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## INTENT

In English, all our children will aspire to speak, read and write fluently and confidently so that they can communicate their ideas and emotions, acquiring knowledge, building on what they already know; they will develop the essential skills of language which will enable them to participate fully as members of society.

*A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them.*

*English Curriculum – Purpose of Study*

Language permeates school life. It embraces speaking, listening, reading and writing. It is the essential part of growing up. Children come to school already with a variety of language experience and are required to expand their language resource by making it a living part of thinking and communicating.

Language develops the way a child can think, reason and express meanings clearly and appropriately. As Kofi Annan states:

**“Literacy is a bridge from misery to hope.”**

Kofi Annan

## IMPLEMENTATION

This policy is designed to support teachers as they play their part in discussing, planning and implementing an English curriculum which meets national requirements; engages our pupils in appropriate learning experiences; and helps us continue the drive for raising standards.

Through the interpretation of a national given framework for the English curriculum we can be confident of:

- establishing entitlement for our pupils
- conveying appropriate expectations to teachers, pupils, parents and governors
- promoting continuity and progression in pupils' learning to facilitate smooth transition across years, phases schools
- helping public understanding of English teaching in our school

The Early Learning Goals, National Curriculum for English give us clear parameters for English work in our school and, within this framework, we can develop our own local and school priorities. The current emphasis on the teaching of English is welcomed. At Wilkinson, it is our school aim to develop our children to their full potential. English (spoken, written and read) is of fundamental importance as it is the key to all learning.

The National Curriculum for English unites the important skills of reading, writing, speaking and listening ensuring that the child is able to develop in the crucial areas of reading and composing texts.

Through The English Curriculum we are encouraged to use a variety of strategies to explore:

- **WRITING:**
  - Transcription – spellings & handwriting
  - Composition – developing as a writer
  - grammar and punctuation
- **READING:**
  - Word Reading – phonic knowledge
  - Comprehension- developing understanding of text.

- **SPEAKING AND LISTENING:**

We aim to develop Speaking and Listening skills for each of our pupils in line with the National Curriculum for English, so that they become effective and versatile communicators who:

- listen and respond appropriately to adults and their peers
- ask relevant questions to extend their understanding and knowledge
- use relevant strategies to build their vocabulary
- articulate and justify answers, arguments and opinions
- give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- speak audibly and fluently with an increasing command of Standard English
- participate in discussions, presentations, performances, role play, improvisations and debates
- gain, maintain and monitor the interest of the listener(s)
- consider and evaluate different viewpoints, attending to and building on the contributions of others
- select and use appropriate registers for effective communication.
- 

At Wilkinson we value speaking, listening and drama. In the Foundation Stage particularly, children need to practise and extend their oral language skills by speaking and listening to different people, including their friends, so that a wider range of sentence structures and vocabulary are experienced

They also need to explore, through talk, their ideas, experiences and imaginary worlds. Thus we have our own suggestions, devised to compliment the year-by-year literacy plan, for helping our children to become confident, articulate speakers and attentive listeners. Through the role play and drama we can extend experiences, develop the imagination and rehearse a wide range of interactions.

We teach English in order to develop the vital skills of reading, writing, speaking and listening as well as to encourage interest and enjoyment in how our language works and how speakers and writers (including our own pupils) can shape and manipulate the messages they give us.

## GENERAL AIMS FOR ENGLISH

It is our overall aim to realise each primary pupil's entitlement to be literate.

Thus literate primary pupils should:

- read and write with confidence, fluency and understanding
- be able to orchestrate a full range of reading cues (phonic, graphic, syntactic, contextual) to monitor their reading and correct their own mistakes
- understand the sound and spelling system and use this to read and spell accurately
- have fluent and legible handwriting
- have an interest in words, their meanings and a growing vocabulary
- know, understand and be able to write in a range of genres in fiction and poetry, and understand and be familiar with some of the ways in which narratives are structured through basic literary ideas of setting, character and plot
- understand, use and be able to write a range of non-fiction texts
- plan, draft, revise and edit their own writing
- have a suitable technical vocabulary through which to understand and discuss their reading and writing
- have a love of books, read with enjoyment and evaluate and justify their preferences
- through reading and writing, develop their powers of imagination, inventiveness and critical awareness.

## Basic Skills at Wilkinson Primary School

Basic skills is defined by the 'Basic Skills Agency' as the ability to read, write and speak English and use mathematics at a level necessary to function and progress at work and in society in general.

At Wilkinson Primary School, we believe that a whole school approach is the most effective way of improving standards in English and Mathematics for all children and therefore it is the responsibility of all staff to teach and extend basic skills, so ensuring equality of opportunity for all.

### Basic Skills

Basic Skills at Wilkinson are taught through:

- The English National Curriculum
- The Maths National Curriculum
- The early Learning Goals for Foundation Stage
- Cross-curricular opportunities for language and mathematics work.

Following regular analysis of data, targets are set every term to ensure each child achieves his/her full potential in the basic skills. Children who require additional support are taught in small target groups in line with whole school policy.

A description of the measures to be taken to raise standards and improve previous performance is contained within the School Development and Improvement Plan including timescales, costs, resources, monitoring and evaluation procedures.

The school's basic skills strategy is supported by the following:

- The overall aims of the school
- Time allocation of basic skills
- Curriculum policies and schemes of work
- S.D.P.
- S.E.N. Policy
- Equal Opportunities Policy
- Assessment Procedures
- The Policy for teaching and learning



## THE EARLY LEARNING GOALS

English in Foundation Stage is based upon the Early Learning Goals:

### COMMUNICATION, LANGUAGE AND LITERACY

Communication, language and literacy depend on learning and being competent in a number of key skills, together with having the confidence, opportunity, encouragement, support and disposition to use them. This area of learning includes communication, speaking and listening in different situations and for different purposes, being read a wide range of books and reading simple texts and writing for a variety of purposes. To give all children the best opportunities for effective development and learning in communication, language and literacy, practitioners should give particular attention to:

1. Providing opportunities for children to communicate thoughts, ideas and feelings and build up relationships with adults and each other;
2. Incorporating communication, language and literacy development in planned activities in each area of learning;
3. Giving opportunities to share and enjoy a wide range of rhymes, music, songs, poetry, stories and non-fiction books;
4. Giving opportunities for linking language with physical movement in action songs and rhymes, role play and practical experiences such as cookery and gardening;
5. Planning an environment that reflects the importance of language through signs, notices and books;
6. Providing opportunities for children to see adults writing and for children to experiment with writing for themselves through making marks, personal writing symbols and conventional script;
7. Providing time and opportunities to develop spoken language through conversations between children and adults, both one-to-one

and in small groups, with particular awareness of, and sensitivity to, the needs of children for whom English is an additional language, using their home language when appropriate;

8. Planning opportunities for children to become aware of languages and writing systems other than English, and communication systems such as signing and Braille;
9. Early identification of and response to any particular difficulties in children's language development;
10. Close teamwork between, where appropriate, bilingual workers, speech therapists and practitioners;
11. Opportunities for children who use alternative communication systems to develop ways of recording and accessing texts to develop their skills in these methods;

## THE NATIONAL CURRICULUM

In the National Curriculum for 5-11 year olds, English is developed through:

**SPEAKING AND LISTENING**  
**READING – word reading/comprehension**  
**WRITING – Transcription/composition**

It is important to note that each is closely interrelated with the next, so it becomes increasingly difficult to consider one without the other (s).

### SPEAKING AND LISTENING

"The child needs to speak, but he needs to listen as well. He learns to speak through listening and listening is where language experience begins." A. Yardley 'Exploration of Language'.

The National Curriculum sets out its goals for all pupils from 5-11:  
Pupils should be taught to:

- listen and respond appropriately to adults and their peers
- ask relevant questions to extend their understanding and knowledge
- use relevant strategies to build their vocabulary
- articulate and justify answers, arguments and opinions
- give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- speak audibly and fluently with an increasing command of Standard English
- participate in discussions, presentations, performances, role play, improvisations and debates
- gain, maintain and monitor the interest of the listener(s)
- consider and evaluate different viewpoints, attending to and building on the contributions of others
- select and use appropriate registers for effective communication.

## READING

- Read a varied selection of texts whilst gaining an increased level of fluency, accuracy, independence and understanding.
- Use reading as a means of information gathering and retrieval.
- Display an ability to describe, predict and evaluate.
- Develop positive attitudes towards books so that reading is a pleasurable activity.
- Develop different strategies for approaching reading. These should include phonics, picture clues, sight words and context.
- Use their reading skills as an integral part of their learning throughout the entire curriculum.

## WRITING

"Writing is of course rooted in speaking though the two processes are very different."

A. Jones & J. Mulford. Children Using Language.

- Write in different contexts and for different purposes and audiences, including themselves.
- Form letters correctly, leading to a fluent and legible handwriting style.
- Be increasingly aware of the conventions of writing, including grammar, punctuation and spelling.
- Work both individually and collaboratively on written tasks.
- Become familiar and adept in the use of word processors.

In addition to these aims, the following more specific objectives have been identified as good practice and form the backbone of our approach to English teaching throughout the school.

"Teaching them to develop as writers involves teaching them to enhance the effectiveness of what they write as well as increasing their competence."

English in the National Curriculum - 2015

### The Primary Framework for the Teaching of Literacy

The National Curriculum provides teachers with an opportunity to look at how best we can support the teaching of literacy in order to secure the best learning for all children.

Six key areas will characterise the effective implementation of the National Curriculum. These are:

- improving the teaching of early reading
- encouraging flexibility
- structuring learning
- raising expectations
- making more effective use of assessment
- broadening and strengthening pedagogy

The National Curriculum places emphasis upon the high quality teaching of phonics which is already a key element of the teaching of reading at Wilkinson Primary School, through the Ruth Miskin Scheme. (See RML POLICY-p. 32)

The National Curriculum sets out objectives which span each year in the Primary Phase from Y1 to Y6. Teachers are encouraged to give pupils the opportunity to study different types of text in greater depth e.g. narrative (fiction) followed by instructions (non-fiction) etc. in both reading and writing.

Wilkinson Primary School's medium term planning is organised in 'text type blocks', providing our children with focused learning opportunities. Speaking and Listening planning complies with the objectives in the National Curriculum.

English encompasses the whole of the curriculum and will be delivered to meet the needs of all our children as and when they arise.

