

# English Handbook

## Our Lady's Bishop Eton Primary School



### INTENT: ENGLISH CURRICULUM

English is special.

English is about truly understanding how humanity has shared ideas and thinking over time – how writers have explored the psyche and what it means to be a human.

English gives children a voice. It shows them that words are powerful things: they're the things that influence people, that instigate change in the world.

We aim to ensure that all of our children will have consistent access to a broad, balanced and high quality English education which will, regardless of social and economic circumstances, ethnicity, the language spoken at home and most special educational needs or disabilities;

- **Speak clearly and confidently and develop and sustain ideas orally.**
- **Be active and critical listeners.**
- **Systematically acquire phonic skills and a secure knowledge of the letter sounds and spelling system of the English language.**
- **Become competent readers who are able to read a variety of texts and text types for their own pleasure, for information, and to audiences.**
- **Promote a lifelong love of literature and reading which will provide them with insight, compassion and power.**
- **Move them enthusiastically and confidently from reading to writing and give them a voice.**
- **Write competently and with enjoyment, a range of text types including stories and narratives, information texts, instructions, persuasive and explanatory texts and poetry.**
- **Develop embedded high levels of technical knowledge, understanding and skills with regards to speaking, listening, reading and writing**
- **Prepare them well for all future life transitions**

### IMPLEMENTATION: NATIONAL CURRICULUM

Our school follows the National Curriculum which defines: the subjects taught, the knowledge, skills and understanding required in each subject and the structures required to ensure teaching and learning are balanced and consistent.

### IMPLEMENTATION: PLANNING

Our long term planning ensures coverage of the National Curriculum and is responsive to the interests and needs of our children. In order to widen and deepen their essential knowledge, skills, understanding and behaviours our children continuously return to key concepts and skills in order to gain a deeper and more insightful understanding

RECEPTION AUTUMN	RECEPTION SPRING	RECEPTION SUMMER
<b>BASELINE</b>	<b>FICTION: EMOTIONS</b> <b>Text: <i>The Greatest Showman</i></b> Speaking: Expressing thoughts and feelings about emotions. Reading: Re-reading own work to ensure it makes sense. Writing: Writing descriptive captions about emotions, Writing captions to explain, using new vocabulary and their own empathy	<b>FICTION: TRANSPORT AND TRAVEL: LISTS, MAPS, RECOUNTS</b> <b>Texts: <i>You Can't Take an Elephant on the Bus, Mrs. Armitage on Wheels, The Hundred Decker, Naughty Bus, The Train Ride</i></b> Speaking: Talking about different forms of transport, Discussing travel preparations Reading: Talking about reading, demonstrating understanding, Reading words and simple sentences Writing: Writing simple sentences, Writing a simple recount
<b>BASELINE</b>	<b>NON FICTION: CHINESE NEW YEAR: CAPTIONS</b> <b>Text: <i>The Chinese Zodiac Tale</i></b> Speaking: Expressing thoughts and feelings about dragons, Listening to an oral story Reading: Reading words and phrases that describe dragons, Reading words and simple sentences Writing: Writing descriptive captions about dragons, Writing captions to explain, using new vocabulary	<b>NON FICTION: GROWING PLANTS: LABELS, LISTS, SIMPLE INSTRUCTIONS</b> <b>Texts: <i>The Tiny Seed Jasper's Beanstalk Seed to Sunflower Oliver's Vegetables</i></b> Speaking: Talking about what plants need to grow Reading: Reading words and simple sentences Writing: Writing simple instructions – growing a bean plant
<b>FICTION: TRADITIONAL TALES</b> <b>Texts: <i>The Gingerbread Man</i></b> <b><i>The Three Little Pigs</i></b> <b><i>Jack and the Beanstalk</i></b> Speaking: Retelling a traditional tale	<b>POETRY: JULIA DONALDSON: RHYMING WORDS</b> <b>Poems: <i>A Squash and a Squeeze, The Gruffalo, What the Ladybird Heard, Room on the Broom</i></b> Speaking: Saying rhyming words and extending their vocabulary.	<b>POETRY: LIFE CYCLES: RHYMING WORDS</b> <b>Text: <i>The Tadpole</i> by Elizabeth Gould</b> Speaking: Talking about how animals change through growth Reading: Using vocabulary influenced by books Writing: Writing simple rhyming sentences

<p>Reading: Reading a traditional tale with repetitive phrases Sequencing a traditional tale using words and picture cues with a partner</p> <p>Writing: Listing new homes where a character could live Labelling/writing simple sentences about building materials used in a story</p>	<p>Reading: Hear the sounds in words to say if they match or not.</p> <p>Writing: Follow rhyming words using their spelling pattern.</p>	
<p><b>NON FICTION: AUTUMN</b></p> <p><b>Text: Meg and Mog, Leaf Man</b></p> <p>Speaking: Talking about signs of autumn</p> <p>Reading: Joining in with a repeated phrase</p> <p>Writing: Labelling a leaf character</p>	<p><b>FICTION: FOOD AND COOKING: LISTS, INSTRUCTIONS AND RECIPES</b></p> <p><b>Text: Ketchup on Your Cornflakes</b> <i>The Giant Jam Sandwich, Mr Wolf's Pancakes</i></p> <p>Speaking: Discussing food preferences , Talking about events in a story , Following verbal instructions</p> <p>Reading: Reading sentences in a repetitive text, recipes/instructions,</p> <p>Writing: Writing a list of ingredients, Writing simple instructions Reading simple recipes, Writing simple recipe instructions.</p>	<p><b>FICTION: SUPERHEROES - DESCRIPTIVE WRITING</b></p> <p><b>Text: Comic Books</b> <i>Eliot: Midnight Superhero by Anne Cottringer</i></p> <p>Speaking: Describing superheroes using extended vocabulary Discussing everyday superpowers</p> <p>Reading: Reading new words, using phonic skills Reading words and sentences about everyday superheroes</p> <p>Writing: Writing descriptive sentences, Writing a description of their own superpower</p>
<p><b>FICTION: STORIES WITH REPEATING PATTERNS</b></p> <p><b>Text: We're Going on a Bear Hunt</b></p> <p>Speaking: Re-telling or acting out a familiar story with a repeating pattern</p> <p>Reading: Reading a repetitive phrase , Reading a very familiar story with a partner, using the repeating parts to help</p> <p>Writing: Writing their own ending to the familiar story using a template where parts are already there, Writing their own version of a story using the existing repeated parts</p>	<p><b>NON FICTION: ERIC CARLE: HEALTHY CHOICES</b></p> <p><b>Texts: The Very Hungry Caterpillar</b></p> <p>Speaking: Expressing thoughts and feelings about healthy foods and discussed alternatives to the caterpillars' choices.</p> <p>Reading: Reading words and phrases that describe different food types.</p> <p>Writing: Writing descriptive captions about how to better his balanced diet.</p>	<p><b>NON FICTION: PEOPLE WHO HELP US: CAPTIONS, GREETINGS CARDS &amp; LETTERS</b></p> <p><b>Texts: My Mum is a Supermum by Angela McAllister</b> <i>Superhero ABC by Bob McCleod</i></p> <p>Speaking: Discussing being helpful, saying 'thank you' and 'sorry' Posing a question to a visitor Using new vocabulary</p> <p>Reading: Reading a repetitive text, Reading simple sentences Reading new vocabulary</p> <p>Writing: Writing a thank you card message, Writing questions with question marks, Writing captions for a class book</p>
<p><b>POETRY: CHRISTMAS/NATIVITY</b></p> <p><b>Text: Jingle Bells; I Saw Three Ships Come Sailing By; When Santa Got Stuck Up the Chimney</b></p> <p>Speaking: Talking about their own experiences of Christmas and other winter traditions</p> <p>Reading: Beginning to read repetitive phrases in greetings cards</p> <p>Writing: Writing a simple message in a greetings card</p>	<p><b>POETRY: SPRING INTO SPRING: RHYMING SENTENCES</b></p> <p><b>Texts: Spring by Paul Cookson,</b></p> <p>Speaking: Discussing the signs of spring, using extended vocabulary</p> <p>Reading: Reading sentences in a repetitive text</p> <p>Writing: Writing a caption</p>	<p><b>POETRY: MR MEN: RHYMING SENTENCES</b></p> <p><b>Texts: Mr Men books</b></p> <p>Speaking: Discussing rhyming words and words we can list that rhymes with others.</p> <p>Reading: Reading a simple sentences about the Mr Men characters.</p> <p>Writing: Writing meaningful sentences using the Mr Men characters as the focus.</p>

YEAR 1 AUTUMN	YEAR 1 SPRING	YEAR 1 SUMMER
<p><b>Fiction - Stories with repeating patterns</b></p> <p><b>Texts: This is the Bear and the Picnic Lunch</b> Polar Bear, Polar Bear/Brown Bear, Brown Bear</p>	<p><b>Fiction - Traditional Tales</b></p> <p><b>Text: The Three Little Pigs, The Gingerbread Man, Goldilocks and the Three Bears</b></p>	<p><b>Fiction - Fantasy Stories</b></p> <p><b>Text: The Night Box by Louise Greig</b></p>
	<p><b>Instructions - Traditional Tales link</b></p> <p><b>Text: The Gingerbread Man, and various examples of Gingerbread recipes.</b></p>	<p><b>Information Text</b></p> <p><b>Text: The Emperor's Egg by Martin Jenkins</b></p>
	<p><b>Letter writing - Traditional Tales link</b></p> <p><b>Text: Goldilocks and the Three Bears</b></p>	
	<p><b>Poetry: Songs and repetitive poems</b></p> <p><b>Poems: "Nobody Likes Me /The Apple and the Worm/Love it! Hate it!</b></p>	<p><b>Poems about animals</b></p> <p><b>Texts: Rumble in the Jungle by Giles Andreae</b></p>
<p><b>Stories in familiar settings - Science link to Changing Seasons</b></p> <p><b>Text: Don't Hog the Hedge</b> <i>The Squirrels who Squabbled by Rachel Bright</i></p>	<p><b>Fiction from other cultures</b></p> <p><b>Text: Handa's Surprise by Eileen Browne</b></p>	
<p><b>Fiction - Adventure stories In Your Wildest Dreams by Seniha Ozer/ Dreams by Tom Story</b></p>	<p><b>Poetic Fiction</b></p> <p><b>Text: Giraffe's Can't Dance by Giles Andreae</b></p>	
<p><b>Fiction - Fantasy Stories</b></p> <p><b>Texts: The Cloudspotter by Tom McLaughlin/ Imaginary Fred by Eoin Colfer and Oliver Jeffers</b></p>	<p><b>Fiction</b></p> <p><b>Text: Penguin by Polly Dunbar</b></p>	

<p><b>READING DECODING</b></p>	<p>Identify words which appear again and again</p> <p>Apply phonic knowledge and skills to read phonetically decodable words</p> <p>Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes</p> <p>Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught</p> <p>Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</p> <p>Read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings</p> <p>Read words that start with un-</p> <p>Read other words of more than one syllable that contain taught GPCs</p> <p>Read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)</p> <p>Read aloud accurately and with pace and expression i.e. pause at full stop; raise voice for question books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words</p> <p>Re-read these books to build up their fluency and confidence in word reading.</p>
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<b>RANGE OF READING</b>	Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently Start to link what they read or hear read to their own experiences
<b>FAMILIARITY WITH TEXTS</b>	Become very familiar with key stories, fairy stories and traditional tales, retelling them with considerable accuracy and considering their particular characteristics Talk about main characters within a well-known story Recognise and join in with predictable phrases
<b>POETRY</b>	Begin to learn to appreciate rhymes and poems, and to recite some by heart
<b>WORD MEANINGS</b>	Discuss word meanings, linking new meanings to those already known
<b>UNDERSTANDING</b>	Draw on what they already know or on background information and vocabulary provided by the teacher Check that the text makes sense to them as they read and correcting inaccurate reading Re-read if reading does not make sense Explain clearly what they think a text is about and their understanding of what is read to them
<b>INFERENCE</b>	Discuss the significance of the title and events Make inferences on the basis of what is being said and done and/or the illustrations
<b>PREDICTION</b>	Predict what might happen on the basis of what has been read so far
<b>AUTHORIAL INTENT</b>	Recognise Capital letters, Full stops, Question marks, Exclamation marks and Ellipsis and know why the writer has used the above punctuation in a text.
<b>NON FICTION</b>	Discuss the difference between fiction and non-fiction texts.
<b>DISCUSS READING</b>	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
<b>HANDWRITING</b>	Sit correctly at a table, holding a pencil comfortably and correctly Form the digits 0-9 Form lower case letters in the correct direction, starting and finishing in the right place Name the letters of the alphabet in order Form capital letters
<b>SPELLING</b>	Spell unknown words using phonemes (sounds) Use the suffixes -ing, -ed, -er and -est where no change is needed in the spelling of root words Write from memory simple dictated sentences including the words taught so far Use letter names to show alternative spellings of the same phonemes Spell word that use suffixes for plurals or third person. Spell the days of the week
<b>COMPOSITION</b>	Say a sentence out loud before writing it down Plan writing by saying what they are going to write about Read own writing aloud so that it can be heard by others and to check for sense Sequence sentences to form short narratives Use sequenced sentences in chronological order to recount an event /experience
<b>GRAMMAR</b>	Use the personal pronoun 'I' Use 'and' to join ideas within a sentence and attempt to use other conjunctions Make sure that word choices are relevant to the context and uses word banks to support this Begin to use adjectives to add detail to sentences
<b>PUNCTUATION</b>	Leave spaces between words Use a capital letter for the start of a sentence Begin to use other punctuation such as exclamation and question marks Use a full stop accurately. Use capital letters for the names of people, places and days of the week and the personal pronoun 'I'

