range of poetry by heart).		

February assessment point **On track to** _____

July assessment point

_____

Writing Assessment Statements (these statements are not hierarchical)
Year 1
Name:

Expected standard Year 1

Statements of assessment	February	July
Transcription		
Whole word spelling (See National Curriculum: English Appendix 1) Spells words containing each of the 40+ phonemes already taught		
Spells common exception words and days of the week		
Joined handwriting *Sitting correctly at a table, holding a pencil comfortably and correctly*		
Begins to form lower case letters in the correct direction, understanding which letters belong to which handwriting families, and form capital letters and digits 0-9.		
Alphabet Names the letters of the alphabet in order and uses names to distinguish between alternative spellings of the same sound.		
Suffixes and Prefixes Uses and understands plural noun suffixes –s and –es (dog, dogs, wish, wishes). Knows that suffixes can be added to verbs (helping, helped, helper) and how the prefix un- changes the meaning of words (unkind).		
Vocabulary, Grammar and Punctuation		
Word, sentence, text Knows words combine to make sentences and can sequence sentences to form short coherent narratives		
Joins words and clauses using *and.*		
Uses capital letters for: *names, places, days of the week* and *personal pronoun I.*		
Punctuation (See National Curriculum: English Appendix 2) Separates words with spaces.		
Begins to use capital letters, full stops, question marks and exclamation marks to demarcate sentences.		
Composition		
Organisation and planning Says out loud what they are going to write about.		
Composes a sentence orally before writing it *(pulls the sentence out of their mouth).*		
Draft and write		
Can write sentences that are sequenced to form a short coherent narrative (real or fictional).		
Writes from memory simple sentences dictated by the teacher including GPCs and common exception words taught so far.		
Reads aloud writing clearly enough to be heard by their peers and the teacher.		
Evaluate and edit Re-read what they have written to check that it makes sense.		
Discuss what they have written with the teacher or other pupils.		
Makes improvements to their own writing based on feedback.		

Spoken Language *(Discussions, presentations, performances, role play, improvisation and debates)*		
Listens and responds using an appropriate register, asks and answers questions, maintains attention.		
Articulates and justifies answers, arguments and opinions, speaking audibly and fluently.		
Considers different viewpoints, attending to and building on the contributions of others.		
Gives well-structured descriptions, explanations and narratives including expressing feelings.		
Develops an understanding through speculating, hypothesising, imagining and exploring ideas.		

February assessment point **On track to** _____

July assessment point _____

Writing Assessment Statements (these statements are not hierarchical)
Year 2
Name:

Expected standard Year 2

Statements of assessment	**February**	**July**
Transcription		
Whole word spelling (See National Curriculum: English Appendix 1) Spells words with alternative graphemes for known phonemes, including a few common homophones.		
Spells many common exception words		
Joined handwriting *(e.g. starting to use continuous cursive)* Forms lower case and capital letters of the correct size, orientation and relationship to one another.		
Apostrophes Uses the possessive apostrophe with singular nouns and spells words with contracted forms.		
Suffixes and Prefixes Adds suffixes – ed , -er, -est and –ing to words ending in y and suffixes –ment, -ness, -ful, -less and –ly to root words.		
Vocabulary, Grammar and Punctuation		
Word, sentence, text (See National Curriculum: English Appendix 2) Use expanded noun phrases to expand and specify		
Use subordination (when, if, that, because) and coordination (or, and, but)		
Use the present and past tenses correctly and consistently including the progressive form.		
Punctuation Uses full stops, capital letters and exclamation marks to demarcate sentences.		
Use commas to separate items in a list.		
Use apostrophes for contracted forms and the possessive (sungular)		
Composition		
Organisation and planning Says out loud what they are going to write about.		
Writes down ideas and/or key ideas including new vocabulary.		
Draws on ideas and vocabulary from books they have read and have had read to them.		
Draft and write		
Writes from memory simple sentences dictated by the teacher inc. GPCs, common exception words and punctuation.		
Write simple, coherent narratives about personal experiences and those of others (real or fictional)		
Writes sentences with different forms: statement, question, exclamation, command.		
Evaluate and edit Re-reading to check writing makes sense and that verbs to indicate time are used correctly.		

Evaluates and makes improvements to their own writing based on feedback.		
Discussing and sharing writing Reads aloud what they have written with appropriate intonation.		
Shows positive attitude and stamina for writing through: narratives about own and others experiences, real events, poetry and different purposes (real and fictional).		
Spoken Language *(Discussions, presentations, performances, role play, improvisation and debates)*		
Listens and responds using an appropriate register, asks and answers questions and maintains attention.		
Articulates and justifies answers, arguments and opinions, speaking audibly and fluently.		
Considers different viewpoints, attending to and building on the contributions of others.		
Gives well-structured descriptions, explanations and narratives including expressing feelings.		
Develops understanding through speculating, hypothesising and imagining and exploring ideas.		