**WILKINSON PRIMARY SCHOOL  
ENGLISH CURRICULUM OVERVIEW  
SEPTEMBER 2023**

	Autumn	Spring	Summer
N/Rec	Daily/weekly Literacy Lesson- to develop early skills in Speaking and Listening, Reading, Writing, Spelling, Handwriting, Phonics, Library Skills and Drama (role play)		
Y1/Y2	Daily Literacy Lesson- Speaking and Listening, Reading, Writing, Spelling, Handwriting, Phonics, Grammar, Library Skills.		
Y3/Y4	Daily Literacy Lesson- Speaking and Listening, Reading, Writing, Spelling, Handwriting, Phonics, Grammar, Library Skills.		
Y5/Y6	Daily Literacy Lesson- Speaking and Listening, Reading, Writing, Spelling, Handwriting, Phonics, Grammar, Library Skills.		

In addition, Yrs1-6 have a writing session based around a “Cold Write” followed by 2 re-drafting lessons, followed by an Extended Writing session towards the end of the week building on the skills developed through the re-drafting sessions.

## **SPEAKING AND LISTENING**

The children should:

- listen and respond appropriately to adults and their peers
- ask relevant questions to extend their understanding and knowledge
- use relevant strategies to build their vocabulary
- articulate and justify answers, arguments and opinions
- give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- speak audibly and fluently with an increasing command of Standard English
- participate in discussions, presentations, performances, role play, improvisations and debates
- gain, maintain and monitor the interest of the listener(s)
- consider and evaluate different viewpoints, attending to and building on the contributions of others
- select and use appropriate registers for effective communication.

The teacher should:

- Provide an example of clear diction, accurate instructions, reasoned argument, imaginative language and considerate attention to speakers.
- Give opportunities for a variety of speaking and listening situations within the classroom, including collaborative discussion work, debates and question and answer sessions planned for on weekly planning sheets (see appendices, p. 37 and 38)
- Be aware that listening is a skill which increasingly needs to be taught to children and should provide specifically designed activities to this end.
- Provide a listening resource area (with tapes and headphones etc.).

The school should:

- Maintain the importance of speaking and listening skills as facilitators for the whole curriculum.
- Actively encourage listening on a whole-school basis, in particular

through assemblies.

- Continually update listening resources.
- Encourage listening and reasoned argument as a vehicle for the avoidance of physical confrontation and aggression.

### **WRITING**

The children should:

- Experience a wide range of writing activities, to include both chronological and non-chronological writing.
- Relate writing to their own experiences and environments.
- Discuss their writing frequently, talking about the various types and purposes of writing.
- Be aware of the need to write legibly and to use layout and space effectively to aid the reader.
- Experience grammatical vocabulary such as: sentence, verb, tense, noun, adjective and pronoun, both in the context of their own writing and through specifically designed activities.
- Read examples of 'good' writing in various forms and begin to recognize the criteria for such writing.
- Have experience of and become accustomed to drafting and redrafting their work.
- Write in response to a wide range of stimuli.
- Become increasingly aware of the role of reference books such as dictionaries and thesauruses.
- Become increasingly aware of the correct modes of punctuation and spelling through the learning of rules and some rote learning of common exception words.



The teacher should:

- Write alongside pupils, sharing and discussing their writing.
- Respond positively and with interest to all attempts at writing.
- Provide a healthy writing environment, including experimental or emergent writing areas for Key Stage 1 and FS
- Provide guided writing within Literacy lessons whether that is RML lessons or Literacy Hour lessons
- Teach handwriting on a regular basis using the agreed handwriting scheme of the school. An example of the scheme can be found in the appendices of this document. Handwriting is taught at least two times a week as a whole class as well as daily in phonic groups.
- Reinforce correct spelling, punctuation and grammar where appropriate.

This should include the teaching of basic rules of spelling, grammar, punctuation, as well as the more common exception words.

The school should:

- Highlight writing as an important and valuable tool for all aspects of a child's education
- Prominently display writing of all types, including the children's own writing.
- Ensure that a child's writing has both audience and purpose and that the child is aware of the audience that they are writing for.
- Develop child's ability to spell. The child will be given spellings to learn at home so to help develop the child's knowledge of spelling rules and conventions as well as to develop the child's vocabulary.

Children in K.S. 2 have spellings each week to learn. Children in K.S. 1 are also given spellings to take home and learn for weekly assessments. Copies of the spelling schemes can be found in the appendices of this document p. 40 and 41.

### READING

The children should:

- Relate reading of their own experiences and environment.
- Have a daily opportunity to read silently or share books with the realisation that reading time is valuable and should occupy everyone's attention including that of the other teacher.
- Acquire research skills necessary for the use of dictionaries, atlases and other information books and resources.
- Develop the ability to read aloud to others.
- Be able to discuss books they have read, relating to plot, characters and themes.
- Acquire an increasingly large sight vocabulary.
- Be able to bring in books from home and to share them with others.
- Be encouraged, through the reading schemes, to continue the reading processes at home.
- Recognise that reading is an essential part of all areas of learning.
- Gain confidence and enjoyment to promote lifelong reading.

The teacher should:

- Read aloud (fiction and/or non-fiction) every day.
- Provide a guided reading session at least once a week that follows the format agreed in school of:
  1. INTRODUCTION
  2. STRATEGY CHECK

### 3. INDEPENDENT READING

### 4. RETURN TO TEXT FOR QUESTION AND ANALYSIS

### 5. RESPONSE TO TEXT

- Keep records of children's achievements in independent reading and also guided reading sessions. Examples of both assessment records can be found in the appendices of this document p. 42 and 43
- Value books and show an interest in them by setting a personal example.
- Hear children read at least once a week (a proportion of the class is heard by the class teacher each week and a proportion is heard by the T.A. each week), share books with children on a regular basis.
- Provide an attractive and imaginative reading area including various types of books, labels, captions, instructions and questions.

The school should:

- Create and maintain a stimulating environment for children to experience and explore reading at their own pace with confidence and enjoyment to promote lifelong reading.
- Maintain reading as a valued, high profile activity which accesses the whole of the curriculum and provide a varied library.
- Provide a suitable reading scheme that allows the child to develop their skills as a reader. The school currently uses the GINN reading scheme throughout the school. The child progresses through the scheme according to teacher assessment of their ability. A copy of the Ginn scheme can be found in the appendices of this document – see p.43. This scheme is supplemented by BIG CAT and a variety of other schemes so as to achieve a broad band of reading material.

1. At Wilkinson Primary School, every child takes home a reading book to read with their families at home. They then read this book in school, at least once each week, to either their class teacher or teaching assistant. The class teacher hears a third of the class each week and the teaching assistant hears the two thirds. Therefore the class teacher hears every child once every three weeks. Some children are heard more than once either by a parent helper or an older child.
2. If the child has read the book at home, then their comprehension will be tested to see if they have understood the book as well as reading all/part of it. If the child is secure with the book then it is changed by the class teacher or teaching assistant then sent home. If a child has reached the end of a level, and they have learnt the words for the next level, then they can move up to the next level as long as the teacher is confident with this decision. If a child is not ready to move up then they can continue to read books at the existing level. No child will be kept on a level if they are good enough to move up just because they haven't read every single book. There is no specific amount of books to be read for each level, the class teacher should use their level guidance and knowledge of the child to make this decision. If the class teacher is not sure then they should consult with the Literacy Coordinator.
3. When a child enters Wilkinson Primary School at T 4 2s level they immediately take home some sort of discussion book and a 'busy box' with colours and/shapes in to share at home. As the child progresses through the Early Years, the books become more challenging for them and extra things go into the 'busy box' to practise e.g. numbers, sounds and high frequency words.
4. Once in Key Stage 1, the child then continues to take home a reading book as well as either a word-tin or word-book. Children are tested on the Ginn reading scheme words from level 2 to 6. After this level, they do not take home word books unless it is really necessary.
5. When in Key Stage 2, the child continues to follow the reading scheme, however there is now much more breadth to the scheme as movement between levels is at a slower pace. Children are still not expected to read every book at every level though, again it is up to the class teacher to use their knowledge of the scheme and the individual child to make that decision. If it is necessary to test a

child's reading comprehension then questions are set with reading books to go home as reading homework.

We take pride with our children's reading abilities at Wilkinson Primary School and take pleasure in being part of their learning and enthusiasm!

## **CLASS ORGANISATION AND TEACHING STYLE.**

The young child needs to build on the language experiences they bring to school. We have created situations for expansion of language through social and curriculum interests.

The classroom environment produces a setting for learning through the opportunities given to the child. Classrooms which facilitate learning have to be carefully thought out, planned, prepared and managed; providing opportunities for children to be talkers, readers and writers.

Meaningful activities help the child to develop and these are supported by carefully selected, presented and arranged resources. The child when necessary needs the space to work alone. When a different approach, such as, for example, when a group or class discussion arises, the teacher will be mindful of the need and care to encourage the children to be thoughtful of each other.

Groupings should be flexible; children will acquire the skill of working together without too much fuss.

Displayed within the classroom will be a variety of books that will promote interest and children may use them to seek out information. These should be made easily accessible for the children.

The main book area is sometimes doubled up as a general getting together area for discussion within the classrooms of the younger children. An exciting part of the classroom is the book area which invites the children to develop a habit of reading. Interest is sustained if books are displayed clearly and are often changed. Visits to the school library help to generate and arouse reading interest. Pictorial displays around the school always provide interest and promote discussion, especially to the younger child. A bright and colourful environment stimulates the child's language power and so develops communicative skills.

## **Planning**

The agreed programme of work will ensure continuity, progression and differentiation. The school has procedures for long, medium and short term planning which reflect the recommendations of the RML scheme, Early Learning Goals, The National Curriculum for English. Examples of medium and short term planning for RML and Literacy Hour can be found in the appendices of this document.

## **Organisation, Timetable & Management**

Although English is clearly the ultimate cross-curricular subject, children are taught specific skills and concepts in 'pure' English Lessons. The scheme of work, planning and timetable are organised as follows:

- Handwriting – at least twice times weekly
- Speaking and Listening – planned for weekly
- Guided Reading – based on genre being covered that week
- Writing – taught through a “Cold Write” at the start of the week, followed by re-drafting sessions, leading up to the Extended Writing session
- Library Skills
- Phonics - taught through RML
- Grammar – taught through the Grammar Warm-up each day and then followed by Word/Sentence level work in the Literacy Hour
- Spelling – taught through RML, Word level work, weekly spelling tests based on the Spell Zoo spelling scheme
- Silent/individual reading sessions - at the start of each afternoon session
- Drama – used through speaking and listening and cross curricular work

The children are split into ability groups for their phonic work which is mostly children from Reception to Year 2. During Literacy lessons, teachers group children within their class according to their ability. All children in both Key Stages receive approximately 8 hours of English Lessons per week.