<b>YEAR 2 AUTUMN</b>	<b>YEAR 2 SPRING</b>	<b>YEAR 2 SUMMER</b>
<b>Fiction</b> :Traditional Tales: <i>Ant &amp; Grasshopper The Frog &amp; the Scorpion</i> Hamilton oral story	<b>Stories involving fantasy</b> : <i>The Dragon Machine</i> by Helen Ward/George and the Dragon by Chris Wormell/The Paper Bag Princess by Robert Munsch	<b>Stories by the same author</b> : Anthony Browne <i>Willy the Wimp, Gorilla, Silly Billy and The Night Shimmy</i>
<b>Non Fiction</b> : Labels, lists and signs: <i>Pass the Jam Jim</i>	<b>Recounts</b> : <i>Katie Morag</i>	<b>Information texts</b> : <i>Harry and The Bucketful of Dinosaurs</i> Ian Whybrow/Nana, <i>what is an information text?</i> Ruth Merttens. <i>Tyrannosaurus Drip</i> Julia Donaldson
<b>Poetry</b> Songs and repetitive poems: <i>The Works</i> chosen by Paul Cookson	<b>Senses</b> : <i>The Works</i> chosen by Paul Cookson	<b>Really looking!</b> Poems about bird: Selected websites and poems in resources
<b>Imaginary texts</b> : <i>he Red Gold Dragon/The Little Story Who Didn't Want to be Told/The Bear and the Piano</i> by David Litchfield/Flat Rabbit by Bardur Oskarsson	<b>Traditional tales</b> from a variety of cultures: <i>Hansel and Gretel</i> by Anthony Browne, Walker/ <i>Hansel and Gretel Ladybird Tales, Ladybird/Baba Yaga and the Stolen Baby, Alison Lurie/Baba Yaga, Tony Bradman, Oxford Reading Tree/Why not me?</i>	<b>Quest and Adventure stories</b> : <i>Lost and Found and The Way Back Home</i> Oliver Jeffries/ <i>We're going on a bear hunt</i> by Michael Rosen
<b>Information texts</b> : <i>Postcards &amp; Letters</i> : John Patrick Norman McHennessy John Burningham/ <i>Dear Teacher Amy Husband/Jolly Postman/The Three Guinea Fowl</i> Hamilton Group Reader	<b>Information texts</b> : <i>Night Animals</i> by Claire Llewellyn/ <i>Owls</i> by Emily Bone/ <i>Books on night time creatures and owls.</i>	<b>Recounts</b> : <i>Maisie's Dragon</i> by Philippa Danvers
<b>Information text</b> : <i>Dogs</i> by Emily Gravett/ <i>Matilda's Cat</i> by Emily Gravett/Boris and Sid find a tiger Hamilton Group Reader/ <i>Chicken and Shark.</i>	<b>Funny Stories</b> : <i>The Day Louis Got Eaten</i> by John Fardell/ <i>There's a Lion in my Cornflakes</i> by Michelle Robinson and Jim Field	<b>Favourite poems</b> : A selection of classic poems is provided in resources:
	<b>Information texts</b> : <i>Dogs</i> Emily Gravett/ <i>Matilda's Cat</i> by Emily Gravett/Boris and Sid find a tiger Hamilton Group Reader/ <i>Chicken and Shark</i>	

<p><b>READING WORD READING</b> Objectives in red are the key end of KS1 Reading &amp; Writing Assessment Criteria</p>	<p>Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes Read accurately words of two or more syllables that contain the same graphemes as above Read words containing common suffixes Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation Re-read these books to build up their fluency and confidence in word reading. <b>In age-appropriate books read most words accurately without overt sounding and blending, and sufficiently fluently to allow them to focus on their understanding rather than on decoding individual words</b> <b>Sound out most unfamiliar words accurately, without undue hesitation.</b> <b>Read accurately most words of two or more syllables</b> <b>Read most words containing common suffixes</b></p>
<p><b>RANGE OF READING</b></p>	<p>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 they can read independently</p>
<p><b>FAMILIARITY WITH TEXTS</b></p>	<p>Recognise simple recurring literary language in stories and poetry Become increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales</p>
<p><b>POETRY &amp; PERFORMANCE</b></p>	<p>Continue to build up a repertoire of poems learnt by heart, appreciate these and recite some, with appropriate intonation to make the meaning clear</p>
<p><b>WORD MEANINGS</b></p>	<p>Discuss and clarify the meanings of words, linking new meanings to known vocabulary Discuss their favourite words and phrases</p>
<p><b>UNDERSTANDING</b></p>	<p>Discuss the sequence of events in books and how items of information are related Draw on what they already know or on background information and vocabulary provided by the teacher Check that the text makes sense to them as they read and correcting inaccurate reading <b>In a book that they can already read fluently, the pupil can: check it makes sense to them, correct any inaccurate reading, answer questions and make some inferences and explain what has happened so far in what they have read</b></p>
<p><b>INFERENCE</b></p>	<p>Make inferences on the basis of what is being said and done Answer and ask questions</p>
<p><b>PREDICTION</b></p>	<p>Predict what might happen on the basis of what has been read so far</p>
<p><b>AUTHORIAL INTENT</b></p>	<p>Recognise Capital letters, Full stops, Question marks, Exclamation marks and Ellipsis and know why the writer has used the above punctuation in a text.</p>
<p><b>NON FICTION</b></p>	<p>Be introduced to non-fiction books that are structured in different ways</p>
<p><b>DISCUSS READING</b></p>	<p>Participate in discussion about books, poems &amp; other works that are read to them &amp; those that they can read for themselves Take turns and listen 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</p>
<p><b>HANDWRITING</b></p>	<p>Use some of the diagonal and horizontal strokes needed to join letters. Understand which letters, when adjacent to one another, are best left un-joined. Write capital letters (and digits) of the correct size/orientation to one another. Use spacing between words that reflects the size of the letters. Form lower case letters of the correct size relative to one another. <b>Form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters</b> <b>Use spacing between words that reflects the size of the letters.</b></p>
<p><b>SPELLING</b></p>	<p>Segment spoken words into phonemes and record these as graphemes. Spell longer words using suffixes such as ment, ness, ful, less, ly Spell common exception words Use apostrophes for the most common contracted words. Spell words with different spellings Identify and apply knowledge of homophones/ near homophones <b>Segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others</b> <b>Spell many common exception words</b></p>
<p><b>COMPOSITION</b></p>	<p>Develop stamina for writing by writing for different purposes. Plan and discuss the content of their writing. Evaluate their writing independently, with peers and with the teacher by making simple additions and corrections. Write, from memory, simple dictated sentences. Proof-read to check for errors in spelling, grammar and punctuation. Make changes, sometimes independently and sometimes in discussion with an adult, to improve the effect and impact of their writing. <b>Write simple, coherent narratives about personal experiences and those of others (real or fictional)</b> <b>Write about real events, recording these simply and clearly</b></p>
<p><b>GRAMMAR</b></p>	<p>Word choices are thoughtful and sometimes ambitious with specific or technical vocabulary used in non-narrative writing. Use expanded noun phrases to describe, expand and specify. Use subordination (using when, if, that or because) Use sentences with different forms: statements, questions, exclamations and commands. Use co-ordination (using or, and, or but) Use present and past tenses correctly and consistently including the progressive form. Use adjectives, adverbs and expanded noun phrases to add detail and specify. <b>Use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses</b> <b>Use present and past tense mostly correctly and consistently</b></p>
<p><b>PUNCTUATION</b></p>	<p>Use capital letters for the personal pronoun I and for most proper nouns. Begin to use commas to separate items in a list. Sometimes use apostrophes for singular possession. <b>Demarcate most sentences in their writing with capital letters and full stops, and use exclamation and question marks correctly when required</b></p>

YEAR 3 AUTUMN		YEAR 3 SPRING	YEAR 3 SUMMER
Fiction: Stories with Familiar Settings: I'll Take You to Mrs Coles by M Foreman/Dinosaurs		Fiction: Adventure Stories/Books by the same author: "Gorilla", "Willy the Wizard" and The Tunnel" by Anthony Browne	Fiction: Stories from other Cultures "Tiger Child" by J Troughton and a selection of other stories
Non-fiction: Instructions and Explanations texts		Non-fiction: Letters to Spain (linked to Geography)	Non-fiction: explanation texts
Poetry: Creating Images (linked to Autumn walk with Richie the Ranger) Various poems		Poems from around the World: "Let's celebrate! Festival Poems from Around the World" edited by D Chatterjee and Brian D'Arcy	Poetry: Animal poems 'The Works' published by MacMillan
Fiction: Plays and dialogues: Linked to traditional tales: Jack and the Beanstalk		Fiction: Myths and Legends – Greek Myths/The Orchard Book of Greek Myths by G McCaughrean/Greek Myths by Marcia Williams/The Hamilton Book of Traditional Tales	Fiction: Stories from other cultures: Seasons of Splendour by M Jaffery/The Tiger Child by J Troughton/The Old Man and the Magic Bowl.
		Non-fiction: Newspaper reports (linked to the History unit on Sumerians)	Non-fiction: persuasive texts on deforestation. Linked to Geography Rainforest topic Non-fiction: non-chronological report on Rainforests (linked to Geography unit)
Poetry: Traditional poems: "A Child's Garden of Verses" by Robert Louis Stevenson			Poetry to express emotions: Michael Rosen's A to Z by Michael Rosen
<b>READING WORD READING</b>	Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in <a href="#">English Appendix 1</a> , both to read aloud and to understand the meaning of new words they meet Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.		
<b>RANGE OF READING</b>	Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks Read books that are structured in different ways Read for a range of purposes Read aloud and independently, using appropriate intonation, tone and volume; take turns and listen to others		
<b>FAMILIARITY WITH TEXTS</b>	Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally Identify the main point of a text Identify themes and conventions in a wide range of books		
<b>POETRY &amp; PERFORMANCE</b>	Prepare poems and play scripts to read aloud and to perform Show understanding through intonation, tone, volume and action Recognise some different forms of poetry; free verse and narrative		
<b>WORD MEANINGS UNDERSTANDING</b>	Use dictionaries to check the meaning of words that they have read Check that the text makes sense to them Discuss their understanding and explain the meaning of words in context Ask questions to improve their understanding of a text Identify main ideas drawn from more than one paragraph and summarise these		
<b>INFERENCE</b>	Draw inferences such as inferring characters' feelings, thoughts and motives from their actions Justify inferences with evidence		
<b>PREDICTION</b>	Predict what might happen from details stated and implied		
<b>AUTHORIAL INTENT</b>	Discuss words and phrases that capture the reader's interest and imagination Identify how language, structure, and presentation contribute to meaning		
<b>NON FICTION</b>	Retrieve and record information from non-fiction		
<b>DISCUSS READING</b>	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		
<b>HANDWRITING</b>	Increased legibility, consistency and quality of handwriting Understand which letters, when adjacent to one another, are best left un-joined Use the diagonal and horizontal strokes that are needed to join letters		
<b>SPELLING</b>	Use the first two or three letters of a word to check its spelling in a dictionary Spell words with additional prefixes and suffixes and understand how to add them to root words Spell correctly word families based on common words Identify the root word in longer words Recognise and spell additional homophones Make comparisons from a word already known to apply to an unfamiliar word Spell some identified commonly misspelt words from the Year 3 and 4-word list		
<b>COMPOSITION</b>	Write a non-narrative using simple organisational devices such as headings and sub-headings In narrative writing, develop characters, resolutions and endings Make improvements by proposing changes to grammar and vocabulary to improve consistency Look at and discusses different models of writing, taking account of purpose and audience Plan writing by discussing and recording ideas Write a narrative with a clear structure, setting, characters and plot Suggest improvement to writing through assessing the writing with peers and through self-assessment Identify structure; grammatical features and uses of vocabulary in texts Compose sentences using a wider range of structures linked to the grammar objectives Begin to organise paragraphs around a theme		
<b>GRAMMAR</b>	Use a range of sentences with more than one clause by using a wider range of conjunctions in writing Use extended noun phrases, including with prepositions Recognise and use determiners 'a', 'an' and 'the' appropriately Use the perfect form of verbs instead of the simple past Understand the purpose of, and use, adverbs Use conjunctions, adverbs and prepositions to express time and cause Use a range of conjunctions to extend sentences with more than one clause Carefully select adventurous word choices to add detail and to engage the reader Add detail by the expansion of noun phrases before and after the noun and with use of adverbials		
<b>PUNCTUATION</b>	Begin to use inverted commas for some direct speech punctuation Use apostrophes for possession with increasing accuracy including plural possession Sometimes use commas to mark clause and phrases		
<b>PROOFREADING &amp; EDITING</b>	Proofread own work for spelling and punctuation errors		