February assessment point **On track to** _____

July assessment point

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Writing Assessment Statements (these statements are not hierarchical)
Year 3
Name:

Expected standard Year 3

Statements of assessment	February	July
Transcription		
Whole word spelling (See National Curriculum: English Appendix 1) Can spell most of the Year 3 / 4 commonly misspelt words correctly.		
Can spell: - words ending –sion, -ure and ei (-eigh/-ey), - words with 'y' within them - words with ou (-uh)		
Joined handwriting Can use diagonal and horizontal strokes to join letters and know which letters are best left un-joined when they are next to each other.		
Apostrophes Can place the possessive apostrophe accurately in words with regular and irregular plurals: *The boy's pen—The boys' pens* *The child's pen—The children's pens*		
Suffixes and Prefixes Can: - add suffixes (ing, er, en, ed) to words with more than 1 syllable - use and understand the suffixes: –ation, -ly and –ous - use and understand the prefixes: un-, dis-, mis– and in		
Vocabulary, Grammar and Punctuation		
Can extend sentences, with more than one clause, by using a wide range of conjunctions *(if, when, because, although).*		
Can express time, place and cause using conjunctions, adverbs and prepositions.		
Use fronted adverbials (with a comma afterwards).		
Use the present perfect form of verbs in contrast to the past tense.		
Punctuation (See National Curriculum: English Appendix 2) Use inverted commas (speech marks) to punctuate direct speech.		
Composition		
Organisation and planning Can discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.		
Identify the audience & purpose of a piece of writing selecting vocabulary appropriately.		
Draft and write		
Can compose & practise sentences orally.		

Write coherent narratives about personal experiences and those of others (real or fictional).		
Use paragraphs to group related ideas (and include headings/subheading for non-fiction).		
Can create characters, setting and plots in their story writing.		
Evaluate and edit Can proof-read for spelling, grammar and punctuation errors.		
Can suggest ideas & (make) improvements to their own and others' writing.		
Can make changes to pronouns and nouns to avoid repetition.		
Discussing and sharing writing Can read their own writing out loud using the right intonation, tone and volume.		
Spoken Language *(Discussions, presentations, performances, role play, improvisation and debates)*		
Listens and responds using an appropriate register, ask and answer questions, and maintain attention.		
Articulates and justifies answers, arguments and opinions, speaking audibly and fluently.		
Considers different viewpoints, attending to and building on the contributions of others		
Gives well-structured descriptions, explanations & narratives including expressing feelings		
Develops their understanding through speculating, hypothesising, imagining and exploring ideas		

February assessment point **On track to** _____

July assessment point

Writing Assessment Statements (these statements are not hierarchical)
Year 4
Name:

Expected standard Year 4

Statements of assessment	February	July
Transcription		
Whole word spelling (See National Curriculum: English Appendix 1) Can spell all of the Year 3 / 4 commonly misspelt words correctly.		
Can spell: - words with ch, -gue/-que, sc (with Greek, French & Latin roots) - words with the sound spelt ei, eigh or ey		
Joined handwriting Their down strokes are parallel and the same distance apart; my lines of writing are spaced well so that ascenders and descenders do not touch.		
Homophones or near homophones Use homophones and near homophones correctly because they know their meaning.		
Suffixes and Prefixes Use and understand: - prefixes before root words starting with l, m, p or r - prefixes: re-, sub-, inter-, super-, anti-, auto- - use & spell suffixes which end –ion & – (spelt –tion, -sion, -ssion, -cian) ian		
Vocabulary, Grammar and Punctuation		
Word, sentence, text (See National Curriculum: English Appendix 2) Can expand noun phrases using adjectives, nouns and prepositional phrases.		
Use fronted adverbials followed by a comma.		
Use the standard English form of verbs.		
Use the present perfect form of verbs *(I have played, I have been playing).*		
Punctuation Use inverted commas (speech marks) and other punctuation to punctuate direct speech.		
Composition		
Organisation and planning Can discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.		
Identify audience & purpose of a piece of writing.		
Draft and write		
Can compose & practise sentences orally.		
Use paragraphs to organise ideas around a theme.		
Can create characters, setting and plots in their story writing.		
Evaluate and edit		

Can proof-read for spelling, grammar and punctuation errors.		
Can suggest ideas & (make) improvements to their own and others' writing.		
Can make changes to grammar and vocabulary to improve their writing.		
Discussing and sharing writing Can read their own writing out loud using the right intonation, tone and volume.		
Identify the grammar rules used in their own writing and books they are reading.		
Spoken Language *(Discussions, presentations, performances, role play, improvisation and debates)*		
Listens & responds using an appropriate register, asks & answer questions, and maintains attention.		
Articulates & justifies answers, arguments and opinions, speaking audibly and fluently.		
Considers different viewpoints, attending to and building on the contributions of others.		
Gives well-structured descriptions, explanations & narratives including expressing feelings		
Develops their understanding through speculating, hypothesising, imagining and exploring ideas		

February assessment point **On track to** _____

July assessment point

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Writing Assessment Statements (these statements are not hierarchical)
Year 5
Name:

Expected standard Year 5

Statements of assessment	February	July
Transcription		
Whole word spelling (See National Curriculum: English Appendix 1) Can spell most of the Year 5/6 commonly misspelt words correctly.		
Can spell: - words with 'ei' after 'c', -ough - words with silent letters		
Joined handwriting Their writing is legible and fluent; can vary the style depending on the piece they are writing.		
Homophones and other words often confused Use word pairs with –ce and –se (advice/advise) accurately.		
Suffixes and Prefixes Use and understand: -cious or -tious -cial and -tial -ant, -ance or -ancy -ent, -ence and -ency		
Vocabulary, Grammar and Punctuation		
Word, sentence, text Use the perfect form of verbs to show relationships of time and cause.		
Use modal verbs or adverbs to show degrees of possibility.		
Use relative clauses beginning with: 5Ws, that or an implied relative pronoun.		
Can change nouns or adjectives into verbs using suffixes: (-ate, -ise, -ify) Can use verb prefixes: (dis-, de-, mis-, over-, re-)		
Punctuation (See National Curriculum: English Appendix 2) Use brackets, dashes or commas to add information; they can use commas to make their meanings clear.		
Composition		
Organisation and planning Can decide how authors develop character and setting and use this to plan their own ideas.		
Identify audience & purpose using similar writing and research.		
Draft and write		
Can build cohesion within a paragraph using words like: *then, after that, this, firstly*		
Can link ideas across different paragraphs using adverbials of time (later), place (nearby) and number (secondly).		
Can create atmosphere and use dialogue to convey character and move action forwards.		

Evaluate and edit Use a thesaurus to understand synonyms and antonyms and a dictionary to find spellings and meanings		
Use tense consistently throughout their writing.		
Can proof read their work and suggest changes to vocabulary, grammar and punctuation. Can say how effective their own and others' writing is.		
Discussing and sharing writing Can read or perform their own compositions using appropriate intonation, volume & movement.		
Identify the grammar used in their own writing and books they are reading.		
Spoken Language *(Discussions, presentations, performances, role play, improvisation and debates)*		
Listens and responds using an appropriate register, ask and answer questions, and maintain attention.		
Articulates and justifies answers, arguments and opinions, speaking audibly and fluently.		
Considers different viewpoints, attending to and building on the contributions of others.		
Gives well-structured descriptions, explanations and narratives including expressing feelings.		
Develops their understanding through speculating, hypothesising, imagining and exploring ideas.		

February assessment point **On track to** _____

July assessment point

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Writing Assessment Statements (these statements are not hierarchical)
Year 6
Name:

Expected standard Year 6

Statements of assessment	February	July
Transcription		
Whole word spelling (See National Curriculum: English Appendix 1) Can spell all of the Year 5/6 commonly misspelt words correctly.		
Joined handwriting Can choose suitable handwriting for different tasks, e.g. printing for labels and forms.		
Homophones and other words often confused Use homophones and near homophones correctly because they know the meanings.		
Suffixes and Prefixes Use and understand suffixes: -able or -ible & -ably or –ibly, -cial & -tial Add suffixes beginning with vowel letters for words ending in –fer Uses a hyphen to join a prefix to a root word		
Vocabulary, Grammar and Punctuation		
Word, sentence, text (See National Curriculum: English Appendix 2) Recognise the vocabulary & structures of formal speech and writing (including subjunctive forms).		
Use passive verbs to affect how information is presented in a sentence.		
Use expanded noun phrases to convey complicated information concisely.		
Punctuation Use semi-colons and dashes to mark independent clauses and use a colon to introduce a list (& semi-colon within list).		
Use bullet points to list information & use hyphens for clarity.		
Composition		
Organisation and planning Use organisation and presentational devices to structure text and guide the reader (headings, bullets, tables etc.).		
Can identify audience and purpose using a range of examples and use to plan their own ideas.		
Draft and write		
Use a range of cohesive devices including repetition of words/phrases, use of adverbials and ellipsis.		
Can select grammar and vocab to vary informal/ formal speech and writing depending on purpose.		
Can précis longer passages into shorter text.		
Evaluate and edit Can ensure correct subject and verb agreement when using the singular and plural.		
Distinguish between the language of speech and writing.		
Can choose the appropriate register.		

Discussing and sharing writing . They can read or perform their own compositions using appropriate intonation, volume and movement.		
Identify the grammar used in their own writing and books they are reading.		
Spoken Language *(Discussions, presentations, performances, role play, improvisation and debates)*		
Listens and responds using an appropriate register, ask and answer questions, and maintain attention.		
Articulates and justify answers, arguments and opinions, speaking audibly and fluently.		
Considers different viewpoints, attending to and building on the contributions of others.		
Gives well-structured descriptions, explanations and narratives including expressing feelings		
Develops understanding through speculating, hypothesising, imagining and exploring ideas.		

February assessment point **On track to** _____

July assessment point

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