## **INCLUSION**

In planning work the teachers aim to

- provide breadth and balance of language activities for all children
- provide a differentiated English curriculum to meet the needs of all the children though the continuity of experiences
- set suitable learning challenges for individuals or small groups of children
- respond to pupils diverse learning needs
- liaise with the Special Needs Co-ordinator to ensure that provision is made for all children with S.E.N.
- overcome potential barriers to learning and assessment for individuals and groups of pupils.

## **S.E.N. PROVISION**

Pupils identified as needing extra support in English will be given the appropriate help in the classroom. Providing for pupils with special educational needs should take account of each pupil's particular learning and assessment requirements and incorporate specific approaches which will allow individuals to succeed, such as using texts as an appropriate level of difficulty and planning for additional support.

## **GIFTED AND TALENTED**

Pupils identified as G&T in English will be given appropriate support in the classroom. Providing for such pupils will take into account the need to encourage and motivate at each individual level. Assessment requirements and specific approaches will allow for individuals to succeed, such as matching text at ability level whilst maintaining interest appropriate to the age group.



## **USE OF ICT**

There are clear opportunities to use ICT in English and all staff at Wilkinson Primary School are encouraged to use ICT in the teaching of English, when it is appropriate to do so.

The Primary Framework for the teaching of Literacy can be accessed on line. The Framework is constantly being updated with resources to aid effective teaching.

## **ASSESSMENT**

The school policy for assessment is common for each core curriculum subject.

Throughout the pupil's progress in English, assessment will be informal, formal, incidental and continuous. The various types of assessment are taken into account, each serving a different purpose.

(See Assessment Policy)

Records are kept of the child's coverage of the programme of work and their progress. These are used to inform staff and other schools, as the child transfers from year to year. Weekly assessments are recorded in each class' assessment journals which are available at all times. Children are formally assessed during an assessment week at the end of each term in all aspects of English. All children have an individual all assessments made throughout their time at the school.

(See Assessment Policy)

Principally, teacher assessments national tests and monitoring (both in school and by other agencies, such as OFSTED) will inform our work in English and help us to articulate appropriate targets.

Parents are kept informed of their child's progress through termly parent interviews and informal parent meetings which take place as and when the need arises. A written report of the child's progress, which includes possible ways forward, is given to parents at the end of the academic year.



### **PROGRESSION IN SPEAKING AND LISTENING**

- listen and respond appropriately to adults and their peers
- ask relevant questions to extend their understanding and knowledge
- use relevant strategies to build their vocabulary
- articulate and justify answers, arguments and opinions
- give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- speak audibly and fluently with an increasing command of Standard English
- participate in discussions, presentations, performances, role play, improvisations and debates
- gain, maintain and monitor the interest of the listener(s)
- consider and evaluate different viewpoints, attending to and building on the contributions of others
- select and use appropriate registers for effective communication.

## PROGRESSION IN READING

### YEAR 1 – WORD READING

Pupils should be taught to:

- apply phonic knowledge and skills as the route to decode words
- respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes
- read accurately by blending sounds in unfamiliar words containing GPCs that have been taught
- read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings
- read other words of more than one syllable that contain taught GPCs
- read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)
- read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words
- re-read these books to build up their fluency and confidence in word reading.

### YEAR 1 - COMPREHENSION

Pupils should be taught to:

- apply phonic knowledge and skills as the route to decode words
- respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes
- read accurately by blending sounds in unfamiliar words containing GPCs that have been taught
- read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings
- read other words of more than one syllable that contain taught GPCs
- read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)
- read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words
- re-read these books to build up their fluency and confidence in word reading.

### YEAR 2 – WORD READING

Pupils should be taught to:

- continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent
- read 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.

## YEAR 2 - COMPREHENSION

Pupils should be taught to:

- develop pleasure in reading, motivation to read, vocabulary and understanding by:
  - listening to, discussing and expressing 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
  - discussing the sequence of events in books and how items of information are related
  - becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales
  - being introduced to non-fiction books that are structured in different ways
  - recognising simple recurring literary language in stories and poetry
  - discussing and clarifying the meanings of words, linking new meanings to known vocabulary
  - discussing their favourite words and phrases
  - continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear
  - understand both the books that they can already read accurately and fluently and those that they listen to by:
    - drawing on what they already know or on background information and vocabulary provided by the teacher
    - checking that the text makes sense to them as they read and correcting inaccurate reading
    - making inferences on the basis of what is being said and done
    - answering and asking questions
    - predicting what might happen on the basis of what has been read so far
    - participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say
    - explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.

## YEAR 3/4 – WORD READING

Pupils should be taught to:

- apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet
- read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.

## YEAR 3/4 –COMPREHENSION

Pupils should be taught to:

- develop positive attitudes to reading and understanding of what they read by:
- listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- reading books that are structured in different ways and reading for a range of purposes
- using dictionaries to check the meaning of words that they have read
- increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally
- identifying themes and conventions in a wide range of books preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
- discussing words and phrases that capture the reader's interest and imagination
- recognising some different forms of poetry [for example, free verse, narrative poetry]
- understand what they read, in books they can read independently, by:
- checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context
- asking questions to improve their understanding of a text
- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- predicting what might happen from details stated and implied
- identifying main ideas drawn from more than one paragraph and summarising these
- identifying how language, structure, and presentation contribute to meaning
- retrieve and record information from non-fiction
- 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.

## YEAR 5/6 WORD READING

Pupils should be taught to:

- apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet.

## YEAR 5/6 COMPREHENSION

Pupils should be taught to:

- maintain positive attitudes to reading and understanding of what they read by:
  - continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
  - reading books that are structured in different ways and reading for a range of purposes
  - increasing 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
  - recommending books that they have read to their peers, giving reasons for their choices
  - identifying and discussing themes and conventions in and across a wide range of writing
  - making comparisons within and across books
  - learning a wider range of poetry by heart
- preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience

Understand what they read by:

- checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
- asking questions to improve their understanding
- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- predicting what might happen from details stated and implied
- summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas
- identifying how language, structure and presentation contribute to meaning
- discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
- distinguish between statements of fact and opinion
- retrieve, record and present information from non-fiction
- participate in discussions about books that are read to them and those they can read for themselves, 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, maintaining a focus on the topic and using notes where necessary
- provide reasoned justifications for their views.

## PROGRESSION IN WRITING

### YEAR 1 TRANSCRIPTION

Pupils should be taught to:

- spell:
- words containing each of the 40+ phonemes already taught
- common exception words
- the days of the week
- name the letters of the alphabet:
- naming the letters of the alphabet in order
- using letter names to distinguish between alternative spellings of the same sound
- add prefixes and suffixes:
- using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs
- using the prefix un–
- using –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest]
- apply simple spelling rules and guidance, as listed in [English Appendix 1](#)
- write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.

### YEAR 1- HANDWRITING

Pupils should be taught to:

- develop their understanding of the concepts set out in [English Appendix 2](#) by:
- leaving spaces between words
- joining words and joining clauses using and
- beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark
- using a capital letter for names of people, places, the days of the week, and the personal pronoun ‘I’
- learning the grammar for year 1 in English Appendix 2
- use the grammatical terminology in English Appendix 2 in discussing their writing.

### YEAR 1 – COMPOSITION

Pupils should be taught to:

- write sentences by:
- saying out loud what they are going to write about
- composing a sentence orally before writing it
- sequencing sentences to form short narratives
- re-reading what they have written to check that it makes sense
- discuss what they have written with the teacher or other pupils
- read aloud their writing clearly enough to be heard by their peers and the teacher.

### YEAR 1 – VOCABULARY, GRAMMAR AND PUNCTUATION

Pupils should be taught to:

- develop their understanding of the concepts set out in [English Appendix 2](#) by:
- leaving spaces between words
- joining words and joining clauses using and
- beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark
- using a capital letter for names of people, places, the days of the week, and the personal pronoun ‘I’
- learning the grammar for year 1 in English Appendix 2
- use the grammatical terminology in English Appendix 2 in discussing their writing.



## YEAR 2 – TRANSCRIPTION:

Pupils should be taught to:

- spell by:
  - segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly
  - learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones
  - learning to spell common exception words
  - learning to spell more words with contracted forms
  - learning the possessive apostrophe (singular) [for example, the girl's book]
  - distinguishing between homophones and near-homophones
  - add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly
- apply spelling rules and guidance, as listed in [English Appendix 1](#)
- write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.

## YEAR 2 – HANDWRITING:

Pupils should be taught to:

- form lower-case letters of the correct size relative to one another
- start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
- write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters
- use spacing between words that reflects the size of the letters.

## YEAR 2 – COMPOSITION:

Pupils should be taught to:

- develop positive attitudes towards and stamina for writing by:
- writing narratives about personal experiences and those of others (real and fictional)
- writing about real events
- writing poetry
- writing for different purposes
- consider what they are going to write before beginning by:
- planning or saying out loud what they are going to write about
- writing down ideas and/or key words, including new vocabulary
- encapsulating what they want to say, sentence by sentence
- make simple additions, revisions and corrections to their own writing by:
- evaluating their writing with the teacher and other pupils
- re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form
- proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]
- read aloud what they have written with appropriate intonation to make the meaning clear.

## YEAR 2 – VOCABULARY, GRAMMAR AND PUNCTUATION:

Pupils should be taught to:

- develop their understanding of the concepts set out in [English Appendix 2](#) by:
- learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)
- learn how to use:
- sentences with different forms: statement, question, exclamation, command
- expanded noun phrases to describe and specify [for example, the blue butterfly]
- the present and past tenses correctly and consistently including the progressive form
- subordination (using when, if, that, or because) and co-ordination (using or, and, or but)
- the grammar for year 2 in English Appendix 2
- some features of written Standard English
- use and understand the grammatical terminology in English Appendix 2 in discussing their writing.

## YEAR 3/4 TRANSCRIPTION:

Pupils should be taught to:

- use further prefixes and suffixes and understand how to add them (English Appendix 1)
- spell further homophones
- spell words that are often misspelt (English Appendix 1)
- place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]
- use the first two or three letters of a word to check its spelling in a dictionary
- write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.

## YEAR 3/4 HANDWRITING:

Pupils should be taught to:

- use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
- increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].