YEAR 4 AUTUMN	YEAR 4 SPRING	YEAR 4 SUMMER
Fiction: Stories with historical setting: Beowulf (M Morpurgo), Stone Age Kid (Short Story), Egyptian Discovery (Short Story)	Fiction: Stories from another culture: Africa is not a country	Non-fiction: Persuasive texts: Where the Forest Meets the Sea, The Vanishing Rainforest.
Non Fiction: Information Texts: Variety of information texts from a range of non-fiction books (including topic/ Science related text)	Non-fiction: Explanation texts: A range of explanation texts from the library.	Letters: Dear Greenpeace by Simon James/ Boris and Sid met a Shark Hamilton Group Reader/Cat, Fish and Shell Hamilton Group Reader
Poetry: Odes and Insults: Spaghetti! Spaghetti! Soggy Greens, Ode to an Olive, Ode to Marbles, Ode To a Chestnut on the Ground.	Stories with issues and dilemmas: Mr Stink; Billionaire Boy	Poetry: exploring imagery: Window
Stories set in an imaginary World: The Lion, the Witch and the Wardrobe by C.S. Lewis.	Non-fiction: Recounts: Newspaper articles, news round, current affairs.	
Fiction: Play scripts: Polar Express	Nonsense poems: Edward Lear's Book of Nonsense, The Pobble With No Toes.	
<b>READING WORD READING</b>	Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in <a href="#">English Appendix 1</a> , both to read aloud and to understand the meaning of new words they meet Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.	
<b>RANGE OF READING</b>	Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks Read for a range of purposes books that are structured in different ways	
<b>FAMILIARITY WITH TEXTS</b>	Increase their familiarity with a wide range of texts and be able to retell these orally Identify themes and conventions in a wide range of books	
<b>POETRY &amp; PERFORMANCE</b>	Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action Recognise some different forms of poetry	
<b>WORD MEANINGS UNDERSTANDING</b>	Use dictionaries to check the meaning of words that they have read Check that the text makes sense to them and ask questions to improve their understanding Discuss their understanding and explain the meaning of words in context Identify main ideas drawn from more than one paragraph and summarise these	
<b>INFERENCE</b>	Draw inferences such as inferring characters' feelings, thoughts and motives from their actions Justify inferences with evidence	
<b>PREDICTION</b>	Predict what might happen from details stated and implied	
<b>AUTHORIAL INTENT</b>	Discuss words and phrases that capture the reader's interest and imagination Identify how language, structure, and presentation contribute to meaning	
<b>NON FICTION</b>	Retrieve and record information from non-fiction	
<b>DISCUSS READING</b>	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	
<b>HANDWRITING</b>	Use the diagonal and horizontal strokes that are needed to join letters Understand which letters, when adjacent to one another, are best left un-joined Increase the legibility, consistency and quality of handwriting: down strokes of letters are parallel and equidistant; lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch	
<b>SPELLING</b>	Use the first two or three letters of a word to check its spelling in a dictionary Spells words with additional prefixes and suffixes and understand how to add them to root words Use plural –s and possessive –s correctly Recognise and spell additional homophones Spell identified commonly misspelt words from the Year 3 and 4 word list	
<b>COMPOSITION</b>	Write from memory simple dictated sentences that include words and punctuation taught Open sentences in different ways to create effects Organise narrative writing into clear sequences with more than a basic beginning, middle and end Write a narrative with a clear structure, setting, characters and plot Include key vocabulary and grammar choices that link to the style of writing Begin to open paragraphs with topic sentences and organise them around a theme Develop endings which close the narrative appropriately relating to the beginning or a change in a character	
<b>GRAMMAR</b>	Use a range of sentences with more than one clause- through use of conjunctions Use the correct article 'a' or 'an' Use appropriate nouns or pronouns within and across sentences to support cohesion and avoid repetition Use fronted adverbials of place, time and manner, including the use of a comma Use expanded noun phrases, including with preposition and modifying adjectives Use conjunctions, adverbs and prepositions to express time, place and cause Build cohesion within paragraphs through controlled use of tenses; subordinating and co-ordinating conjunctions Use and punctuate direct speech correctly Use standard English for verb inflections- instead of spoken forms	
<b>PUNCTUATION</b>	Correctly demarcate all sentences Use the apostrophe for omission and possession Use correct punctuation in direct speech, including a comma after the reporting clause Almost always use commas for fronted adverbials	
<b>PROOFREADING &amp; EDITING</b>	Proofread own work for spelling and punctuation errors Make improvements to writing by proposing changes to grammar and vocabulary to improve consistency	

YEAR 5 AUTUMN	YEAR 5 SPRING	YEAR 5 SUMMER
Fiction: (5 weeks) Text: <i>Street Child</i> by B. Doherty	Myth and Legends: Text: (3 weeks) <i>Percy Jackson and the Lightning Thief</i> by R Riordan. <i>Greek Myths</i> by A Turnbull We also use <i>Who Let the God's Out</i> by M. Evans for Guided Read sessions this first half term.	Modern Classic Fiction: (6 weeks) Text: <i>Kensuke's Kingdom</i> by Michael Morpurgo
	Short stories – Fantasy (3 weeks): <i>Tales from Other Cultures – Sinbad the Sailor</i> <i>The Arabian Nights</i> , <i>Tales from a Thousand and One Nights</i> <i>Arabian Nights</i> , <i>Tales of Nasrettin Hoca</i>	
Non-fiction: (3 weeks) Reports and Journalistic Writing: Text: <i>Tuesday</i> by D Wiesner	Persuasive writing (3 weeks) Texts: <i>Various persuasive texts</i>	The Graveyard text by Neil Gaiman <b>Class novel.</b>
Non-chronological reports: (3 weeks) Text: Various reports		
Poetry: (1 week) – Induction week Text: <i>I know Someone</i> by M. Rosen	Narrative poems (2 weeks): Text: <i>The Highwayman</i> by Alfred Noyes	Performance poems: (2 weeks) Text: Slam poetry:
Poetic Style: (1 week) Text: Poems by M. Rosen and R McGough ( <i>The Sound Collector</i> )		
<b>READING WORD READING</b>	Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in <a href="#">English Appendix 1</a> , both to read aloud and to understand the meaning of new words they meet Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.	
<b>RANGE OF READING</b>	Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks Read books that are structured in different ways Read for a range of purposes Make comparisons within and across books	
<b>FAMILIARITY WITH TEXTS</b>	Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks Increase their 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 Identify and discuss themes and conventions in and across a wide range of writing	
<b>POETRY &amp; PERFORMANCE</b>	Recognise and analyse different forms and features of poetry and learn a wider range of poetry by heart e.g. narrative, slam, historical Compare and contrast poems by one author and between different authors Explore how grammar affects the style of poems Discuss the use of vocabulary for effect Consider appropriate dialogue Describe the structure of a stanza in a poem Prepare poems and plays to read aloud and to perform e.g. write extra lines for a poem they have read, annotate the features of a selection of poems by one author, write a different ending for a narrative poem, Use the rhyme scheme aabccb Discuss the characteristics of a good recital Show understanding through intonation, tone and volume so that the meaning is clear to an audience Investigate punctuation in selection of poems	
<b>WORD MEANINGS</b>	Use dictionaries and thesaurus to check the meaning of words and expand vocabulary Choose vocabulary and grammar to suit formal and informal writing Use vocabulary which is becoming more precise	
<b>UNDERSTANDING</b>	Reflect with insight on what they have read and check that the book makes sense to them Discuss their understanding and explore the meaning of words in context Summarise the main ideas drawn from more than one paragraph Identify key details to support the main ideas Consider themes and conventions and compare books which have similar themes and conventions. Respond to a book with appropriate questions and careful answers.	
<b>INFERENCE</b>	Draw inferences such as inferring characters' feelings, thoughts and motives from their actions Justify inferences with evidence Answer well questions which require deduction and inference	
<b>PREDICTION</b>	Predict what might happen from details stated and implied	
<b>AUTHORIAL INTENT</b>	Identify how language, structure and presentation contribute to meaning Discuss words and phrases that capture the reader's interest and imagination Discuss and evaluate how authors use language, including figurative language Consider the impact on the reader Check that they know and can talk about the choices the author made concerning dialogue, words and punctuation in an effective piece of prose <ul style="list-style-type: none"> <li>Understand the importance of adjectives and adverbs in bringing a text to life</li> <li>Figurative language</li> </ul> Alliteration and onomatopoeia	
<b>NON FICTION</b>	Distinguish between statements of fact and opinion Retrieve, record and present information from non-fiction	
<b>DISCUSS READING</b>	Discuss a novel in its entirety and its key themes Recommend books that they have read to their peers, giving reasons for their choices Participate in discussions about books, building on their own and others' ideas and challenging views courteously Explain and discuss their understanding of what they have read, including through formal presentations and debates	

	Provide reasoned justifications for their views
<b>HANDWRITING</b>	Choose which shape of a letter to use when given choices and deciding, as part of their personal style, whether, or not, to join specific letters Make correct choice about whether to join handwriting or print letters according to task e.g. to label a diagram
<b>SPELLING</b>	Write from memory, dictated sentences which include words from the KS2 curriculum Spell the majority of words from the YR 3-4 statutory word list and some words, including those commonly misspelt, from the YR 5-6 word list Spell most words with prefixes and suffixes in the YR 3-4 spelling appendix and some from the YR 5-6 e.g. cious, cial, ant, ent, ance, ence. Convert nouns and adjectives into verbs by adding a suffix, for example, ate, ise, ify Form verbs with prefixes, e.g., dis, de, mis, over and re Spell correctly words with letters which are not sounded e.g. knight, solemn Use the hyphen to join a prefix to a root e.g. reenter Distinguish between homophones and other words which are often confused and spell some homophones from the YR 5-6 spelling appendix Use the first three or four letters of a word to check spelling, meaning or both in a dictionary
<b>COMPOSITION</b>	Understand that writing is aimed at a range of audiences and the purpose of the writing is to inform, entertain or persuade Use or integrate models from own reading into writing Start sentences in different ways Organise writing into paragraphs to show different information or events Link ideas within paragraphs Develop characters through action, description and dialogue Add well-chosen detail to interest the reader Use settings to not only create atmosphere, but also to indicate a change Manage shifts in time and place which effectively guide the reader through the text Use dialogue, recognise differences between spoken and written speech; using speech punctuation to indicate direct speech; understand and use modal verbs Use stylistic devices to create effects in writing: simile, metaphor, personification
<b>GRAMMAR</b>	Develop their understanding of the concepts set out in <a href="#">Appendix 2</a> by: <ul style="list-style-type: none"> <li>Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms</li> <li>Using passive verbs to affect the presentation of information in a sentence</li> <li>Using the perfect form of verbs to mark relationships of time and cause</li> <li>Using expanded noun phrases to convey complicated information concisely</li> <li>Using modal verbs or adverbs to indicate degrees of possibility</li> <li>Using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun</li> <li>Learning the grammar for years 5 and 6 in <a href="#">Appendix 2</a></li> </ul> Write a range of sentence structures which are grammatically accurate and maintain correct tense Begin to recognise active and passive voice Identify and select determiners
<b>PUNCTUATION</b>	Demarcate sentences correctly and indicate grammatical and other features by: <ul style="list-style-type: none"> <li>Using commas to clarify meaning or avoid ambiguity in writing</li> <li>Using hyphens to avoid ambiguity</li> <li>Using brackets, dashes or commas to indicate parenthesis</li> <li>Using semicolons, colons or dashes to mark boundaries between independent clauses</li> <li>Using a colon to introduce a list</li> <li>Punctuating bullet points consistently</li> <li>Using inverted commas and other punctuation to indicate direct speech</li> </ul>
<b>PROOFREADING AND EDITING</b>	Discuss and improve shared writing Work with a partner to assess their written work against success criteria to improve their work Edit and improve own work, using appropriate grammar and spelling knowledge Proof read work for spelling and punctuation errors Use drafting, re-drafting and editing processes independently and make improvements

<b>YEAR 6 AUTUMN</b>	<b>YEAR 6 SPRING</b>	<b>YEAR 6 SUMMER</b>
<b>Fiction Short stories</b> Texts: Short by Kevin Crossley Holland g.	<b>Choral or performance poems</b> Texts: Fuss Fuss Fuss or The Goldilocks Rap –James Carter	<b>SATS OCCUR FIRST HALF TERM</b>
<b>Biographies and autobiographies</b> Texts: Boy and Going Solo by Roald Dahl Singing for Mrs Pettigrew/Homecoming by Michael Morpurgo Various biographies.	<b>Goldilocks and the Three Bears – Roald Dahl</b> <b>If I Were a Shape – Brian Moses</b> <b>All of Us Knocking on the Stable Door David Harmer</b> <b>Jack’s tale – Judith Nicholls</b> <b>Jack and the Beanstalk Roald Dahl</b>	<b>Text Boy in The Girl’s Bathroom – transition novel</b>
<b>Narrative poems Ongoing Across term</b> Texts The Pied Piper – Robert Browning This Letter’s to Say – Raymond Briggs	All following work based around <b>HARRY POTTER</b> for Spring term. <b>Letter writing/story Opening:</b> Harry Potter and the Philosopher’s Stone: Focus on: Chapters 1-4 <b>Descriptive and predictive writing:</b> Harry Potter and the Philosopher’s Stone: Focus on: Chapters 5-7	<b>Poet Study: Emily Dickinson</b> <b>Texts A variety of poems</b>
<b>Fiction: Outsiders</b> Texts: Eric, Shaun Tan, The Island, Armin Greder, Friend or Foe, Michael Morpurgo	<b>Instructional texts:</b> Harry Potter and the Philosopher’s Stone: Focus on: Chapters 8-10 <b>Information and explanations:</b> Harry Potter and the Philosopher’s Stone: Focus on: Chapters 11-14	<b>Various writing and other examples</b> Linked to Summer events such as PGL, Drama, Retreat Visit etc
<b>Instructions and Explanations</b> Texts: Sue Palmer’s Books of Instructions and Explanations plus various instructions		<b>Drama - Year 6 production – supported by St Julie’s High School.</b>

	<p><b>Narrative:</b> Harry Potter and the Philosopher's Stone: Focus on: Chapters 15-17</p> <p><b>Chronological writing:</b> Harry Potter and the Prisoner of Azkaban and Harry Potter and the Order of the Phoenix: Focus on: extracts from Book 3 and Book 5</p> <p><b>Persuasive writing:</b> Harry Potter and the Prisoner of Azkaban and Harry Potter and the Order of the Phoenix: Focus on: extracts from Book 3 and Book 5</p> <p><b>Dialogue, conversation and Newspapers:</b> Harry Potter and the Prisoner of Azkaban and Harry Potter and the Goblet of Fire: Focus on: extracts from Book 3 and Book 4</p> <p>Completion and Celebration: Harry Potter and the Order of the Phoenix: Focus on: extracts from Book 5</p>	
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**ACHIEVE MASTERY OF ALL YEAR 5 OBJECTIVES AND END OF YEAR 6 OBJECTIVES (RED)**