## YEAR 3/4 COMPOSITION:

Pupils should be taught to:

- plan their writing by:
  - discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
  - discussing and recording ideas
- draft and write by:
  - composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures ([English Appendix 2](#))
  - organising paragraphs around a theme
  - in narratives, creating settings, characters and plot
  - in non-narrative material, using simple organisational devices [for example, headings and sub-headings]
- evaluate and edit by:
  - assessing the effectiveness of their own and others' writing and suggesting improvements
  - proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
  - proof-read for spelling and punctuation errors
  - read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.

## YEAR 3/4 VOCABULARY, GRAMMAR, PUNCTUATION:

Pupils should be taught to:

- develop their understanding of the concepts set out in [English Appendix 2](#) by:
  - extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although
  - using the present perfect form of verbs in contrast to the past tense
  - choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
  - using conjunctions, adverbs and prepositions to express time and cause
  - using fronted adverbials
- learning the grammar for years 3 and 4 in English Appendix 2
- indicate grammatical and other features by:
  - using commas after fronted adverbials
  - indicating possession by using the possessive apostrophe with plural nouns
  - using and punctuating direct speech
- use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.



## YEAR 5/6 TRANSCRIPTION:

Pupils should be taught to:

- use further prefixes and suffixes and understand the guidance for adding them
- spell some words with 'silent' letters [for example, knight, psalm, solemn]
- continue to distinguish between homophones and other words which are often confused
- use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1
- use dictionaries to check the spelling and meaning of words
- use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary
- use a thesaurus.

## YEAR 5/6 HANDWRITING:

### **Handwriting and presentation**

Pupils should be taught to:

- write legibly, fluently and with increasing speed by:
- choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters
- choosing the writing implement that is best suited for a task.

## YEAR 5/6 COMPOSITION:

Pupils should be taught to:

- plan their writing by:
    - identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
    - noting and developing initial ideas, drawing on reading and research where necessary
    - in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed
  - draft and write by:
    - selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
    - in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action
    - précising longer passages
    - using a wide range of devices to build cohesion within and across paragraphs
    - using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]
  - evaluate and edit by:
    - assessing the effectiveness of their own and others' writing
    - proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
    - ensuring the consistent and correct use of tense throughout a piece of writing
    - ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register
  - proof-read for spelling and punctuation errors
- perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.

## **YEAR 5/6 VOCABULARY, GRAMMAR, PUNCTUATION:**

Pupils should be taught to:

- develop their understanding of the concepts set out in English Appendix 2 by:
- recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms
- using passive verbs to affect the presentation of information in a sentence
- using the perfect form of verbs to mark relationships of time and cause
- using expanded noun phrases to convey complicated information concisely
- using modal verbs or adverbs to indicate degrees of possibility
- using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun
- learning the grammar for years 5 and 6 in English Appendix 2
- indicate grammatical and other features by:
- using commas to clarify meaning or avoid ambiguity in writing
- using hyphens to avoid ambiguity
- using brackets, dashes or commas to indicate parenthesis
- using semi-colons, colons or dashes to mark boundaries between independent clauses
- using a colon to introduce a list
- punctuating bullet points consistently
- use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading.

## **RESOURCES AND ACCOMMODATION**

A variety of resources are available in school. These include children's reference books, teachers' resources, books/notes, audio equipment and access to IT. Resources are shared between all staff, including visiting students. Resources are in the Literacy Cupboard.

Each classroom has a selection of non-fiction books for ongoing topic work. Reading scheme books are colour coded and kept in each hub space. Classes are timetabled for the library.

SEN language resources are stored in the SEN Co-ordinator's room. The English co-ordinator is responsible for maintaining resources, monitoring their use and organising storage. Staff submit resource requirements to the co-ordinator, as well as notifying them of any damaged stock. Resource purchasing is in accordance with normal school procedures and is based upon the English budget. The amount of this budget reflects the degree of priority given to English in the School Development Plan.

## **AUDIENCE**

This policy document, having been presented to and agreed upon by the whole staff and Governing Body, is distributed to all members of the teaching staff and the curriculum committee of the Governing Body.

### **PARENT INVOLVEMENT**

At Wilkinson Primary School we believe in the importance of informing and including parents in their child's education. Curriculum Information is given to parents at the beginning of each term. In addition homework is given each week.

Throughout the year reading/writing workshops are provided for parents. These workshops inform parents of the progression in reading and writing and also offer support with any queries the parents may have about their child's progress in English.

The Reading Diary continues to be a valuable interactive link between parent, teacher and pupil in the progression of the children's reading skills. Parents regularly come into school to listen to children read and to discuss their reading with them to help build up an enjoyment of reading. It also helps instill in the child the knowledge that all stake holders hold reading in high esteem.

Special events are held throughout the year such as Book Week, Shakespeare Fortnight, Fairy Tale Fortnight. These events have the aim of ensuring that parents are part and parcel of the English Curriculum.

### **EQUAL OPPORTUNITIES**

We will strive to provide equal opportunities and fair and equal access at all times on English for all our pupils. We welcome into our school pupils from many different backgrounds and we will demonstrate in our practice that we value all of them as young learners entitled to full access to the primary English curriculum. Teaching and learning opportunities within English should be planned to enable the full and effective participation of all pupils. Planning should set high expectations and provide relevant learning opportunities for achievements for boys and girls and for pupils from all social backgrounds and ethnic groups. Teachers should assist pupils to high standards by using a variety of teaching strategies to motivate pupils; develop self esteem; make the most of resources from a variety of cultures; avoid stereotyping; and provide appropriate support.

## **EVALUATION**

This policy will be reviewed annually by the English co-ordinator, in consultation with the staff, and as and when elements of English are identified or prioritised within the School Development Plan.

## APPENDIX 1: R.W.I. POLICY

### R.W.I. AT WILKINSON PRIMARY SCHOOL

#### Aims and Objectives:

To teach children to:

- decode texts effortlessly so all their resources can be used to comprehend what they read
- spell effortlessly so that all their resources can be directed towards composing their writing
- develop a love of reading through reading stimulating and involving texts

#### Teaching and Learning Style:

This is based on the 5 Ps.

**Praise** - Children learn more quickly in a positive climate.

**Pace** - Good pace is essential to the lesson.

**Purpose** - Every part of the lesson has a specific purpose.

**Passion** - This is a very prescriptive programme. It is the energy, enthusiasm and passion that teachers put into the lesson that bring the teaching and learning to life!

**Participation** - A strong feature of R.W.I. lessons is partner work (based on research which states that we learn 70% of what we talk about with our partner). Children are actively encouraged to participate through use of partner talk. This ensures 100% participation within the lesson.

## Organisation:

**Grouping** - Pupils work within ability groups which are defined by their performance on R.W.I. phonic tests. Pupils are re-tested during the year and the groups are reorganised accordingly. Assessments take place approximately once every 8 weeks. The assessments indicate where on the program the child should be placed.

## Planning

Teacher generated planning is minimized as the planning is integrated into the teacher's handbooks and follows set routines. Each group leader has a printed format for planning ditties or storybook lessons. To this framework, is added the particular ditty/ storybook being studied, new phonic elements that are being introduced and any other points worthy of note for future use. Planning is completed for each new book, ditty or sound being taught. Teachers have in their classrooms timetables to indicate what should be covered on each day to ensure all writing and reading skills are being covered as well as ensuring new sounds are being taught and old sounds are being re-inforced.

## R.W.I. in the Foundation Stage

### Nursery

Initial sounds are introduced on a weekly basis with the children contributing to a 'sound table'. Parents receive information on the sounds being taught. After training it has been decided to incorporate ideas from the ' Sounds and Letters' programme to reinforce the teaching of the initial sounds.

Children who are showing higher than average reading ability are moved into groups held in Reception. Other children moving at average or below average speeds are grouped accordingly within the Nursery base. Children have approximately 10 - 15 minutes of R.W.I daily.

### Reception

R.W.I. is fully implemented in the Reception area and the classes are split into groups depending on the speed of their learning. Groups are then organised within the base according to the child's ability. Reception children showing higher than average reading ability are sent to groups working in K.S. 1. Children in Reception have sessions



beginning at approximately 20 minutes each moving to approximately 40 minutes for the higher level of children.

## K.S. 1

As in Foundation, children are assessed and grouped accordingly. The groups are assessed approximately every eight weeks and children are moved as soon as the need arises. Children are moved through the stages of difficulty as speedily as possible. The aim of R.W.I. through K.S. 1 is to have children moving on to the Comprehension Stage of the R.W.I. scheme by Year Two.

Children who show higher than average ability are placed in groups in K.S. 2 to ensure their learning needs are met.

### Contribution to teaching in other areas:

Reading is the key that unlocks the whole curriculum so the ability to efficiently decode is essential.

## SEN

SEN pupils are fully involved in R.W.I. lessons as all pupils work in ability groups and teaching is geared to the speed of progress of each group.

### Able Pupils

Able pupils are catered for as groups are based on ability and there is the flexibility to accommodate gifted younger pupils within groups of older children.

### Assessment and Recording

Children are assessed throughout every lesson.

Every time partner work is used the teacher assesses the progress of her children.

The teacher assesses how children

- read the grapheme chart
- read the green and red word lists
- decode the ditty/story
- comprehend the story



Each group leader is requested to keep a register to identify pupils that are absent or pupils that need extra reinforcement of a particular element that has been covered.

Once weekly the R.W.I. tutor spends a short time (10-20 mins) with those pupils that are deemed to be in need of help to retain their position within their group.

Formal assessment is carried out every 8 weeks approximately by the R.W.I. manager using the R.W.I. phonic checks. This allows for achieving homogeneity within each group and indicates, the correct access point for new entrants.

Recording may take the form of dictation (hold a sentence), correcting sentences (edit a sentence) and completing a piece of writing linked to a series of pictures (story strip).

## Resources

As listed in the R.W.I. handbook.