<b>READING WORD READING</b>	Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in <a href="#">English Appendix 1</a> , both to read aloud and to understand the meaning of new words they meet Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.
<b>RANGE OF READING</b>	Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks Read books that are structured in different ways Read for a range of purposes Make comparisons within and across books
<b>FAMILIARITY WITH TEXTS</b>	Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks Increase their 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 Identify and discuss themes and conventions in and across a wide range of writing
<b>POETRY &amp; PERFORMANCE</b>	Recognise and analyse different forms and features of poetry and learn a wider range of poetry by heart e.g. narrative, slam, historical Compare and contrast poems by one author and between different authors Explore how grammar affects the style of poems Discuss the use of vocabulary for effect Consider appropriate dialogue Describe the structure of a stanza in a poem Prepare poems and plays to read aloud and to perform e.g. write extra lines for a poem they have read, annotate the features of a selection of poems by one author, write a different ending for a narrative poem, Use the rhyme scheme aabccb Discuss the characteristics of a good recital Show understanding through intonation, tone and volume so that the meaning is clear to an audience Investigate punctuation in selection of poems
<b>WORD MEANINGS</b>	Use dictionaries and thesaurus to check the meaning of words and expand vocabulary Choose vocabulary and grammar to suit formal and informal writing Use vocabulary which is becoming more precise
<b>UNDERSTANDING</b>	Reflect with insight on what they have read and check that the book makes sense to them Discuss their understanding and explore the meaning of words in context Summarise the main ideas drawn from more than one paragraph Identify key details to support the main ideas Consider themes and conventions and compare books which have similar themes and conventions. Respond to a book with appropriate questions and careful answers.
<b>INFERENCE</b>	Draw inferences such as inferring characters' feelings, thoughts and motives from their actions Justify inferences with evidence Answer well questions which require deduction and inference
<b>PREDICTION</b>	Predict what might happen from details stated and implied
<b>AUTHORIAL INTENT</b>	<b>Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing</b>
<b>NON FICTION</b>	Distinguish between statements of fact and opinion Retrieve, record and present information from non-fiction
<b>DISCUSS READING</b>	Discuss a novel in its entirety and its key themes Recommend books that they have read to their peers, giving reasons for their choices Participate in discussions about books, building on their own and others' ideas and challenging views courteously Explain and discuss their understanding of what they have read, including through formal presentations and debates Provide reasoned justifications for their views
<b>HANDWRITING</b>	<b>Maintain legibility in joined handwriting when writing at speed</b>
<b>SPELLING</b>	<b>Spell correctly most words from the year 5 / year 6 spelling list</b> <b>Use a dictionary to check the spelling of uncommon or more ambitious vocabulary</b>
<b>COMPOSITION</b>	<b>Use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs</b> <b>Select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility)</b> <b>Integrate dialogue in narratives to convey character and advance the action</b> <b>In narratives, describe settings, characters and atmosphere</b>
<b>GRAMMAR</b>	<b>Use verb tenses consistently and correctly throughout their writing</b>
<b>PUNCTUATION</b>	<b>Use the range of punctuation taught at Key Stage 2 mostly correctly</b>
<b>PROOFREADING AND EDITING</b>	Discuss and improve shared writing Work with a partner to assess their written work against success criteria to improve their work Edit and improve own work, using appropriate grammar and spelling knowledge

## IMPLEMENTATION: PHONICS

We teach decoding through a systematic phonics programme: Letters and Sounds. **Letters and Sounds** is a phonics resource published by the Department for Education and Skills in 2007. It aims to build children's speaking and listening skills in their own right as well as to prepare children for learning to read by developing their phonic knowledge and skills. We supplement the Letters & Sounds programme with materials from the School Improvement Liverpool Phonics handbook.

### LETTERS AND SOUNDS OVERVIEW

#### PHASE 2: RECEPTION

Develops children's knowledge of **grapheme-phoneme correspondences** (GPCs), their skills of blending and segmenting with letters and recognition of high frequency words containing GPCs not taught at that phase. Develops children's knowledge of 19 letters of the alphabet with one sound for each. Teaches and practises the skills of blending separate sounds together into whole words for reading and segmenting whole words into separate sounds for spelling.

**Letter progression** Set 1: s, a, t, p Set 2: i, n, m, d Set 3: g, o, c, k Set 4: ck, e, u, r Set 5: h, b, f, ff, l, ll, ss **Tricky words:** I the, to, go, no

#### Assessment: Phase 2

- Give the sound when shown any Phase Two letter, securing first the starter letters: s, a, t, i, p, n;
- Find any Phase Two letter, from a display, when given the sound;
- To orally blend and segment CVC words;
- To blend and segment in order to read and spell (using magnetic letters).

VC (Vowel Consonant) words such as: **if, am, on, up** and 'nonsense words' such as **ip, ug and ock**;

Be able to read the five tricky words: **the, to, I no, go.**

#### PHASE 3:

Develops children's knowledge of GPCs, their skills of blending and segmenting with letters and recognition of high frequency words containing GPCs not taught at that phase. Develops children's knowledge of the seven remaining letters of the alphabet and graphemes to cover most of the phonemes represented by more than one letter. Teaches and practises the skills of blending and segmenting sounds represented by single letters and graphemes of more than one letter.

#### Letter progression

**Set 6:** j, v, w, x **Set 7:** y, z, zz, qu

**Consonant digraphs:** ch, sh, th, ng,

**Vowel digraphs:** ai, ee, igh, oa, oo, ar, or, ur, ow, oi, ear, air, ure, er

**Tricky words:** no, go, l, the, to, he, she, my, was, we, me, be, to, they, all

#### Assessment: Phase 3

- Give the sound when shown all (or most) Phase 2 & 3 graphemes;
- Find all (or most) Phase 2 & 3 graphemes, from a display when given the sound;
- To blend and read CVC words (using Phase 2 & 3 graphemes);
- To segment and make a phonetically plausible attempt at spelling CVC words (using Phase 2 & 3 graphemes);
- To **read** the tricky words: **he, she, we, me, be, was, my, you, her, they, all, are**;
- To **spell** tricky words: **the, to, l, no, go**;

To write each letter correctly when following a model;

#### PHASE 4:

Develops children's knowledge of GPCs, their skills of blending and segmenting with letters and recognition of high frequency words containing GPCs not taught at that phase. There are no new GPCs to be learnt in this phase. Develops children's knowledge and skills of blending and segmenting words with adjacent consonants.

Practise recognition and recall of Phase 2 & 3 graphemes and reading and spelling CVC words.

Teach blending and segmentation of adjacent consonants.

Teach and practise reading & spelling CVCC words.

Reading common high frequency words.

**Tricky words:** said, so, he, she, we, me, be, have, like, some, come, was, you, were, there, little, one, they, are, all, do, when, out, what, my, her.

#### Assessment: Phase 4

- Give the sound when shown any Phase 2 & 3 grapheme;
- Find **any** Phase 2 & 3 grapheme, from a display, when given the sound;
- To blend and read words containing adjacent consonants;
- To segment and spell words containing adjacent consonants;
- To **read** the tricky words: **some, one, come, do, so, were, when, have, there, out, like, little, what**;
- To **spell** the tricky words: **he, she, we, me, be, was, my, you, her, they, all, are**;

To write each letter, usually correctly.

#### PHASE 5: DURATION: THROUGHOUT YEAR 1

Develops children's knowledge of GPCs, their skills of blending and segmenting with letters and recognition of high frequency words containing GPCs not taught at that phase. Children learn more graphemes for the 40+ phonemes taught in Phases Two and Three and more ways of pronouncing graphemes introduced in Phases Two and Three. Teaches and practises the skills of blending and segmenting using all GPCs taught.

Practise recognition and recall of Phase 2, 3 & 5 graphemes (as learned).

#### Learn new phonemes:

/zh/ (treasure), ay (day), ou (out), ie (tie), ea (eat), oy (boy), ir (girl),  
ue (blue), aw (saw), wh (when), ph (photo), ew (new), oe (toe), au (Paul),

**Split digraphs:** a-e (make), e-e (these), i-e (like), o-e (home), u-e (rule).

**Teach alternative pronunciations for graphemes:** i, o, c, g, u, ow, ie, ea, er, a, y, ch, ou.

#### Teach alternative spellings for phonemes

**Key words: All 100 high frequency words**

#### Assessment: Phase 5

- Give the sound when shown any grapheme that has been taught;
- To write the grapheme for any given sound;
- To apply phonic knowledge and skill as the prime approach to reading and spelling unfamiliar words that are not completely decidable;
- To read and spell phonetically decidable two-syllable and three-syllable words;
- To read automatically all the words in the list of 100 high frequency words;
- To accurately spell most of the words in the list of 100 high frequency words;

To form each letter correctly.

#### PHASE 6: DURATION: THROUGHOUT YEAR 2 AND BEYOND

Develops children's knowledge of GPCs, their skills of blending and segmenting with letters and recognition of high frequency words containing GPCs not taught at that phase. Increases fluency of the blending of words encountered for the first time in reading and accuracy of spelling choices.

Investigate and learn how to add suffixes (-s, -es, -ing, -ed, -s, -er, -est, -y, -en, -ful, -ly, -ment, -ness).

Teach spelling of long words.

Introduce & teach the past tense.

Learning & practising spelling.

Syllables. Base words. Analogy. Mnemonics.
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## **IMPLEMENTATION: READING COMPREHENSION**

Our school uses a range of strategies to help children develop their understanding of text. Each of these comes from a background of theory, research and classroom practice. The strategies apply equally to 'reading' pictures in picture books and other texts where exploring the visual information is important to full understanding.

### **COGNITIVE STRATEGIES**

#### **PRIOR KNOWLEDGE ACTIVATION**

Activation of prior knowledge can develop children's understanding by helping them see links between what they already know and new information they are encountering. There are many ways of encouraging children to bring to the forefront of their minds, knowledge that relates to the text they are about to read or are reading.

- Brainstorming around the title, chapter heading, picture on the front cover (these can be written, oral or drawn)
- Word association chain around key word in title or an image in the text.
- Memories around key word in title or an artefact (This reminds me of...It makes me think of...)
- Mind-mapping, concept mapping or other grids / proforma (e.g. the first column of a KWL grid)

#### **PREDICTION**

This involves discussing a text with a teacher or reading partner. The aim of the strategy is to establish the purpose for reading, to encourage reasoning whilst reading and to test predictions. The children read the text a section at a time and as they do so the teacher encourages them to explain what will happen next, predict how it will end, revise their earlier predictions in the light of new evidence found in the text. The children offer evidence for their hypothesis. This can be oral, or children could make written predictions / revisions in a reading journal.

#### **CONSTRUCTING IMAGES: VISUALISING DRAWING DRAMA**

Creating visual images improves comprehension by linking prior experiences to the new idea thus building richer schemas.

The teacher models the process by reading aloud and talking about any associations that come to mind and asking the children to picture it. Children are then encouraged to do the same for other passages and verbalise this process to a partner. This can be used with both fiction and non-fiction texts. During and after reading children can sketch what they see, undertake freeze frames of key moments in a story and make models based on the text e.g. creating the Borrowers living room in design and technology sessions.

#### **SUMMARISING**

Effective summarising involves children evaluating a text and deciding which elements of it are most significant.

Teacher will model how to skim read a text. Children skim read a text and give oral summary.

Children go through a text paragraph by paragraph highlighting the key sentence/sentences in each.

Children write brief summaries at the end of each chapter outlining key events and further insights into character and plot.

Children summarise by restructuring key information contained in a text into a non-prose form. It may involve children drawing a matrix, a tree diagram, a semantic map/word web, a labelled picture or a retrieval chart.

#### **QUESTIONING/CLARIFYING**

Class, group focused discussion with the aim of clarifying understanding. Such discussion goes beyond simple recall questions into inference and deduction.

Talk to the Author: Children write questions to the author, for example 'Who was this? Why did this happen?' The teacher models this process initially and then the children try. This helps children differentiate between fact and opinion, as well as helping them search for bias.

Journals: These encourage children to review their background knowledge, reflect on previous learning and predict future learning. The children will have read some of the book in private reading and when they join the guided group it is a way of focusing their attention before reading the next section. The teacher writes the focus on the board before the children join the group e.g. what seemed important to you in what you learnt about X? The children read the focus, reflect on their response and write in their journals. This then serves as a basis for discussion.

#### **STORY GRAMMAR/TEXT STRUCTURE ANALYSIS**

##### **Story maps/story shapes/story charts**

Children draw a 'map' of the events in a story. This helps them recall and retell the story. The particular structure of a story, such as a circular story or an 'A to B' journey can also be made explicit via story mapping.

##### **Structural organisers**

Children identify the structure of non-fiction texts and then map the content onto various structural organiser grids e.g. point/evidence grid, cause/effect grid, argument/counterargument list.

#### **INTERPRETIVE STRATEGIES**

Children imagine how a character might feel; identifying with a character, charting the development of a character over time in a longer text. There are many strategies that require children to make explicit their response to and knowledge of a character. These include;

- Feeling graphs or map showing how emotions develop throughout the story
- Journal entries
- Hot seating TV interviews. Compile a list of questions to ask if you were to interview the character. This can be combined with hot seating and the interview conducted with the character.
- Drawing characters and surrounding the drawing with phrases from the text
- Writing thought bubbles for characters at key moments in the text when they don't actually speak
- Relationship grids with each character listed along the top and down the side. Each cell represents a relationship to be explored.
- Speculating on actions and motives e.g. asking why did, what if?
- Character emotions register. This involves creating a 5-point emotions scale with the pupils for the possible range of reactions at certain specific points in the story (for example from 'mildly irritated' to 'incandescent with rage'). Pupils then rate characters on the scale.
- Child taking on the role of the author, answering questions about the book and justifying what 'they' have written
- Drawing a diagram, grid, flow chart etc. to show information
- Drawing a strip cartoon/story board identifying 4/5 main points from the story or information
- Highlighting words, phrases which link together to build a picture of character or mood, or setting and so on
- Writing a blurb for the book

- Identifying facts and opinion and consider how they are woven together
- What's important grids

### READING FOR MULTIPLE MEANINGS

- Ranking characters according to criteria e.g. most powerful to least powerful, kindest to meanest. Do different criteria give different insights?
- Recording all the different roles a character plays in a story e.g. daughter, friend inside an outline of the character
- Retelling a scene from the point of view of a minor character within it
- Justifying the actions of a 'villain'
- Problem solving. Stop at the point where a character faces a problem or dilemma and list alternative suggestions. Consider the consequences of each suggestion
- Looking for/challenging a consistent point of view
- Genre Exchange – children transpose something from one written genre they have just read into another written genre
- Criteria rating certain scenes at a crucial point – mostly likely to happen/least likely to happen, most likely to be true, least likely to be true
- Story comparison charts: Several versions of a story are read (e.g. Cinderella) and a comparative chart is completed
- Relating texts to personal experiences: Say what they would have done at certain points in the story
- Choose the funniest, scariest, most interesting moment from a story or information book. Justify their choice.
- Response journals (ongoing throughout the reading of long books).
- Relate to other books by the same author or on same topic, read by the group or individual. Discuss similarities or differences.