## Monitoring and Review

The R.W.I. manager

- tests all KS.1 pupils and designates pupils to the correct groups.
- assigns leaders to groups
- 'drops in' on R.W.I. groups to give advice and to informally check that pupils are in the correct groups
- where necessary models lessons
- attends up-date meetings when they occur and reports back to the R.W.I. group leaders
- speaks with the head teacher regarding groupings, teaching spaces and other pertinent matters
- is responsible for reporting to the governors' curriculum committee about the quality of the implementation of R.W.I. and the impact on standards.
- Organises training when needed
- Organises observations periodically
- Organises governor observations periodically with the link governor
- Organises parent workshops each year
- Organises R.W.I. experts to monitor the Teaching and Learning within the school
- Renewing resources as needed

Policy dated Oct 2023

Policy to be reviewed Oct 2025

Policy written by T. Neal

## APPENDIX 2: EXAMPLE OF WEEKLY PLANNING SHEETS FOR RML AND LITERACY HOUR SHOWING SP/LIST

Wilkinson Primary School Literacy Weekly Plan For Literacy Hour

Term: Year group: Teacher: Week beginning:

Text focus: Sentence focus: Word focus:	Writing genre:  ICT links:	<b>POWER WORDS</b>	Handwriting:
VIPERS Reading:	APP Writing:	<b>APP Speaking &amp; Listening:</b>	Homework:

	Warm-up	Whole class	Guided Reading/ Writing	LA group	MA group	HA group	Plenary	Evaluation
Monday								
Tuesday								
Wednesday								
Thursday								
Friday								
Extended Writing								
Spellings								

<b><u>RML Weekly Overview</u></b>	<b>Storybook:</b>
<b>Week beginning: Teacher:</b>	
<b>Revision Sounds:</b>	<b>New Sounds:</b>
<b>Green Words:</b>	<b>Red/Challenge Words:</b>
<b>Sentence Focus:</b> Hold: Edit: Build:	<b>Handwriting Focus:</b>
<b>Comprehension Focus:</b>	<b>Spelling Focus:</b>
<b>RML Writing Focus:</b>	<b>Word/Punctuation Focus:</b>
<b>Reading Targets:</b>	<b>Class Reading Lesson (guided &amp; independent activities):</b>
<b>Writing Genre:</b>	<b>Extended Writing Lesson</b>
	<b>WAC Lesson:</b>
<b>Speaking &amp; Listening Targets:</b>	<b>Speaking and Listening Activity:</b>
<b>Reading Targets:</b>	<b>Class Reading Lesson (guided &amp; independent activities):</b>

## APPENDIX 3: HANDWRITING POLICY

### Wilkinson Primary School

### Handwriting Policy

"...all our students should be equipped with a fast, efficient and flexible handwriting to enable them to deal with the various tasks that face them at different stages of their education."

#### Progression in Handwriting

Handwriting is incorporated into the **The Primary National Curriculum - English** where the expectation for most pupils is to 'develop a clear and fluent joined handwriting style',

The progression of handwriting skills from Foundation - Year 6 are given as follows:

#### FOUNDATION:

Use a pencil and hold it effectively to form recognisable letters, most of which are correctly formed. Children will begin the Foundation stage with a wide variety of writing skills ranging from simply making marks to writing their own name unaided. They will move from gross to fine motor skills using a variety of tactile methods e.g. use of shaving foam. They need opportunities to make marks in their own way and gradually refine these into recognisable patterns and eventually individual letters.

All Foundation Stage staff, including support staff must be aware of directionality and when children are showing a firm interest in writing their name, they should be encouraged to use correct directionality.

They will be taught the use of capital letters for names and beginning of sentences.

#### YEAR 1:

- sit correctly at a table, holding a pencil comfortably and correctly
- begin to form lower-case letters in the correct direction, starting and finishing in the right place
- form capital letters
- form digits 0-9

- understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.

## YEAR 2:

- form lower-case letters of the correct size relative to one another
- start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
- write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters
- use spacing between words that reflects the size of the letters.

## YEAR 3/4:

- use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
- increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].

## YEAR 5/6:

- write legibly, fluently and with increasing speed by:
- choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters
- choosing the writing implement that is best suited for a task.

## Our Handwriting Model

Wilkinson Primary School follows 'The Flow Letter Technique' handwriting model. This programme aims to help all pupils develop a fast, legible, and joined hand from an early age. This method is one favoured by The Dyslexia Institute and other Special Needs specialists as it has also been proved to help children learn to spell.

## Cursive writing from the start - pros

- Traditionally, children have learnt to print letters when they first start writing, then they have to learn a new style of handwriting when the time comes to move on to joined writing. If cursive writing is taught from the start, only one style is needed.
- Letters are produced in a flowing movement, which helps the development of a physical memory of how each letter is written.
- Letters all start in the same place and flow from left to right, which reduces the likelihood of reversal mix-ups such as b/d and p/q.
- Because of the smooth flow, writing soon becomes quicker and easier.
- There is no messy transition stage when children move from print to a joined style.

## The School's Use of The Flow Letter Technique

Teachers and all support staff follow the Flow Letter Technique model.

**It is used by the pupil for all writing, in all subjects, in displays and in exercise books.** The exception being when teaching 'styles of writing' for different purposes.

## Teaching Handwriting

The use of the technique falls naturally during teacher modelling and children's written work. Time is allocated for specific handwriting practice **on a Monday and Tuesday registration time activity.** Some pupils may need to be given additional time to develop their handwriting.

## Considerations for teaching handwriting

- a) Pencil grip and tension
- b) Writing pressure
- c) Clarity of the stroke
- d) Orientation of the paper for left/right handed children
- e) Body pressure
- f) Gross motor and fine motor skills

## Children will be made aware of:

- a) Where the letter starts.

- b) Where the individual letter stands with regard to the baseline
- c) Ascenders and descenders
- d) Spacing and finger spacing between words
- e) Consistent writing size
- f) Capital letters and their appropriate use

## Foundation Stage

Children will begin the Foundation stage with a wide variety of writing skills ranging from simply making marks to writing their own name unaided. They will move from gross to finer motor skills using a variety of tactile methods e.g. use of shaving foam. They need opportunities to make marks in their own way and gradually refine these into recognisable patterns and eventually individual letters.

All Foundation Stage staff, including support staff must be aware of directionality and when children are showing a firm interest in writing their name, they should be encouraged to use correct directionality.

They will be taught the use of capital letters for names and beginning of sentences.

## Year 1 - Year 5

The children use a joined hand when doing written work.

## Year 6

Year 6 pupils are allowed to begin to develop their own style of handwriting at the teacher's discretion. It is important that the children should learn to adapt and modify their handwriting to personalise their style and to suit different purposes for writing. E.g. note taking, labelling, etc.

## **Pupils with Additional Needs including those who are Gifted and Talented**

The 'Flow Letter Technique' has been proved to enable a child to develop a legible, joined hand and also to aid spelling.

Teachers can set higher expectations for gifted pupils and respond to their needs by offering them opportunities to:

- Tackle a wider range of tasks
- Work through activities at a faster pace
- Advance at a **faster pace** through the curriculum, doing work that would normally be associated with the skills and content of later year groups/key stages.



**Pupils with Additional Needs including weak hand-eye coordination and/or motor control dysfunction.**

For pupils experiencing the above issues, handwriting practice may be inappropriate. In these circumstances, a learning environment that supports the pupil to obtain a preferred recording method will be assessed by the Inclusion Manager and the Occupational Therapy Service.

**Resources for children with Additional needs.**

Support for handwriting might include the following:-

- Pencil grips
- Sloping boards
- Specialised pencils/pens
- Use of laptops/ 'Joinit' software or specialist software
- Dycem mats
- Enlarged fonts
- Different coloured paper
- 

**The Use of Pen/Pencil**

- The Foundation Stage: Pencil will be used for written work
- KS1: Pencil will be used for **all** written work
- Yr 3: At the teacher's discretion, minimal use of pen for a few display pieces only by those with a neat hand unless the child earns a pen licence
- Yr 4: At the teacher's discretion, pen used for some presentation purposes only by those with a neat hand unless awarded a pen licence
- Yrs 5/6 All children, with very few exceptions, should use a pen
- A pen licence will be issued to children before they are allowed to use a pen. These will be awarded in assembly

**N.B. All teachers reserve the right to deny, or withdraw, the use of a pen by certain children, when, in their opinion, they fail to demonstrate a consistently neat hand. It cannot be assumed that, on moving to a new class, a child who has previously used a pen in written work will automatically be allowed to use a pen.**

## **Stationery**

Children will practise their handwriting in their Handwriting book.

## **Pens**

Suitable Handwriting pens e.g. Berol (blue/black) ink will be used. Blue will be used until Year 6 when black will be used. These will be used by those children who earn their Pen Licence.

Years 3 and 4: Staff to keep a supply of pens for pupils to use when required.

Years 5 and 6: Staff to keep a supply of pens for pupils to use when required.

## ***Use of rubbers/erasers***

Staff should ensure minimal use of rubbers/erasers. However the use of these will be at the teacher's discretion

## APPENDIX 4: SPELLING and GRAMMAR POLICY

WILKINSON PRIMARY SCHOOL

# Policy for Spelling and Grammar

2023

Wilkinson Primary School recognises that Language is the key to all learning and also valued as a subject in its own right.

WILKINSON PRIMARY SCHOOL

## Spelling, Punctuation and Grammar Policy

### School Values Statement

At Wilkinson Primary School we provide a safe, healthy and caring school community, where everyone is accepted and respected. Our aim is to give access to a curriculum and a range of learning experiences of the highest standard, educating for life. We encourage children to 'Have Pride and Respect In All That We Do'.

### Review and Approval

This policy was reviewed and approved by the Governing Body on 14<sup>th</sup> May 2015.

We aim to provide children with a wide and rich experience of language presented in a structured, varied, balanced and progressive curriculum, which includes the programmes of study from the New National Curriculum. Through this we hope to develop each child's ability to communicate, providing with the skills to become competent and confident users of language in all its forms.

### Aims:

- ☑ To teach spelling systematically throughout the school
- ☑ To teach phonological awareness, word recognition, graphic knowledge and spelling knowledge.
- ☑ To encourage children to develop and learn a personal bank of frequently used words.
- ☑ To equip children with the strategies to tackle unknown words independently and make a 'reasonable' suggestion
- ☑ To make children aware of the writing process so that they can write fluently, confidently and independently, concentrating on spelling when it is appropriate.

## Part 1: Spelling:

### Teaching Spelling:

*'Most people read words more accurately than they spell them. The younger the pupils are the truer this is.'* New Curriculum for English 2014

It is vitally important that the children spell as accurately and as fluently as possible. There are three main strands to spelling teaching:

Learning and applying the spelling of High Frequency Words (HF Words)

Learning the sounds and spelling patterns of collections of words (e.g. 'ck' 'qu', 'ch'/'tch', 'igh', 'cian'/'tion'/'sion', 'shion')

Learning how to be as accurate as possible with 'unknown' words.

It is important that in all classes (from Year R to Year 6):

- ☑ Explicit session(s) of spelling need to happen each week
- ☑ Children will group and learn words according to spelling strings and rules

Children should be taught to:

- ☑ Segment spoken words into component phonemes
- ☑ Know which graphemes represent phonemes in words
- ☑ Know how to distinguish visually between words that have been legitimately spelled eg. wait/wate
- ☑ Know the meanings of homophones e.g. been/bean so that the correct spelling is used.
- ☑ Recall, e.g. by mental image/ mnemonic, by memorising order of tricky letters, 'tricky' words.
- ☑ Know spelling conventions, e.g. relating to double letters.
- ☑ Look for similarities in the spellings of words that are etymologically related, e.g. sign/signal

Phonetic Knowledge underpins spelling in Foundation and KS1 and after. Increasingly, children will use morphology and etymology to support their spelling.

## Foundation Stage and Key Stage 1 (Years 1 and 2)

<b>How often?</b>	<i>RML sessions daily. Literacy Hour sessions daily for children off RML scheme. Weekly sessions purely on spellings of the week.</i>
<b>Differentiation</b>	<i>RML sessions incorporating spelling will be differentiated. Literacy Hour sessions will involve differentiated groups.</i>
<b>Typical shape of a spelling lesson</b>	<i>Blending and segmenting Building sight vocabulary and High Frequency spellings Using words in context Teach spelling patterns (e.g. er, ir, ur) Begin to teach strategies (e.g. by writing out the mis-spelling and correct spelling of bird/burd/berd etc). Use of Fred Fingers</i>

## Lower Key Stage 2 (Years 3 and 4):

<b>How often?</b>	<i>An activity within Literacy Hour daily. Specific spelling sessions each week.</i>
<b>Differentiation</b>	<i>Differentiated groups within the class. Simpler words given as examples of the rule</i>
<b>Typical shape of a spelling lesson</b>	<i>Teach the rule/pattern Practise the rule/pattern with words that fit/or don't Apply the rule pattern Use of activities from Spell Zoo Scheme</i>
<b>Use a Spelling Folder to record work practised in spelling session</b>	<i>Spellings in book and given as glossaries in other books as appropriate. Practise in Literacy book as necessary.</i>

## Upper Key Stage 2 (Years 5 and 6):

**How often?**

*An activity within Literacy Hour daily.  
Specific spelling session each week*

**Differentiation**

*Differentiated groups within the class.  
Simpler words given as examples of the rule*

**Typical shape of a spelling lesson**

*Teach the rule/pattern  
Practise the rule/pattern with words that fit/or don't  
Apply the rule pattern*

**Use a Spelling Folder to record work practised in spelling session**

*Spellings in book and given as glossaries in other books as appropriate.  
Practise in Literacy book as necessary.*



It is difficult to spell unknown words; however there is a range of strategies which competent spellers may use to help them approach new words. Children will do the following:

- Overlearn strategies (repetition)
- Knowing the word itself
- Knowing what the word means
- Clear pronunciation
- Rehearse the spelling of the word (I know it starts...; It sounds like.....; the end must be.....)
- Link the word to others known
- Knowing homonyms
- Be systematic
- Does it look like?
- Use dictionaries
- How many syllables/letters might this have?
- Effective teaching of spelling will incorporate a range of strategies and not expect a child to rely on one. Knowing the following strategies will mean the children can effectively embed new words into their spelling vocabulary.
- Put the word into a sentence
- Know the root word
- Link the word to the sounds it contains
- Repeat the word and spelling regularly
- Saying the word out loud and in your head
- Look, cover, write

## Progression in Spelling:

### FS2 Early Learning Goals for Writing:

Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.

a	an	as	at	if	in
is	it	of	off	on	can
dad	had	back	and	get	big
him	his	not	got	get	big
but	put	will	that	this	then
them	with	see	for	now	down
look	too	the	to	I	no
go	into	he	she	we	me
be	was	you	they	all	are
my	her				
...and for those looking for a challenge:					
went	it's	from	children	just	help
said	have	like	so	do	some
come	were	there	little	one	when
out	what				

In accordance with the New National Curriculum 2014, in Key Stage 1 we will make a very strong emphasis on the correct spelling of HF words in their spelling sessions AND in everyday writing.

It should be emphasized that the spelling requirements of the new National Curriculum should be adhered to alongside RML scheme to best to ensure continuity and consistency.

### **Key Stage 1 will:**

Use the National Literacy strategy requirement and the RML progression to guide the spelling patterns given as homework and practised in class.

### **Key Stage 2 will:**

Use the National Literacy Strategy and new National Curriculum requirements to guide the Year 3 – 6 spelling rules and patterns. In addition to this, Years 3/4 and Years 5/6 will need to learn spellings that are common to their topics over these years. This will include the appendix 1 Spelling List from the New National Curriculum for Year 3 and 4, Year 5 and 6.

### **Spelling homework:**

Spellings are set weekly for the children to learn. Spellings are differentiated for each group through the number and the complexity of the word set as an example of the spelling rule being learned that week. (The children need to know the words for their year group so as to develop their vocabulary and also to ensure they are learning the words needed for their year group as set out in the NC 2014). The “Spell Zoo” scheme will be used to provide weekly lists for the children.

#### ***Spelling homework:***

Spellings are set weekly for the children to learn. All children are given the weekly spellings, but less able spellers may be given fewer to learn. This is so they still access vocabulary needed for their age group. These children may have other interventions to help with their spellings.

## **SPELLING TESTS:**

Spelling tests occur each week for the groups undertaking the Literacy Hour. Those children within the RML scheme will have tests for new sounds, regular words, irregular words as well as a weekly test on the words taken home to learn from the NC.

The test will involve writing the words as dictated by the teacher, with some of the words dictated in a complete sentence that the children have to then write down.

Children will be encouraged to use “Look, Cover, Write” as a method of learning their spellings.

## **Spelling in everyday writing:**

To raise the profile of the importance of good spelling, any piece of written work completed by a child, will, where appropriate, have spellings highlighted and corrected accordingly. Examples of when this correction might be appropriate include:

A common word, usually spelled correctly, has been incorrectly spelled.

‘Careless’ spelling, where a word given on the board or in a word bank, has not been looked at properly to ensure correct spelling.

A word given in previous tests has been incorrectly spelled

As part of the child’s improvement work, following the teacher’s marking, the child should look at these spelling improvements.

## **Assessments:**

Alongside the weekly spelling tests, children will also have formal tests each term where the children will undertake a spelling test to assess their abilities. Presently, the school is using Rising Stars to assess the child’s ability in spellings.

## Part 2: Grammar:

### Progression in grammar and punctuation

The following progression of skills is a structure that should be used as guidelines for each year group's coverage. These statements relate to National Curriculum Levels and it is vital that each teacher uses the following progression with care: some lower attaining children will need to work on previous year-group targets and may make slower progress; higher attaining and gifted children will work on the statements from later year-groups. Most children, however, will cover thoroughly the statements from their own year group.

#### **Progression in skills** (E) = Extra

objective not in National Curriculum

##### EYFS children will:

Write simple sentences  
Sometimes use full stops and capitals  
I for oneself

##### In addition, Year 1 children will:

Leave spaces between words  
Use full stops and capitals  
Join sentences and clauses with 'and'  
Use question marks  
Use exclamation marks  
Use capital letters for people, places, days of the week and 'I'

##### In addition, Year 2 children will:

Know and identify verbs  
Use interesting verbs when writing (E)  
Know and identify nouns  
Know and identify adjectives  
Write extended noun phrases  
Use commas for lists  
Know what an apostrophe is  
Use apostrophes for simple contracted forms  
Use apostrophes to show singular possession  
e.g. Sid's book  
Recognise and write statements  
Recognise and write questions  
Recognise and write exclamations  
Recognise and write commands  
Join sentences with 'or' and 'but'  
Use 'when', 'if', 'that', and 'because' to extend sentences  
Write consistently in the 'past' or 'present' tense

Use the continuous form of verbs (-ing) to write about actions in progress e.g. He was thinking

**In addition, Year 3 children will:**

Know what a pronoun is  
 Know what a personal pronoun is e.g. I, me, we, us, you, he, she, it, him, her, they, them (E)  
 Know what a conjunction is  
 Use causal and time conjunctions e.g. when, so, before, after, while, because  
 Know what adverbs are  
 Use adverbs as connectives to express time and cause e.g. then, next, soon, therefore  
 Know what prepositions are  
 Use prepositions to express time and cause e.g. before, after, during  
 Use 'have' or 'has' before a verb to create the perfect form e.g. Fred has walked to school  
 Know and recognise direct speech and inverted commas  
 Start to use inverted commas  
 Know what simple and compound sentences are

**In addition, Year 4 children will:**

Know what a possessive pronoun is e.g. my, mine, our, ours, its, his, her, hers, their, theirs, your, yours, whose, and one's  
 Use pronouns and nouns appropriately (for clarity and cohesion)  
 Use connectives for cohesion across a text  
 Use adverbs to express frequency e.g. often and manner e.g. loudly  
 Know and recognise adverbial phrases and clauses  
 Use fronted adverbials  
 Know some differences between standard and non-standard English  
 Use commas to mark off fronted adverbials  
 Know what a clause is  
 Know what a subordinate clause is  
 Know what a complex sentence is (E)  
 Write complex sentences (E)  
 Use commas for marking off subordinate clauses

Use inverted commas appropriately  
Use apostrophes to show plural possession e.g.  
The boys' house

**In addition, Year 5 children will:**

Know what determiners are  
Know what a relative pronoun is e.g. which, that, who (whom, whose), when, where  
Use relative pronouns appropriately  
Combine simple, compound and complex sentences successfully in a text (E)  
Know what a relative clause is e.g. beginning with who, which, where, why, whose  
Use relative clauses to expand sentences  
Know what a modal verb is e.g. might, should, could, would, can, may, must, shall, will  
Know what a modal adverb is e.g. perhaps, surely, obviously  
Use modal verbs and adverbs to indicate degrees of possibility e.g. must, perhaps  
Ensure correct subject verb agreement  
Use connectives for cohesion within a paragraph  
Use adverbs and adverbials as connectives to show time (e.g. after five minutes), place (e.g. nearby) and number (e.g. secondly) across a text  
Know what parenthesis is  
Recognise and identify brackets and dashes  
Use brackets, dashes or commas for parenthesis  
Use commas to avoid ambiguity or clarify meaning



In addition, Year 6 children will:

Understand the basic grammatical structure of subject, object and verb

Know and recognise active and passive voice

Use passive voice in writing

Use more extended noun phrases to convey information concisely e.g. the colourful comic strip on the back page

Recognise and understand 'the subjunctive' e.g. If Fred were here, things would be different

Use grammar to show formality or informality

Use grammar to manipulate the reader (E)

Know how colons are used

Use colons appropriately

Know how semi-colons are used

Use semi-colons appropriately

Know how hyphens are used

Use hyphens appropriately

Know how ellipsis is used (omission of predictable words and phrase as well as ...)