### SEMANTIC STRATEGIES

- Previewing vocabulary:**
- The teacher provides a list of words relating to the book/topic. The meanings of the words are then discussed before reading.
- Building banks of new words**
- As children read they mark or note on post-it notes or in vocabulary journals any new words/words they are unsure of. After reading, the group discusses ways of working out the meaning (e.g. root, morphology, etc). Once a word is understood children note its meaning. They may add a visual cue to remind them of the meaning.
- Word tracker/oral thesaurus**
- Children track particular groups of words/phrases (e.g. appearance words). They list these and suggest alternatives.
- Making dictionaries and glossaries**
- Children track words whose meanings are unclear e.g. technical words, dialect words, slang and so on. They then investigate the meanings and create text specific dictionaries

### GUIDED READING

Guided reading provides an opportunity to teach reading in relation to the differentiated needs of the pupil groups. Teacher work with a small group, 3 to 7 pupils, at a similar level of achievement—using individual copies of the same text. The texts used are unfamiliar but instructional, i.e. each member of the group is able to read and readily comprehend the text at or above 90% accuracy, so that pupils are able to apply, reinforce and extend taught strategies already introduced. Following an introduction with the teacher facilitating, pupils read independently to themselves and then complete an oral comprehension linked to the text. Teachers record the texts read, and the next steps for individuals/groups.

Guided reading provides an opportunity to teach reading in relation to the differentiated needs of the pupil groups, to talk about personal preferences and to develop and justify opinions. This sequence reflects Bloom's Taxonomy

- Recall/knowledge:** Recalling, revising material that has already been covered – facts, terms, basic concepts.
- Analysis:** Asking pupils to break down subject matter into its parts, look at the nature of its parts and their relationship with one another.
- Comprehension:** Asking pupils to express ideas in their own words or to interpret major elements in texts to make them more accessible.
- Synthesis:** Asking pupils to build a new idea, or theory, plan, experiment or forecast using sophisticated thinking. Develop a critical stance based on information from a range of sources.
- Application:** Asking pupils to understand a general principle and apply to a new situation.
- Evaluation:** Asking pupils to assess or judge. Making judgements and explaining reasons for them. Developing reasoning.

**SHARED & FOCUSED READING:** Whole-class reading skills are modelled, taught and developed through a text in Literacy or other subject and then consolidated through independent focused reading activities.

**HOME READING:** Books which children take home to read to parents or with parents

### IMPLEMENTATION: CLOSING GAPS IN READING

Both Formative and Summative assessment is used to identify children with gaps in their reading competencies.

HOW WE SUPPORT CHILDREN'S PROGRESSION IN READING & PROVISION MAP						
QUALITY FIRST TEACHING					INTERVENTION	
EYFS	Guided Reading	Shared reading	Home Reading	Reading for pleasure	Closing the Gap	SEND
	2x per week Targets INDIVIDUAL/SMALL GROUP/WHOLE CLASS gaps identified through continuous teacher assessment Linked to Letters and Sounds Book Banded/Staged text Age appropriate big books	Consolidation key skills Daily shared reading in focused teaching sessions	2 staged books per week Library Books	Library Continuous provision in reading area Decodable books	Daily consolidation key skills. Small Group Phonics Key Words home Book Banded/Staged texts	
Y1	1x per week During 9.00 – 9.30 Guided Read Carousel Activities Targets INDIVIDUAL/SMALL GROUP/WHOLE CLASS gaps identified through continuous teacher assessment Book Banded/Staged text Cross-curricular shared reading Phonics games focusing on use and apply		Small groups/Individuals 2x per week with an adult.	Reading Scheme Library	Identified children 1:1 reading at least 3x per week Daily Read Weekly Guided Read	Daily readers 1 GUIDED READ 4x week Phase 2 and 3 phonics
Y2	1x per week During 9.00 – 9.30 Guided Read Carousel Activities Targets INDIVIDUAL/SMALL GROUP/WHOLE CLASS gaps identified through continuous teacher assessment Book Banded/Staged text		Small groups/Individuals at least 2x per week with an adult.	Reading Scheme Library	Daily Read Book Banded text: TA Daily IDL	Daily read Book Banded Text: TA Small Group Phonics All do phonics

	Cross-curricular shared reading Phonics games focusing on use and apply		CGP Comprehension		
<b>Y3</b>	1x per week During 9.00 – 9.30 Guided Read Carousel Activities Targets INDIVIDUAL/SMALL GROUP/WHOLE CLASS gaps identified through continuous teacher assessment Book Banded/Staged text Cross-curricular shared reading Library/GR Book		ARE: 1x week with TA Below ARE: 2 x week with TA CGP Comprehension	Library:	Daily read at home Book Banded Text: TA
<b>Y4</b>	1x per week During 9.00 – 9.30 Guided Read Carousel Activities Targets INDIVIDUAL/SMALL GROUP/WHOLE CLASS gaps identified through continuous teacher assessment Book Banded/Staged text Cross-curricular shared reading Library/GR Book				Daily read Book Banded Text: TA Small Group Phonics 1 X Add Phonics 1 x Guided Comprehension
<b>Y5</b>	1x per week During 9.00 – 9.30 Guided Read Carousel Activities Targets INDIVIDUAL/SMALL GROUP/WHOLE CLASS gaps identified through continuous teacher assessment Cross-curricular shared reading Library/GR Book		CGP Comprehension		Daily individual Support 1 x Phonics 1 x Guided Comprehension
<b>Y6</b>	1x per week During 9.00 – 9.30 Guided Read Carousel Activities Targets INDIVIDUAL/SMALL GROUP/WHOLE CLASS gaps identified through continuous teacher assessment				Booster timetable sessions Additional Support Intervention Timetable

## IMPLEMENTATION: BOOK BANDS

Most reading books for children aged 4-8 years have been given a book band colour by the publisher based on the level of reading difficulty. We use the Book Band system to grade our reading books. This means that a “pink” book in the Collins Big Cat scheme is at the same reading level as a “pink” book in the Project X scheme. The chart below shows which book bands should be covered at each age group. We use Book Bands in Y1, Y2 and Y3. In Y4, Y5 and Y6 the majority of children are encouraged to read texts outside of the Book Bands and in these year groups only individuals/small group daily readers read book banded texts.

Colour	Approx Reading Age	Year Group	Colour	Approx Reading Age	Year Group
Lilac	4-to 5years	FS	Purple	7 to 7.5 years	Y2/Y3
Pink	4-to 5years	FS	Gold	7.5 to 8 years	Y2/Y3
Red	5 years	FS	White (10)	7.5 to 8 years	Y3
Yellow	5.5 years	FS/Y1	Lime	9 to 9.5 years	Y3/Y4
Blue	5.5 to 6 years	Y1	Brown	9.5 to 10 years	Y4 to Y5
Green	5.5 to 6 years	Y1/Y2	Topaz	9.5 to 10.5 years	Y5 to Y6
Orange	6 to 6.5 years	Y1/Y2	Blue KS2	10 to 11 years	Y5 to Y6
Turquoise	6.5 to 7 years	Y1/Y2/Y3	Red KS2	11 to 12 years	Y6

## IMPLEMENTATION: HOME READING LIBRARIES

The school has KEY STAGE 1 and KEY STAGE 2 home reading libraries. Multiple copies of texts are book banded and organised sequentially in each library. The scheme has also been organised so as to provide lateral reading experiences. Staff are provided with the overview of the route through the scheme for a child working at Age Related Expectations. Staff are able to personalise this route in response to individual needs.

## IMPLEMENTATION: SCHOOL LIBRARY

Our school library is an expression of the ethos and values of our school community and continually evolves to respond to the needs of our whole school with regards to issues such as equality, social inclusion, community cohesion and Personal, Social, Health, Economic and Citizenship education. Our aims are that our school library will:

- Be lively, welcoming and well-stocked and provide all pupils with a broad positive, enjoyable experiences of books
- Be a centre for learning and literacy development which supports the process of children’s learning, discovery and achievement and the development of Key Skills
- Provide a balance of different types of books that will develop and extend children’s language, experience and knowledge.
- Support our children’s reading habit so that they become confident, enthusiastic and independent readers and learners who regard reading as an enjoyable, interesting, purposeful, relevant and a worthwhile activity, now and throughout their lives.

**ACCESS AND USE OF THE LIBRARIES:** We have separate KS1 and KS2 libraries. All children and teachers have daily access to the libraries. All books have been book banded and entered onto the school's Micro-Librarian system.

**CODING SYSTEM: Factual Books:** These books are sorted into national curriculum subjects and coded using the Dewey Decimal Code. **Fictional Books:** These books have been colour coded into key stages, key stage one (Red, Blue, Yellow, Green); key stage two (red) have been further organised into alphabetical order based on the authors surname. Children have been instructed in the efficient use of the colour coding system and have the opportunity to develop their access skills. **New Books:** All new books are stamped with the school stamp and then coded accordingly.

**LOAN SYSTEM:** Loans are managed through the whole school Micro-Librarian on-line system.

**CLASSROOM LIBRARIES:** There are class libraries in each class.

**FUNDING** for the library is included in the annual English budget. Where funding is used to select new books, selection is based on consultation and books are then selected, with consideration to suitability, quality of presentation, value for money, equal opportunities and multiculturalism. Funding is also used for the maintenance and replacement of books. The purchasing of books is made through catalogues, book exhibitions, book fairs, book clubs and retailers.

### IMPLEMENTATION: READING INTO WRITING: HOW WE TEACH WRITING

We teach the different writing skills associated with distinct genres through the following process which can cover between 2 to 4 weeks. Wherever possible we ensure that there is a purpose for the writing which is shared with the children.

**COLD WRITE:** The children write a 'cold' version of the genre they are studying. This is without any prior reading or teacher input. This is then used as an assessment piece and to further inform the planning of the unit. This is also used as the baseline for age appropriate self and peer assessment.

**IMMERSION:** During Reading Week the children use a strong shared text as a model from which to recognise and internalise the key language features of the specific genre.

**ANALYSIS:** Using the structure and language patterns of the model text the children **ORALLY REHEARSE** and complete short writing and skill building tasks at word, sentence and text level.

**PLANNING:** Children complete short pieces of writing linked to the genre they are studying.

#### SHORT BURST WRITING

- Gives learners the opportunity to write before the end of unit outcome
- Provides the opportunity to apply new skills of writing and their writing target
- Provides opportunity to apply captured ideas into writing

<ul style="list-style-type: none"> <li>• Post it notes</li> <li>• Role on the wall</li> <li>• Questions/answers</li> <li>• Story map</li> <li>• Notes</li> <li>• Diary/Journal entry</li> <li>• Letter</li> <li>• Poem/Extra verse of a poem/poem in style of...</li> <li>• Spells</li> <li>• Email or text messages</li> <li>• Problem page</li> <li>• Mind maps</li> <li>• Newspaper report</li> <li>• Newspaper headlines</li> <li>• For and against</li> <li>• Wanted poster</li> <li>• Fact boxes/profiles</li> <li>• Summarising</li> <li>• Character profiles</li> <li>• Character monologues</li> <li>• Description of setting</li> <li>• Instructions</li> <li>• Explanations</li> <li>• Eye witness account</li> <li>• Postcard</li> <li>• ID card/passport</li> <li>• Shopping list</li> <li>• Short anecdote/memoir e.g. A time that I was scared...</li> <li>• Story openings</li> </ul>	<ul style="list-style-type: none"> <li>• Recounts (cross-curricular)</li> <li>• Annotating pictures/diagrams/text</li> <li>• Thought bubbles and speech bubbles</li> <li>• Dialogue (inc. story openings)</li> <li>• Character impressions of e.g. a place/person</li> <li>• Scientists report</li> <li>• Authors note about a story</li> <li>• Characters feelings before/after and event</li> <li>• Cartoon strips</li> <li>• Short play script/conversation/dialogue/gossip</li> <li>• Captions/labels</li> <li>• Leaflet</li> <li>• Folding/zig zag book</li> <li>• Recipe</li> <li>• Glossary/word lists</li> <li>• Reviews</li> <li>• Book reviews</li> <li>• Blurb/introduction to a book</li> <li>• Setting the scene</li> <li>• Definitions of words</li> <li>• Story map</li> <li>• Directions</li> <li>• Telephone calls/messages</li> <li>• Finish the story</li> <li>• What could happen next/predictions?</li> <li>• Alternative endings to stories</li> <li>• Research and present facts</li> <li>• Jingles/slogans for persuasion</li> <li>• Persuasive forms</li> <li>• Write paragraph from notes/make notes from paragraphs</li> </ul>
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**HOT WRITE:** At the end of the unit, the children write a 'hot' version of the genre they have been studying. This is an assessed piece which is marked using Strategic Minimal Marking in order to identify the:

- Competencies achieved by the majority of children
- Competencies which need to be retaught to the majority of the class
- Individual gaps

**PROOF READING, EDITING & PEER & SELF ASSESSMENT:** Following feedback from the teacher the children independently proofread and edit their work. They also compare their Cold and Hot writes in order to Peer/Self assess and identify the progress they have made and the next steps they have to take to further improve their writing.

**INDEPENDENT APPLICATION:** Children independently, and appropriately, apply the competencies they have been taught in their writing in all curriculum areas

**HOMEWORK:** Provide homework opportunities to further consolidate writing competencies

### IMPLEMENTATION: HOW WE TEACH HANDWRITING

From Reception through to Year 6 we use the whole school Letter Join handwriting scheme.

Letter-join's Handwriting Lesson Planners are designed to help guide teachers to teach continuous cursive handwriting with lead-in and lead-out lines using a systematic method.

**Module 1 – EYFS:** covers pre-cursive patterns and continuous cursive, lower case letters with lead-in and lead-out lines. At the end of this module children should be able to form and join all lowercase letters.

**Module 2 - Year 1:** covers how to write capital letters, printed letters, numbers and symbols using Letter-join’s on-line and printed resources.

**Module 3 - Year 2:** focuses on improving letter formation and the orientation of letters through regular practice and to support spelling, grammar and punctuation in readiness for KS1 SATs.

**Module 4 - Year 3:** is aimed at improving legibility, consistency and quality of handwriting.

**Module 5 - Year 4:** Module 5 focuses on using handwriting practice to support other subjects in the curriculum and, at the same time, builds on fluency and consistency. By the end of this module, children should be well prepared to aim for the handwriting quality, speed and stamina required in upper KS2.

**Module 6 - Year 5:** continues to build on combining fluent handwriting with other subjects across the curriculum. By the end of this module, children should be producing cursive writing automatically, enabling them to focus on the content of their work rather than the process of writing.