Use ellipsis appropriately

Use a range of devices for cohesion across a text e.g. repetition, adverbials, connectives, ellipsis etc.

Know how to use punctuation with bullet points

Use punctuation consistently with bullet points

## Teaching of grammar:

Good grammar is central to good quality writing. Children should be taught to express their ideas in as clear and direct way as possible and so the explicit teaching of grammar should work alongside a rich and stimulating English writing curriculum.

The above progression of skills is a key set of skills which the children can learn about separately in explicit Grammar Teaching sessions, though they should also work on these skills embedding them in their general writing and exploring the ways in which they enhance the quality of their expression.

Explicit teaching and learning will be undertaken during warm up sessions in all English lessons as well as during RML sessions. Grammar will be practised in the “sentence” activity in Literacy Hours. All grammar will be used to develop and improve the child’s written work. Children will be expected to be able to use grammatically correct sentences whenever they are writing or speaking.

## Testing of grammar:

Currently, there is only a statutory Year 6. However, there is a statutory requirement that all year groups teach grammar and without this being taught and all staff expecting grammatically correct written and spoken language, the child will not be able to access the tests set at Year 6. However, it is important that teachers become familiar with the way the questions are phrased so that when teaching and practising grammar exercises, the children are sure about how to answer questions such as this. Grammar is tested in formal assessments carried out each term. Currently, the school is using Rising Stars for formal assessments. Staff, therefore, need to acquaint the child with examples of such questions as part of their teaching e.g.

Put a tick in the correct box to show the function of the apostrophe in these words:

	POSSESSION	CONTRACTION
Those are Ben’s pens		
Aren’t you coming?		
Why don’t you hurry?		
The cat’s sitting on the mat		

However, the teaching of grammar is fundamentally for the development of written and spoken language and this is to be emphasised in our ambition to raise these levels across the school.

## APPENDIX 1: SPELLING PRGROGRESSION – YEAR 1 – YEAR 6

YEAR 1 Pupils should be taught to (pgs 22-23)				
Spell:	Name the letters of the alphabet:	Add prefixes and suffixes:	Apply:	Write:
<ul style="list-style-type: none"> <li>☑ words containing each of the 40+ phonemes already taught</li> <li>☑ common exception words</li> <li>☑ the days of the week</li> <li>☑ <i>compound words</i></li> </ul>	<ul style="list-style-type: none"> <li>☑ naming the letters of the alphabet in order</li> <li>☑ using letter names to distinguish between alternative spellings of the same sound</li> </ul>	<ul style="list-style-type: none"> <li>☑ using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs</li> <li>☑ using the prefix un–</li> <li>☑ using –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest]</li> </ul>	simple spelling rules and guidance, as listed in English Appendix 1 see references below	from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.
References from New Curriculum Appendix 1:				
Phonemes: pgs 50 – 54 Common exception words pg 54: the, a, do, to, today, of, said, says, are, were, was, is, his, has, I, you, your, they, be, he, me, she, we, no, go, so, by, my, here, there, where, love, come, some, one, once, ask, friend, school, put, push, pull, full, house, our		Prefixes & Suffixes: pgs 51 & 54		



YEAR 2 Pupils should be taught to (pgs 29-30)			
Spell by:	Add suffixes:	Apply:	Write:
<ul style="list-style-type: none"> <li>☑ segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly</li> <li>☑ learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones</li> <li>☑ learning to spell common exception words</li> <li>☑ learning to spell more words with contracted forms</li> <li>☑ learning the possessive apostrophe (singular) [for example, the girl's book]</li> <li>☑ distinguishing between homophones and near-homophones</li> </ul>	<p>to spell longer words, including –ment, –ness, –ful, –less, –ly</p>	<p>spelling rules and guidance, as listed in English Appendix 1 see references below</p>	<p>from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far</p>
References from New Curriculum Appendix 1:			
<p>Phonemes: pgs 55 – 57</p> <p>Common exception words pg 58: door, floor, poor, because, find, kind, mind, behind, child, children*, wild, climb, most, only, both, old, cold, gold, hold, told, every, everybody, even, great, break, steak, pretty, beautiful, after, fast, last, past, father, class, grass, pass, plant, path, bath, hour, move, prove, improve, sure, sugar, eye, could, should, would, who, whole, any, many, clothes, busy, people, water, again, half, money, Mr, Mrs, parents, Christmas</p> <p>Homophones &amp; near-homophones pg 58: there/their/they're, here/hear, quite/quiet, see/sea, bare/bear, one/won, sun/son, to/too/two, be/bee, blue/blew, night/knight</p> <p>Contractions and the possessive apostrophe pg 57</p>	<p>Suffixes: pgs 56-57</p>		

YEAR 3 & YEAR 4 Pupils should be taught to (pg 37)			
Spell:	Prefixes & Suffixes:	Apply:	Write:
<ul style="list-style-type: none"> <li>☑ further homophones</li> <li>☑ spell words that are often misspelt (English Appendix 1)</li> <li>☑ place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]</li> </ul>	Use further prefixes and suffixes and understand how to add them (English Appendix 1)	Use the first two or three letters of a word to check its spelling in a dictionary	from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far
References from New Curriculum Appendix 1:			
<p>Homophones &amp; near-homophones pg 63: accept/except, affect/effect, ball/bawl, berry/bury, brake/break, fair/fare, grate/great, groan/grown, here/hear, heel/heal/he'll, knot/not, mail/male, main/mane, meat/meet, medal/meddle, missed/mist, peace/piece, plain/plane, rain/rein/reign, scene/seen, weather/whether, whose/who's</p> <p>Possessive apostrophe with plural words pg 63</p> <p>Word list (similar to 'common exception words' in KS1) pg 64</p>	Prefixes & Suffixes: pgs 59-62		

YEAR 5 & YEAR 6 Pupils should be taught to (pg 46)		
Spell:	Prefixes & Suffixes:	Apply:
<ul style="list-style-type: none"> <li>☑ some words with 'silent' letters [for example, knight, psalm, solemn]</li> <li>☑ continue to distinguish between homophones and other words which are often confused</li> <li>☑ <i>Words with the /i:/ sound spelt ei after c</i></li> <li>☑ <i>Words containing the letter-string ough</i></li> </ul>	<ul style="list-style-type: none"> <li>☑ use further prefixes and suffixes and understand the guidance for adding them</li> <li>☑ use of the hyphen</li> </ul>	<ul style="list-style-type: none"> <li>☑ use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1</li> <li>☑ use dictionaries to check the spelling and meaning of words</li> <li>☑ use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary</li> <li>☑ use a thesaurus</li> </ul>
References from New Curriculum Appendix 1:		
<ul style="list-style-type: none"> <li>Words with silent letters pg 68</li> <li>Words with the /i:/ sound spelt ei after c pg 68</li> <li>Words containing the letter-string ough pg 68</li> <li>Homophones &amp; other words which are confused pgs 69-70</li> </ul>	<ul style="list-style-type: none"> <li>Prefixes &amp; Suffixes: pgs 66-67</li> <li><i>NB I have grouped the 'endings' words with 'suffixes' for ease</i></li> <li>Use of the Hyphen: pg 67</li> </ul>	<ul style="list-style-type: none"> <li>Word list (similar to 'common exception words' in KS1) pg 71</li> </ul>







## APPENDIX 2: GRAMMAR EXPECTATIONS FROM YEAR 1 - YEAR 6

Grammar and Punctuation Years 1 to 6 (Primary Curriculum - Draft) on one sheet. PrimaryTools.co.uk