## IMPLEMENTATION: HOW WE TEACH GRAMMAR, PUNCTUATION AND SPELLING

We use the whole school Rising Stars spelling programme. We also teach grammar, punctuation and spelling through discrete GPS Lessons and the Immersion, Analysis and Proof Reading and Editing phases of the Reading to Writing process. GPS competencies are further embedded through focused homework activities.

## IMPLEMENTATION: HOW WE ASSESS WRITING

We use the following descriptors to inform both continuous teacher assessment and summative termly assessment of writing.

YEAR 1	AUTUMN	SPRING	SUMMER
<b>HANDWRITING</b>	<ul style="list-style-type: none"> <li>Sits correctly at a table, holding a pencil comfortably and correctly.</li> <li>Forms the digits 0-9.</li> </ul>	<ul style="list-style-type: none"> <li>Forms lower case letters in the correct direction, starting and finishing in the right place. <i>(cursive- kicks and flicks)</i></li> </ul>	<ul style="list-style-type: none"> <li>Names the letters of the alphabet in order.</li> <li>Forms capital letters.</li> </ul>
<b>SPELLING</b>	<ul style="list-style-type: none"> <li>Spells unknown words using phonemes (sounds). <i>(phonetically plausible attempts: yoo, rayn- rain, sed- said friend for friend)</i></li> </ul>	<ul style="list-style-type: none"> <li>Uses the suffixes -ing, -ed, -er and -est where no change is needed in the spelling of root words.</li> <li>Writes from memory simple dictated sentences including the words taught so far.</li> </ul>	<ul style="list-style-type: none"> <li>Uses letter names to show alternative spellings of the same phonemes.</li> <li>Spells word that use suffixes for plurals or third person. <i>(E.g.: adding s/es- box, fox, fix, pencil, pen)</i></li> </ul>
<b>COMPOSITION</b>	<ul style="list-style-type: none"> <li>Says a sentence out loud before writing it down. <i>(Hold a sentence)</i></li> </ul>	<ul style="list-style-type: none"> <li>Plans writing by saying what they are going to write about. <i>(build a sentence)</i></li> <li>Reads own writing aloud so that it can be heard by others and to check for sense. <i>'Oops, I forgot to put a capital letter after that full stop.'; 'I used my sounds to help me spell that long word.'</i></li> </ul>	<ul style="list-style-type: none"> <li>Sequences sentences to form short narratives. <i>(Beginning/middle/end- sentences link and build on from each other- The cat walked down the road. It was bright orange and fluffy. It wanted to get home)</i></li> <li>Uses sequenced sentences in chronological order to recount an event /experience. <i>(Basic adverbials for when-First, Then, Next, After that)</i></li> </ul>
<b>GRAMMAR</b>	<ul style="list-style-type: none"> <li>Uses the personal pronoun 'I'</li> </ul>	<ul style="list-style-type: none"> <li>Uses 'and' to join ideas within a sentence. <i>'I went to the park and played on the swing.'</i></li> </ul>	<ul style="list-style-type: none"> <li>May attempt to use other conjunctions.</li> <li>Makes sure that word choices are relevant to the context and uses word banks to support this.</li> <li>Begins to use adjectives to add detail to sentences.</li> </ul>
<b>PUNCTUATION</b>	<ul style="list-style-type: none"> <li>Leaves spaces between words.</li> <li>Uses a capital letter for the start of a sentence.</li> </ul>	<ul style="list-style-type: none"> <li>Begins to use other punctuation such as exclamation and question marks.</li> <li>Uses a full stop accurately.</li> </ul>	<ul style="list-style-type: none"> <li>Uses capital letters for the names of people, places and days of the week. <i>(Aa)</i></li> </ul>

### YEAR 1 WORKING AT A HIGHER STANDARD (GREATER DEPTH)

Transcription	Composition	Drafting, Editing and Proof Reading
<ul style="list-style-type: none"> <li>My sentences are demarcated consistently with capital letters, full stops and exclamation and question marks, as appropriate.</li> <li>I am consistent with the use of capital letters for the pronoun 'I' and for proper nouns.</li> <li>I use taught spelling rules and patterns independently and accurately.</li> <li>My letters are correctly formed and oriented and start and finish in the correct place.</li> </ul>	<ul style="list-style-type: none"> <li>In narrative writing, I use structures and language from familiar stories effectively and accurately.</li> <li>In non-narrative recounts, my events are related with some detail and may also include a personal comment.</li> <li>My writing demonstrates a growing understanding of different text types dependent on classroom experiences.</li> <li>I include words which are carefully chosen and vocabulary from word banks and from stories I have read or have had read to me.</li> </ul>	<ul style="list-style-type: none"> <li>I make changes to my writing following re-reading and reflection.</li> </ul>

YEAR 2	AUTUMN	SPRING	SUMMER
<b>HANDWRITING</b>	<ul style="list-style-type: none"> <li>Uses some of the diagonal and horizontal strokes needed to join letters.</li> </ul>	<ul style="list-style-type: none"> <li>Uses spacing between words that reflects the size of the letters.</li> </ul>	<ul style="list-style-type: none"> <li>Forms lower case letters of the correct size relative to one another.</li> </ul>

	<ul style="list-style-type: none"> <li>Understands which letters, when adjacent to one another, are best left unjoined.</li> <li>Writes capital letters (and digits) of the correct size/orientation to one another.</li> </ul>		
<b>SPELLING</b>	<ul style="list-style-type: none"> <li>Segments spoken words into phonemes and record these as graphemes. (<i>Single syllable words and multisyllabic words segmented into spoken words and phonemes represented by a phonetically plausible spelling. E.g. yestrday, exsighting, speshal, diffrent</i>)</li> </ul>	<ul style="list-style-type: none"> <li>Spells longer words using suffixes such as ment, ness, ful, less, ly (<i>Root words ending in a consonant-merriment, happiness, plentiful, penniless, happily, quickly, thoughtless/ful/ly</i>)</li> <li>Spells common exception words (door, because, sugar, people, - see Year 2 spelling list)</li> </ul>	<ul style="list-style-type: none"> <li>Uses apostrophes for the most common contracted words. (<i>e.g. don't, won't, I'll, I'm, won't</i>)</li> <li>Spells words with different spellings (<i>multisyllabic words containing new spellings eg: race, ice, knock, gnat, typewriter, margarine, muckspreader</i>)</li> <li>Identifies and applies knowledge of homophones/ near homophones (<i>There/their/they're; here/hear; quite/quiet; bare/bear; some/sum; blew/blue; knight/night</i>)</li> </ul>
<b>COMPOSITION</b>	<ul style="list-style-type: none"> <li>Develops stamina for writing by writing for different purposes. (<i>Real and fictional/own and other's experiences- including simple narratives, poems and recounts</i>)</li> </ul>	<ul style="list-style-type: none"> <li>Plans and discusses the content of their writing. (<i>Jotting down ideas, planning the structure, oral rehearsal of what they want to say, sentence by sentence</i>)</li> <li>Evaluates their writing independently, with peers and with the teacher by making simple additions and corrections. (<i>Re-reading to check for sense; verbs used correctly e.g. Pupil writes 'I sitted under the tree and eated my lunch' becomes 'sitting and ate'</i>)</li> <li>Writes, from memory, simple dictated sentences.</li> </ul>	<ul style="list-style-type: none"> <li>Proof-reads to check for errors in spelling, grammar and punctuation. (<i>Will spot most of their own spelling and errors quickly. e.g. 'This should be an exclamation because she's shouting for help' 'I forgot to double the p of stop when adding -ing'</i>)</li> <li>Makes changes, sometimes independently and sometimes in discussion with an adult, to improve the effect and impact of their writing.</li> </ul>
<b>GRAMMAR</b>	<ul style="list-style-type: none"> <li>Word choices are thoughtful and sometimes ambitious with specific or technical vocabulary used in non-narrative writing.</li> </ul>	<ul style="list-style-type: none"> <li>Uses expanded noun phrases to describe, expand and specify. (<i>'the delicate, blue butterfly flew off into the humid, summer sky'</i>)</li> <li>Uses subordination (using when, if, that or because). (<i>Consistent use of both e.g.: You need to pack your raincoat because it is going to rain later.</i>)</li> </ul>	<ul style="list-style-type: none"> <li>Uses sentences with different forms: statements, questions, exclamations and commands. (<i>'The colourful butterfly flew from flower to flower' 'Where do clouds come from?' 'Beware... whirlwinds can kill!' Sift the flour and mix the other ingredients'</i>)</li> <li>Uses co-ordination (using or, and, or but) (<i>You remembered your book bag but forgot your packed lunch.</i>)</li> <li>Uses present and past tenses correctly and consistently including the progressive form. (<i>Consistently makes the correct choice eg: 'She is drumming; she drummed, she was drumming'</i>)</li> <li>Uses adjectives, adverbs and expanded noun phrases to add detail and specify.</li> </ul>
<b>PUNCTUATION</b>	<ul style="list-style-type: none"> <li>Uses full stops and capital letters-most are correct. (<i>This will be consistent across a range of dictated and independent writing</i>)</li> <li>Mostly uses exclamation and question marks accurately to demarcate sentences.</li> </ul>	<ul style="list-style-type: none"> <li>Uses capital letters for the personal pronoun I and for most proper nouns.</li> </ul>	<ul style="list-style-type: none"> <li>Begins to use commas to separate items in a list.</li> <li>Sometimes use apostrophes for singular possession.</li> </ul>

### YEAR 2 WORKING AT A HIGHER STANDARD (GREATER DEPTH)

Transcription	Composition	Grammar	Drafting, Editing Proof Reading
Confident and consistent use of: <ul style="list-style-type: none"> <li>Capital letters and appropriate end marks to demarcate sentences</li> <li>Capital letters for the personal pronoun I and for proper nouns</li> <li>Commas used to separate items in a list</li> <li>Apostrophes to mark contractions;</li> <li>Apostrophes for singular possession</li> </ul> Spelling rules and patterns from Year 2 applied accurately with spelling strategies used to attempt more ambitious words.	Narrative texts clearly structured and sequenced with an opening, more developed events in sections and a better-rounded ending which relate to events in the text. Non- narrative texts sequenced appropriately with ideas or information developed within each section and a clear opening and closing sentence. Sustained writing of longer texts, showing increasing stamina Consistent engagement of the reader.	Confident and consistent use of: <ul style="list-style-type: none"> <li>Simple, compound and complex sentences</li> <li>A widening variety of conjunctions that add information and expand ideas</li> <li>Different sentence types appropriate for their purpose which add impact</li> <li>Past and present tenses, including the progressive forms</li> </ul> Word choices are thoughtful and often ambitious with specific and	Writing is re-read and its effectiveness evaluated independently. Changes are made to improve the impact of writing. Proof reading is careful and inaccuracies are corrected, mostly independently.

Capital letters and lower case letters correctly sized and oriented and most letters are joined.		technical vocabulary used accurately. Detail added by using expanded noun phrases using adjectives, prepositional phrases and sometimes similes. Adverbials used to sequence writing and occasionally to show a change in setting.	
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YEAR 3	AUTUMN	SPRING	SUMMER
<b>HANDWRITING</b>	<ul style="list-style-type: none"> <li>Increased legibility, consistency and quality of handwriting.</li> <li>Understands which letters, when adjacent to one another, are best left unjoined.</li> <li>Uses the diagonal and horizontal strokes that are needed to join letters.</li> </ul>		
<b>SPELLING</b>	<ul style="list-style-type: none"> <li>Uses the first two or three letters of a word to check its spelling in a dictionary.</li> </ul>	<ul style="list-style-type: none"> <li>Spells words with additional prefixes and suffixes and understand how to add them to root words. (<i>from nouns using super, anti, auto</i>)</li> <li>Spells correctly word families based on common words. (<i>solve, solution, solver</i>)</li> <li>Identifies the root word in longer words.</li> </ul>	<ul style="list-style-type: none"> <li>Recognises and spells additional homophones. (<i>he'll/heel/heal</i>)</li> <li>Makes comparisons from a word already known to apply to an unfamiliar word.</li> <li>Spells some identified commonly misspelt words from the Year 3 and 4-word list.</li> </ul>
<b>COMPOSITION</b>	<ul style="list-style-type: none"> <li>Writes a non-narrative using simple organisational devices such as headings and sub-headings.</li> <li>In narrative writing, develops resolutions and endings.</li> </ul>	<ul style="list-style-type: none"> <li>Makes improvements by proposing changes to grammar and vocabulary to improve consistency. (<i>The accurate use of pronouns in sentences/ tenses</i>)</li> <li>Looks at and discusses different models of writing, taking account of purpose and audience.</li> <li>Plans writing by discussing and recording ideas. (<i>timeline, flowchart, spider diagram, jottings</i>)</li> <li>Writes a narrative with a clear structure, setting, characters and plot.</li> <li>Suggests improvement to writing through assessing the writing with peers and through self-assessment.</li> </ul>	<ul style="list-style-type: none"> <li>Identifies structure; grammatical features and uses of vocabulary in texts.</li> <li>Composes sentences using a wider range of structures linked to the grammar objectives. (<i>e.g. tenses – including present perfect/subordinate clauses/ co-ordinating conjunctions.</i>)</li> <li>Begins to organise paragraphs around a theme. (<i>Supported by planning then moving to independence</i>)</li> </ul>
<b>GRAMMAR</b>	<ul style="list-style-type: none"> <li>Uses a range of sentences with more than one clause by using a wider range of conjunctions in writing. (<i>when, if, because, although</i>)</li> <li>Recognises and use determiners 'a', 'an' and 'the' appropriately. (<i>an apple; a house; the yellow car</i>)</li> </ul>	<ul style="list-style-type: none"> <li>Uses the perfect form of verbs instead of the simple past. (<i>I have written it down so we can check what he said</i>) (<i>He has worked hard</i>)</li> <li>Understands the purpose of, and use, adverbs.</li> <li>Uses conjunctions, adverbs and prepositions to express time and cause. (<i>the next thing, next, soon, so before, after, during, in, because of</i>)</li> </ul>	<ul style="list-style-type: none"> <li>Word choices are adventurous and carefully selected to add detail and to engage the reader.</li> <li>Detail is added by the expansion of noun phrases before and after the noun and with use of adverbials.</li> </ul>
<b>PUNCTUATION</b>	<ul style="list-style-type: none"> <li>Begins to use inverted commas for some direct speech punctuation.</li> </ul>	<ul style="list-style-type: none"> <li>Uses apostrophes for possession with increasing accuracy including plural possession.</li> </ul>	<ul style="list-style-type: none"> <li>Commas are sometimes used to mark clause and phrases.</li> </ul>

### YEAR 3 WORKING AT A HIGHER STANDARD (GREATER DEPTH)

Transcription	Composition	Grammar	Drafting, Editing Proof Reading
<ul style="list-style-type: none"> <li>Often uses commas to mark phrases and clauses.</li> <li>Uses spelling rules and patterns from Year 3/4 accurately, including exceptions to rules.</li> <li>Uses diagonal and horizontal strokes to join letters as appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>The purpose and audience for writing are established and sustained throughout the text.</li> <li>In non-narrative writing, simple devices including headings and sub-headings are selected independently to guide the reader.</li> </ul>	<ul style="list-style-type: none"> <li>Uses simple, compound and complex sentences accurately and confidently to add to the flow of writing.</li> <li>Sentence openings are varied and chosen effectively.</li> <li>Uses conjunctions, adverbs and prepositions to sequence and to express place and cause confidently.</li> </ul>	<ul style="list-style-type: none"> <li>Plans writing independently.</li> <li>Proof reads writing to check for inaccuracies in spelling, grammar and punctuation.</li> <li>Makes improvements and changes following discussion and reflection with growing confidence.</li> </ul>

		<ul style="list-style-type: none"> <li>• Chooses vocabulary deliberately to create effects, including the accurate use of technical or specific words.</li> <li>• Uses adverbials and other added detail to build a picture for the reader.</li> </ul>	
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YEAR 4	AUTUMN	SPRING	SUMMER
<b>HANDWRITING</b>	<ul style="list-style-type: none"> <li>• Uses the diagonal and horizontal strokes that are needed to join letters.</li> <li>• Understands which letters, when adjacent to one another, are best left un-joined. <i>b/p/s/x</i></li> </ul>	<ul style="list-style-type: none"> <li>• Increases the legibility, consistency and quality of handwriting: down strokes of letters are parallel and equidistant; lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.</li> </ul>	
<b>SPELLING</b>	<ul style="list-style-type: none"> <li>• Uses the first two or three letters of a word to check its spelling in a dictionary.</li> </ul>	<ul style="list-style-type: none"> <li>• Spells words with additional prefixes and suffixes and understand how to add them to root words. (-ation, ous, ion, ian)</li> <li>• Uses plural –s and possessive –s correctly. (<i>The girls were playing football. The girls' football boots. The girl's football boots.</i>)</li> </ul>	<ul style="list-style-type: none"> <li>• Recognises and spells additional homophones. (<i>accept/except; whose/who's; whether/weather; peace/piece; medal/meddle</i>)</li> <li>• Spells identified commonly misspelt words from the Year 3 and 4 word list.</li> </ul>
<b>COMPOSITION</b>	<ul style="list-style-type: none"> <li>• Writes from memory simple dictated sentences that include words and punctuation taught.</li> <li>• Narrative writing is organised into clear sequences with more than a basic beginning, middle and end.</li> </ul>	<ul style="list-style-type: none"> <li>• Writes a narrative with a clear structure, setting, characters and plot.</li> <li>• Includes key vocabulary and grammar choices that link to the style of writing. (e.g.: <i>Scientific words/ historical words/ words that fit with the context such as science fiction</i>)</li> </ul>	<ul style="list-style-type: none"> <li>• Begins to open paragraphs with topic sentences and organise them around a theme. (<i>Boxing up method independently; five-part story volcano; chunking their writing into paragraphs- they then use this to ensure they have accurate paragraphs and how to demarcate them</i>).</li> <li>• Endings are developed and close the narrative appropriately relating to the beginning or a change in a character.</li> </ul>
<b>GRAMMAR</b>	<ul style="list-style-type: none"> <li>• Uses a range of sentences with more than one clause- through use of conjunctions. (<i>use of a wider range of conjunctions, such as, although, however, despite, as well as: 'We put our umbrellas up when it rained' becomes 'When it rained, we put up our umbrellas.'</i>)</li> <li>• Uses the correct article 'a' or 'an'.</li> <li>• Sentences are often opened in different ways to create effects.</li> </ul>	<ul style="list-style-type: none"> <li>• Uses appropriate nouns or pronouns within and across sentences to support cohesion and avoid repetition. (<i>When I was writing about bees, the hive and the queen, I remembered to write 'they', 'it', and 'she' every other time, so that my writing was less repetitive</i>).</li> <li>• Makes improvements to writing by proposing changes to grammar and vocabulary to improve consistency. (e.g. <i>the accurate use of pronouns in sentences/accurate use of pronouns in sentences; 'I forgot to put the comma after a fronted adverbial'; realise the spelling of proverbly is wrong</i>).</li> <li>• Uses fronted adverbials of place, time and manner, including the use of a comma. (<i>'Later that day, I went shopping', 'As the sun went down, despite the dark clouds'</i>)</li> </ul>	<ul style="list-style-type: none"> <li>• Uses expanded noun phrases with modifying adjectives. (<i>The strict teacher with curly hair.</i>)</li> <li>• Uses adverbs and prepositions to express time, place and cause.</li> <li>• Builds cohesion within paragraphs through controlled use of tenses; subordinating and co-ordinating conjunctions.</li> <li>• Uses standard English for verb inflections- instead of spoken forms. (<i>We were- instead of we was, or I did instead of I done. He is/his instead of hes</i>)</li> </ul>
<b>PUNCTUATION</b>	<ul style="list-style-type: none"> <li>• All sentences are correctly demarcated.</li> </ul>	<ul style="list-style-type: none"> <li>• Uses the apostrophe for omission and possession. – (<i>women's rights, children's cloakroom</i>)</li> <li>• Uses correct punctuation in direct speech, including a comma after the reporting clause. (<i>The conductor shouted, "Sit down!"</i>)</li> </ul>	<ul style="list-style-type: none"> <li>• Almost always uses commas for fronted adverbials.</li> </ul>

**YEAR 4 Working at a HIGHER STANDARD (Greater Depth)**

Transcription	Composition	Grammar	Drafting, Editing Proof Reading
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<ul style="list-style-type: none"> <li>• Uses inverted commas, punctuation within them, and comma for the reporting clause accurately.</li> </ul>	<ul style="list-style-type: none"> <li>• Characters are developed through using their actions, speech and reactions.</li> <li>• Non-narrative texts inform the reader effectively, giving sufficient relevant background information.</li> <li>• Paragraphs are well-structured, aid cohesion and guide the reader through the text.</li> </ul>	<ul style="list-style-type: none"> <li>• Uses a range of sentence types confidently and appropriately according to the text type, purpose and audience.</li> <li>• Sentences are opened in different ways to create effects, including the positioning of clauses and the use of fronted adverbials.</li> <li>• Uses pronouns to avoid repetition and to support cohesion across the text.</li> <li>• Adds carefully thought-out detail with noun phrases, which are expanded before and after the noun with adjectives, prepositional phrases and adverbial phrases.</li> <li>• Chooses words deliberately and carefully, including specific and technical vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>• Uses drafting, re-drafting and editing process independently to make improvements to writing following evaluation of impact.</li> <li>• The process of editing is focused on impact and effect.</li> <li>• Writing is proof read independently for accuracy and amendments made accordingly.</li> </ul>
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YEAR 5	AUTUMN	SPRING	SUMMER
<b>HANDWRITING</b>	<ul style="list-style-type: none"> <li>• Chooses which shape of a letter to use when given choices and deciding, as part of their personal style, whether, or not, to join specific letters</li> <li>• Chooses the writing implement that is best suited for a task. (e.g. <i>quick notes, letters</i>).</li> </ul>		
<b>SPELLING</b>	<ul style="list-style-type: none"> <li>• Forms verbs with prefixes, e.g., dis, de, mis, over and re.</li> <li>• Uses the first three or four letters of a word to check spelling, meaning or both in a dictionary.</li> <li>• Begins to proof read work for spelling and punctuation errors.</li> </ul>	<ul style="list-style-type: none"> <li>• Spells some words with 'silent' letter. (e.g. <i>knight, psalm, solemn</i>)</li> <li>• Converts nouns and adjectives into verbs by adding a suffix, for example, ate, ise, ify.</li> <li>• Distinguishes between homophones and other words which are often confused. (<i>guessed/guest; serial/cereal; bridal/bridle; altar/alter; desert/dessert; draft/draught; stationary/stationery; principal/principle</i>)</li> </ul>	<ul style="list-style-type: none"> <li>• Spells identified commonly misspelt words from Year 5 and 6-word list. (<i>Draw on knowledge of root words e.g.: ordinary to spell extra ordinary/ordinarily</i>)</li> </ul>
<b>COMPOSITION</b>	<ul style="list-style-type: none"> <li>• Writing is aimed at a range of audiences and the purpose of the writing is to inform, entertain or persuade.</li> <li>• Organises writing into paragraphs to show different information or events. (TIP TOP – Time, Place, Topic, Person Speaking) (Paragraphs can be extended or developed- main point, topic, event, idea with an explanation or additional detail)</li> </ul>	<ul style="list-style-type: none"> <li>• Links ideas within paragraphs. (connecting adverbs and adverbials for time (when); place (where); how (as/with))</li> <li>• Develops characters through action, description and dialogue. (Correct and effective use of speech, "Well done, you can use speech marks correctly!" exclaimed the teacher proudly. Description of action through well-chosen adjectives, verbs and adverbs).</li> <li>• Adds well-chosen detail to interest the reader. (Expanded noun phrases-'the small playground with the horizontal climbing wall.....; the north coast beaches with the best surf...; a tiny kitten with its eyes barely open...').</li> </ul>	<ul style="list-style-type: none"> <li>• Settings are used to not only create atmosphere, but also to indicate a change.</li> <li>• Often uses or integrates models from own reading into writing.</li> <li>• Manages shifts in time and place which effectively guide the reader through the text.</li> </ul>
<b>GRAMMAR</b>	<ul style="list-style-type: none"> <li>• Ensures the correct and consistent use of tense throughout a piece of writing.</li> <li>• Starts sentences in different ways. (-ed/-ing/simile openers, adverbials, conjunctions, not with the pronouns I, He, She, They, It, Him, Her etc. or The). (adverbials for time- Later, When the, As the dawn broke,) (Place- nearby, Inside, On top of, Over the rainbow, In a nearby village,) (manner- as quick as a flash, with legs swinging in the air,)</li> <li>• Uses a thesaurus for alternative word choices.</li> </ul>	<ul style="list-style-type: none"> <li>• Uses stylistic devices to create effects in writing. (<i>simile, metaphor, personification</i>)</li> <li>• Uses modal verbs or adverbs to indicate degrees of possibility. (There might be.... It could be....we may be...sometimes....possibly....occasionally...)</li> <li>• Uses relative clauses beginning with who, which, where, when, whose, that or with an implied. (i.e. omitted) relative pronoun (Drop-in Sentence)</li> <li>• Suggests changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</li> </ul>	<ul style="list-style-type: none"> <li>• Uses the perfect form of verbs to mark relationships of time and cause. (e.g. <i>She has gone on holiday, and is not back yet. The coach has left without you, because you have just arrived late.</i>)</li> <li>• Chooses words for deliberate effect and uses them thoughtfully and with precision.</li> </ul>
<b>PUNCTUATION</b>	<ul style="list-style-type: none"> <li>• Uses commas to clarify meaning or avoid ambiguity in writing.</li> </ul>	<ul style="list-style-type: none"> <li>• Uses colons to introduce a list.</li> <li>• Uses inverted commas and other punctuation to accurately indicate direct speech.</li> </ul>	<ul style="list-style-type: none"> <li>• Uses brackets, dashes or commas to indicate parenthesis. <i>Outside I was smiling (Inside I was angrier than a bull about to charge).</i></li> </ul>
<b>YEAR 5 Working at a HIGHER STANDARD (Greater Depth)</b>			
Transcription	Composition	Grammar	Drafting, Editing and Proof Reading

<ul style="list-style-type: none"> <li>• Uses commas accurately to clarify meaning and avoid ambiguity.</li> <li>• May use a colon or semi-colon to link separate clauses.</li> <li>• Uses brackets, dashes or commas to indicate parenthesis.</li> </ul>	<ul style="list-style-type: none"> <li>• When writing for a range of audiences and purposes, to inform, persuade or entertain, writing is manipulated to create impact and to engage the reader.</li> <li>• The dialogue created between characters develops the reader's understanding of the characters.</li> <li>• Attempt to use hybrid texts to show an alternative point of view or to engage the reader with an unexpected approach.</li> <li>• Standard English is consistent and level of formality appropriate for the text.</li> </ul>	<ul style="list-style-type: none"> <li>• Uses expanded phrases and clauses to add information or detail appropriate to the purpose and audience, including relative clauses.</li> <li>• Carefully and deliberately selects and use words precisely to clarify meaning, enhance effect, increase/slow pace and create mood.</li> <li>• Paragraphs are clearly constructed and help to guide the reader through the text.</li> <li>• In narrative writing, paragraphs support the plot structure and clearly signal changes in time, place and events.</li> </ul>	<ul style="list-style-type: none"> <li>• Uses drafting, re-drafting and editing process independently to make improvements to writing following evaluation of impact.</li> <li>• Proofreads writing independently for accuracy and makes amendments.</li> <li>• During the editing process, will sometime re-order sentences to increase/improve impacts on the reader.</li> </ul>
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YEAR 6	AUTUMN	SPRING	SUMMER
<b>HANDWRITING</b>	<ul style="list-style-type: none"> <li>• Uses legible, joined and fluent personal handwriting style. <i>(join/not join specific letters- loops)</i></li> </ul>		
<b>SPELLING</b>	<ul style="list-style-type: none"> <li>• Uses a range of spelling strategies not just phonetically.</li> <li>• Uses a dictionary to check spelling/meaning.</li> <li>• Proof reads and edits work to check for spelling and punctuation errors. <i>(Year 3 and 4 and year 5/6 word lists)</i></li> <li>• Uses the correct homophone. <i>(see year 5/6 homophone list)</i></li> <li>• Spells most words with silent letters correctly.</li> </ul>	<ul style="list-style-type: none"> <li>• Changes verbs into nouns by adding suffixes. <i>(tion/sion/ment – cancel-cancellation/ expand- expansion/ excite- excitement/ enjoy- enjoyment)</i></li> </ul>	<ul style="list-style-type: none"> <li>• Can spell the vast majority of words that appear in the Year 5/6 list.</li> </ul>
<b>COMPOSITION</b>	<ul style="list-style-type: none"> <li>• Uses a thesaurus to develop word understanding and build a bank of antonyms and synonyms.</li> </ul>	<ul style="list-style-type: none"> <li>• Uses paragraphs correctly so that each one has a clear topic, has a signal of change in time, place or event. <i>(TIP TOP/PEE)</i></li> <li>• Adapts the grammar and vocabulary to suit the audience and purpose. <i>(choose the appropriate form and register/ structure/ layout)</i></li> <li>• Creates atmosphere and describes settings- uses antonyms and synonyms to enhance the description.</li> <li>• Describes and integrates dialogue to convey character and advance the action. <i>(use of inverted commas, mostly correct)</i></li> <li>• Adds detail to writing by using expanded noun phrases to add precision, detail and qualification.</li> </ul>	<ul style="list-style-type: none"> <li>• Second drafts show evaluative and reflective thinking which is evidenced by thoughtful and effective changes made to create effects and to impact on the reader.</li> <li>• Writing is evaluated as a matter of course and proof reading ensures a high level of accuracy.</li> </ul>
<b>GRAMMAR</b>	<ul style="list-style-type: none"> <li>• Uses the correct tense throughout a piece of writing.</li> <li>• Uses modal verbs mostly appropriately to suggest degrees of possibility. <i>(could, would, might)</i></li> <li>• Adds precision, detail and qualification using prepositional phrases and adverbs.</li> <li>• Effectively re-drafts work and adapts grammar choices to enhance meaning and increase effect.</li> </ul>	<ul style="list-style-type: none"> <li>• Uses a range of cohesive devices, including adverbials, within and across sentences and paragraphs. <i>(Pronouns/ adverbials, conjunctions, similes, -ing, -ed, adverb openers/ repetition of key words for effect/ prepositional phrases/ tenses are secure/ellipses in narratives)</i></li> <li>• Ensures correct subject verb agreement in singular and plural. e.g. <i>was – I (one person) were – we (more than one- the children were)</i></li> <li>• Uses a wide range of clause structures, sometimes varying their position within the sentence. <i>(Relative clauses/ embedded clauses/subordinate and coordinating clauses/ adverbials/ prepositional clauses).</i></li> <li>• Uses structures typical of very formal speech. <i>(Subjunctive forms- If I were/ Were they to come or questions tags- he is your friend, isn't he?)</i></li> </ul>	<ul style="list-style-type: none"> <li>• Uses modal verbs and adverbs to position an argument as well as indicate degrees of possibility, probability and certainty.</li> <li>• Uses a range of verb forms to create more subtle meanings.</li> <li>• Uses the passive voice to present information with a different emphasis. <i>(I broke the window in the greenhouse- The window of the greenhouse was broken (by me)).</i></li> <li>• Vocabulary choices are imaginative and words are used precisely and appropriately to create impact and enhance meaning.</li> </ul>
<b>PUNCTUATION</b>	<ul style="list-style-type: none"> <li>• Mostly use commas correctly to mark phrases and clauses and provide clarity.</li> </ul>	<ul style="list-style-type: none"> <li>• Makes some correct use of a further range of punctuation across a range of writing. <i>(Colons to start lists; semi colons to separate items in lists and hyphens to emphasis ideas/ use of semi colon/ colon to mark clauses- It's raining; I'm fed up)</i></li> <li>• Can use punctuation for parenthesis, mostly correctly. <i>(brackets/commas/hyphens)</i></li> </ul>	

**YEAR 6 WORKING AT A HIGHER STANDARD (GREATER DEPTH)**

Transcription	Composition	Grammar	Drafting, Editing and Proof Reading
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<ul style="list-style-type: none"> <li>• Punctuation is mostly correct and semi-colons or colons are used to mark boundaries between independent clauses.</li> <li>• Spelling is mainly accurate with only occasional errors in more ambitious vocabulary.</li> <li>• Handwriting is fluent, legible and maintained to a high personalised standard.</li> </ul>	<ul style="list-style-type: none"> <li>• Writing has a clear voice which is evident across the text.</li> <li>• At times, the features and conventions of a text type may be used unconventionally or manipulated to create specific effects.</li> <li>• Manages shifts in time well and this adds effectiveness and impact to the writing.</li> </ul>	<ul style="list-style-type: none"> <li>• Uses paragraphs to develop and expand ideas or point of view, themes and events in depth.</li> <li>• Uses a varied range of cohesive devices across and within paragraphs.</li> <li>• Writing demonstrates effective use of sentences containing more than one clause and is used to elaborate and to convey complicated information concisely.</li> <li>• Writing demonstrates precise vocabulary and grammatical choices, including the deliberate use of the passive voice to affect the presentation of information in both formal and informal situations.</li> <li>• Uses a range of literary features such as, repetition, short sentences and figurative language to add impact to writing.</li> <li>• Verb forms are chosen for meaning and effect.</li> </ul>	<ul style="list-style-type: none"> <li>• Uses the drafting process efficiently and edited work show carefully considered changes or amendments to enhance meaning, create impact or aid precision.</li> <li>• Writing is evaluated as a matter of course.</li> <li>• Proof reading ensures a high level of accuracy.</li> </ul>
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## IMPLEMENTATION: PERSONAL, SOCIAL, HEALTH AND ECONOMIC EDUCATION

Our English curriculum contributes to the PERSONAL, SOCIAL, HEALTH AND ECONOMIC development of our children.

### BY THE END OF PRIMARY SCHOOL PUPILS SHOULD KNOW:

#### FAMILIES AND PEOPLE WHO CARE FOR ME

That families are important for children growing up because they can give love, security and stability.  
 The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.  
 That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.  
 That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.  
 That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.  
 How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.

#### CARING FRIENDSHIPS: PUPILS SHOULD KNOW

How important friendships are in making us feel happy and secure, and how people choose and make friends.  
 The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.  
 That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.  
 That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.  
 How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.

#### RESPECTFUL RELATIONSHIPS: PUPILS SHOULD KNOW:

The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.  
 Practical steps they can take in a range of different contexts to improve or support respectful relationships.  
 The conventions of courtesy and manners.  
 The importance of self-respect and how this links to their own happiness.  
 That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.  
 About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.  
 What a stereotype is, and how stereotypes can be unfair, negative or destructive.  
 The importance of permission-seeking and giving in relationships with friends, peers and adults.

#### ONLINE RELATIONSHIPS: PUPILS SHOULD KNOW

That people sometimes behave differently online, including by pretending to be someone they are not.  
 That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.  
 The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.  
 How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.  
 How information and data is shared and used online.

#### BEING SAFE PUPILS SHOULD KNOW

What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).  
 About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.  
 That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.  
 How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.  
 How to recognise and report feelings of being unsafe or feeling bad about any adult.  
 How to ask for advice or help for themselves or others, and to keep trying until they are heard.  
 How to report concerns or abuse, and the vocabulary and confidence needed to do so.  
 Where to get advice e.g. family, school and/or other sources.

## IMPLEMENTATION: SPIRITUAL MORAL SOCIAL AND CULTURAL DEVELOPMENT

**Our English Curriculum is also key in developing our children’s ability to:**

Spiritual Development	Moral Development	Social Development	Cultural Development
<ul style="list-style-type: none"> <li>• Respect themselves and others</li> <li>• Reflect</li> <li>• Understand and develop Empathy, Concern &amp; Compassion</li> <li>• Become expressive &amp; creative</li> <li>• Understand their own and others beliefs</li> <li>• Think in terms of the whole</li> <li>• Challenge all that would constrain the human spirit: poverty of aspiration, lack of self-confidence and belief, indifference, force, aggression, injustice, self-interest, sexism and racism</li> <li>• Defend their aims, values, principles and beliefs</li> <li>• Appreciate the intangible</li> <li>• Understand feelings and emotions and their likely impact</li> <li>• Respect insight as well as knowledge and reason</li> </ul>	<ul style="list-style-type: none"> <li>• Distinguish right from wrong</li> <li>• Act confidently and consistently in accordance with their own principles</li> <li>• Respect others’ needs, interests and feelings as well as their own</li> <li>• Explore their own and others’ views</li> <li>• Commit to values in areas which are considered right by some and wrong by others</li> <li>• Make responsible and reasoned judgements on moral dilemmas</li> <li>• Think through consequences of their own and others’ actions</li> <li>• Understand and adopt a considerate style of life</li> <li>• Understand the need to review and reassess their values, codes and principles in the light of experience</li> </ul>	<ul style="list-style-type: none"> <li>• Work successfully as a member of a group or team</li> <li>• Appreciate the right and responsibilities of individuals within the wider social setting</li> <li>• Take advice offered by those in authority or counselling roles</li> <li>• Participate in activities relevant to the community</li> <li>• Resolve conflict</li> <li>• Adjust to a range of social contexts by appropriate and sensitive behaviour</li> <li>• Challenge, when necessary and in appropriate ways, the values of a group or wider community</li> <li>• Understand how societies function and are organised in structures such as the family, the school and local and wider communities</li> <li>• Share values and opinions with others and works towards consensus</li> <li>• Reflect on their own contribution to society</li> <li>• Relate well to other peoples’ social skills and personal qualities</li> <li>• Understand the notion of interdependence in an increasingly complex society</li> </ul>	<ul style="list-style-type: none"> <li>• Appreciate of the diversity and interdependence of cultures</li> <li>• Appreciate cultural diversity and accord dignity and respect to other people’s values and beliefs, thereby challenging racism and valuing race equality</li> <li>• Recognise and understand their own cultural assumptions and values</li> <li>• Understand the influences which have shaped their own cultural heritage</li> <li>• Understand the dynamic, evolutionary nature of cultures</li> <li>• Develop a sense of personal enrichment through encounter with cultural media and tradition from a range of cultures</li> <li>• Regard the rights of human achievement in all cultures and societies</li> <li>• Be open to new ideas and a willingness to modify cultural values in the light of experience</li> </ul>

**IMPLEMENTATION: STAFF**

Our school maintains the culture, training, partnerships and levels of resources necessary to ensure the continuous development of all aspects of our Catholic Life, Collective Worship and Religious Education curriculum.

**INDUCTION**

All new staff members are given copies of the English Handbook. The English co-ordinators provides a general overview of the scheme and explains the chosen approach. The co-ordinators are always available for further advice and support if necessary. As each member of staff works alongside another in a year group, advice from the experienced member of staff that you work alongside is also available.

**DEVELOPMENT**

Both generic whole school and individual training are organised in response to any identified needs.

All aspects of the English Curriculum, planning, teaching and assessment are revisited regularly through staff meetings and INSET.

**IMPLEMENTATION: RESOURCES**

English funding is allocated annually and includes elements to cover consumables and enrichment and development activities. Resources are stored in class bases and dedicated areas such as Libraries. Outside agencies and organisations are used to further promote teaching and learning.

**IMPACT**

**OUR ENGLISH CURRICULUM**

Responds to the unique value of every child and supports the formation of the whole person

Ensures all of our children have equal access to a relevant and accessible curriculum and a range of pedagogy which support them to achieve their full potential with regards to their **SPIRITUAL, MORAL, EMOTIONAL, INTELLECTUAL, SOCIAL, PHYSICAL AND CULTURAL** development.

Ensures our children to make good progress and achieve to a high standard in phonics, reading and writing

	% in our school achieving EXPECTED STANDARD	% in Liverpool schools achieving expected standard	% nationally achieving expected standard	Average progress	Average scaled score
Reading	93%	68%	73%	+3.2 Significantly above National	Sch: 109.8 Liv: 103.8 Nat: 104.4
Writing	93%	72%	78%	+0.8	
GPS	97%	73%	78%		Sch: 112.2 Liv: 105.3 Nat: 106.3

Reading, Writing & Maths combined	90%	59%	64%		Sch: 109.5 Liv: 104.1 Nat; 104.7
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	% in our school achieving HIGHER STANDARD	% in Liverpool schools achieving higher standard	% nationally achieving higher standard		
Reading	50%	24%	26%		
Writing	17%	18%	20%		
GPS	65%	29%	35%		
Reading, Writing & Maths combined	15%	9%	10%		

Embeds the Gospel Values of Excellence, Respect, Responsibility, Courage, Commitment, Co-operation, Inclusion and Initiative

Embeds the British Values of Democracy, Tolerance, and Mutual Respect.

### OUR CHILDREN

All of our children:

- Have consistent access to a broad, balanced and high quality English language and literature education which drives their development in phonics, reading, writing, spelling, grammar and punctuation and promotes a love of reading and books.
- Achieve high levels of functionality in all aspects of the English language
- Are well prepared and resilient with regards to all future life transitions
- Have opportunities to:
  - Enter a range of writing competitions
  - have their work published and exhibited
  - Contribute to whole school displays and posters
  - Present both orally, and in writing, for positions of responsibility such as Head Boy, Head Girl, Prefects, Play Leaders
  - Present orally and in writing as part of end of unit assessments
  - Read regularly in Church and in assemblies
  - Take part in drama classes and achieve excellent results in the national LAMDA awards
  - Perform in productions e.g. End of Y6, Bishop Eton Amazing Productions (BEAP)

### OUR SCHOOL IS

- An **INCLUSIVE SCHOOL** where all are treated equally and fairly and given equality of opportunity and voice regardless of gender, religion, additional need, disability or race.
- An **ACHIEVING SCHOOL** in which success and achievement are promoted and all of our children are supported to set high standards for themselves and to work hard to achieve these.
- A **HEALTHY SCHOOL** in which our English curriculum reinforce key messages with regards to physical, mental and relationship wellbeing
- An active **PARTNER** with local and national agencies with the shared aim of providing the best possible English language and literature education for our children.