Word Structure	Sentence Structure	Text Structure	Punctuation	Terminology for Pupils
Regular plural noun suffixes <i>-s</i> or <i>-es</i> (e.g. <i>dog, dogs; wish, wishes</i> )	How words can combine to make sentences	Sequencing sentences to form short narratives	Separation of words with spaces	word, sentence, letter, capital letter, full stop, punctuation, singular, plural, question mark, exclamation mark
Suffixes that can be added to verbs (e.g. <i>helping, helped, helper</i> )	How <i>and</i> can join words and join sentences	The consistent use of present tense versus past tense throughout texts	Introduction to the use of capital letters, full stops, question marks and exclamation marks to demarcate sentences	verb, tense (past, present), adjective, noun, suffix, apostrophe, comma
How the prefix <i>un-</i> changes the meaning of verbs and adjectives (negation, e.g. <i>unkind</i> , or undoing, e.g. <i>untie the boat</i> )	Subordination (using <i>when, if, that, or because</i> ) and co-ordination (using <i>or, and, or but</i> )			
Formation of nouns using suffixes such as <i>-ness, -er</i>	Expanded noun phrases for description and specification (e.g. <i>the blue butterfly, plain flour, the man in the moon</i> )	Use of the continuous form of verbs in the present and past tense to mark actions in progress (e.g. <i>she is drumming, he was shouting</i> )	Capital letters for names and for the personal pronoun <i>I</i>	word family, conjunction, adverb, preposition, direct speech, inverted commas (or 'speech marks'), prefix, consonant, vowel, clause, subordinate clause
Formation of adjectives using suffixes such as <i>-ful, -less</i> (A fuller list of suffixes can be found in the spelling annex.)	Sentences with different forms: statement, question, exclamation, command	Introduction to paragraphs as a way to group related material	Commas to separate items in a list	pronoun, possessive pronoun, adverbial
Use of the suffixes <i>-er</i> and <i>-est</i> to form comparisons of adjectives and adverbs	Expressing time and cause using conjunctions (e.g. <i>when, before, after, while, because</i> ), adverbs (e.g. <i>then, next, soon, so</i> ), or prepositions (e.g. <i>before, after, during, in, because of</i> )	Headings and sub-headings to aid presentation	Apostrophes to mark contracted forms in spelling	
Formation of nouns using a range of prefixes, such as <i>super-, anti-, auto-</i>	Appropriate choice of pronoun or noun within a sentence to avoid ambiguity and repetition	Use of the perfect form of verbs to mark relationships of time and cause (e.g. <i>I have written it down so we can check what he said.</i> )	Introduction to speech marks to punctuate direct speech	relative clause, modal verb, relative pronoun, parenthesis, bracket, dash, determiner, cohesion, ambiguity
Use of the determiners <i>a</i> or <i>an</i> according to whether the next word begins with a consonant or a vowel (e.g. <i>a rock, an open box</i> )	Fronted adverbials	Use of paragraphs to organise ideas around a theme	Use of speech marks to punctuate direct speech	active and passive voice, subject and object, hyphen, synonym, colon, semi-colon, bullet points
Word families based on common words	Relative clauses beginning with <i>who, which, where, why, or whose</i>	Appropriate choice of pronoun or noun across sentences	Apostrophes to mark singular and plural possession (e.g. <i>the girl's name, the boys' boots</i> )	
The grammatical difference between plural and possessive <i>-s</i>	Indicating degrees of possibility using modal verbs (e.g. <i>might, should, will, must</i> ) or adverbs (e.g. <i>perhaps, surely</i> )	Devices to build cohesion within a paragraph (e.g. <i>then, after that, this, firstly</i> )	Use of commas after fronted adverbials (e.g. <i>Later that day, I heard the bad news.</i> )	<p>All terms in bold should be understood with the meanings set out in the glossary.</p> <p>Key:</p> <p>Year 1 <span style="background-color: #ffffcc; border: 1px solid black; display: inline-block; width: 15px; height: 15px;"></span></p> <p>Year 2 <span style="background-color: #ffff00; border: 1px solid black; display: inline-block; width: 15px; height: 15px;"></span></p> <p>Year 3 <span style="background-color: #ffcc00; border: 1px solid black; display: inline-block; width: 15px; height: 15px;"></span></p> <p>Year 4 <span style="background-color: #ccffcc; border: 1px solid black; display: inline-block; width: 15px; height: 15px;"></span></p> <p>Year 5 <span style="background-color: #ccffcc; border: 1px solid black; display: inline-block; width: 15px; height: 15px;"></span></p> <p>Year 6 <span style="background-color: #ccffcc; border: 1px solid black; display: inline-block; width: 15px; height: 15px;"></span></p>
Standard English forms for verb inflections instead of local spoken forms (e.g. <i>we were</i> instead of <i>we was</i> , or <i>I did</i> instead of <i>I done</i> )	Use of the passive voice to affect the presentation of information in a sentence (e.g. <i>I broke the window in the greenhouse</i> versus <i>The window in the greenhouse was broken</i> )	Linking ideas across paragraphs using adverbials of time (e.g. <i>later</i> ), place (e.g. <i>nearby</i> ) and number (e.g. <i>secondly</i> )	Brackets, dashes or commas to indicate parenthesis	
Converting nouns or adjectives into verbs using suffixes (e.g. <i>-ate, -ise, -ify</i> )	Expanded noun phrases to convey complicated information concisely (e.g. <i>the boy that jumped over the fence</i> is over there, or <i>the fact that it was raining</i> meant the end of sports day)	Linking ideas across paragraphs using a wider range of cohesive devices: semantic cohesion (e.g. repetition of a word or phrase), grammatical connections (e.g. the use of adverbials such as <i>on the other hand, in contrast, or as a consequence</i> ), and <i>elision</i> .	Use of commas to clarify meaning or avoid ambiguity	
Verb prefixes (e.g. <i>dis-, de-, mis-, over- and re-</i> )	The difference between structures typical of informal speech and structures appropriate for formal speech and writing (such as the use of question tags, e.g. <i>He's your friend, isn't he?</i> , or the use of the subjunctive in some very formal writing and speech)	Layout devices, such as headings, sub-headings, columns, bullets, or tables, to structure text	Use of the semi-colon, colon and dash to indicate a stronger subdivision of a sentence than a comma.	
The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (e.g. <i>said</i> versus <i>reported, alleged, or claimed</i> in formal speech or writing)			Punctuation of bullet points to list information	
			How hyphens can be used to avoid ambiguity (e.g. <i>man eating shark</i> versus <i>man eating shark</i> , or <i>recover</i> versus <i>re-cover</i> )	





Year Group	Word Structure	Sentence structure	Text Structure	Punctuation	Vocabulary
1	<p>Regular plural noun suffixes –s or –es (e.g. <i>dog, dogs; wish, wishes</i>)</p> <p>Suffixes that can be added to verbs (e.g. <i>helping, helped, helper</i>)</p> <p>How the prefix <i>un-</i> changes the meaning of verbs and adjectives (negation, e.g. <i>unkind</i>, or undoing, e.g. <i>untie the boat</i>)</p>	<p>How words can combine to make sentences</p> <p>Joining words and joining sentences using <i>and</i></p>	<p>Sequencing sentences to form short narratives</p>	<p>Separation of words with spaces</p> <p>Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>Capital letters for names and for the personal pronoun <i>I</i></p>	<p>word, sentence, letter, capital letter, full stop, punctuation, singular, plural, question mark, exclamation mark</p>

Year Group	Word Structure	Sentence structure	Text Structure	Punctuation	Vocabulary
2	<p>Formation of nouns using suffixes such as –ness, –er</p> <p>Formation of adjectives using suffixes such as –ful, –less (A fuller list of suffixes can be found in the Year 2 spelling appendix.)</p> <p>Use of the suffixes –er and –est to form comparisons of adjectives and adverbs</p>	<p>Subordination (using when, if, that, or because) and co-ordination (using or, and, or but)</p> <p>Expanded noun phrases for description and specification (e.g. <i>the blue butterfly, plain flour, the man in the moon</i>)</p> <p>Sentences with different forms: statement, question, exclamation, command</p>	<p>Correct choice and consistent use of present tense and past tense throughout writing</p> <p>Use of the continuous form of verbs in the present and past tense to mark actions in progress (e.g. <i>she is drumming, he was shouting</i>)</p>	<p>Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>Commas to separate items in a list</p> <p>Apostrophes to mark contracted forms in spelling</p>	<p>verb, tense (past, present), adjective, noun, suffix, apostrophe, comma</p>

Year Group	Word Structure	Sentence structure	Text Structure	Punctuation	Vocabulary
3	<p>Formation of nouns using a range of prefixes, such as super-, anti-, auto-</p> <p>Use of the determiners a or an according to whether the next word begins with a consonant or a vowel (e.g. a rock, an open box)</p> <p>Word families based on common words</p>	<p>Expressing time and cause using conjunctions (e.g. when, so, before, after, while, because), adverbs (e.g. then, next, soon, therefore, or prepositions (e.g. before, after, during, in, because of)</p>	<p>Introduction to paragraphs as a way to group related material</p> <p>Headings and sub-headings to aid presentation</p> <p>Use of the perfect form of verbs to mark relationships of time and cause (e.g. I <i>have written it down so we can check what he said.</i>)</p>	<p>Introduction to inverted commas to punctuate direct speech</p>	<p>word family, conjunction, adverb, preposition, direct speech, inverted commas (or "speech marks"), prefix, consonant, vowel, consonant letter, vowel letter, clause, subordinate clause</p>

Year Group	Word Structure	Sentence structure	Text Structure	Punctuation	Vocabulary
4	<p>The grammatical difference between plural and possessive -s</p> <p>Standard English forms for verb inflections instead of local spoken forms (e.g. we were instead of we was, or I did instead of I done)</p>	<p>Appropriate choice of pronoun or noun within a sentence to avoid ambiguity and repetition</p> <p>Fronted adverbials (e.g. Later that day, I heard the bad news.)</p>	<p>Use of paragraphs to organise ideas around a theme</p> <p>Appropriate choice of pronoun or noun across sentences to aid cohesion and avoid repetition</p>	<p>Use of inverted commas to punctuate direct speech</p> <p>Apostrophes to mark singular and plural possession (e.g. the girl's name, the boys' boots)</p> <p>Use of commas after fronted adverbials</p>	<p>pronoun, possessive pronoun, adverbial</p>

Year Group	Word Structure	Sentence structure	Text Structure	Punctuation	Vocabulary
5	<p>Converting nouns or adjectives into verbs using suffixes (e.g. –ate; –ise; –ify)</p> <p>Verb prefixes (e.g. dis–, de–, mis–, over– and re–)</p>	<p>Relative clauses beginning with who, which, where, why, whose, that, or an omitted relative pronoun</p> <p>Indicating degrees of possibility using modal verbs (e.g. might, should, will, must) or adverbs (e.g. perhaps, surely)</p>	<p>Devices to build cohesion within a paragraph (e.g. then, after that, this, firstly)</p> <p>Linking ideas across paragraphs using adverbials of time (e.g. later), place (e.g. nearby) and number (e.g. secondly)</p>	<p>Brackets, dashes or commas to indicate parenthesis</p> <p>Use of commas to clarify meaning or avoid ambiguity</p>	<p>relative clause, modal verb, relative pronoun, parenthesis, bracket, dash, determiner, cohesion, ambiguity</p>

Year Group	Word Structure	Sentence structure	Text Structure	Punctuation	Vocabulary
6	<p>The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (e.g. said versus reported, alleged, or claimed in formal speech or writing)</p>	<p>Use of the passive voice to affect the presentation of information in a sentence (e.g. I broke the window in the greenhouse versus The window in the greenhouse was broken)</p> <p>Expanded noun phrases to convey complicated information concisely (e.g. the boy that jumped over the fence is over there, or the fact that it was raining meant the end of sports day)</p> <p>The difference between structures typical of informal speech and structures appropriate for formal speech and writing (such as the use of question tags, e.g. He's your friend, isn't he?, or the use of the subjunctive in some</p>	<p>Linking ideas across paragraphs using a wider range of cohesive devices: semantic cohesion (e.g. repetition of a word or phrase), grammatical connections (e.g. the use of adverbials such as on the other hand, in contrast, or as a consequence), and ellipsis</p> <p>Layout devices, such as headings, sub-headings, columns, bullets, or tables, to structure text</p>	<p>Use of the semi-colon, colon and dash to mark the boundary between independent clauses (e.g. It's raining; I'm fed up.)</p> <p>Use of the colon to introduce a list</p> <p>Punctuation of bullet points to list information</p> <p>How hyphens can be used to avoid ambiguity (e.g. man eating shark versus man-eating shark, or recover versus re-cover)</p>	<p>active and passive voice, subject and object, hyphen, colon, semi-colon, bullet points, synonym and antonym</p>



		very formal writing and speech)			
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## APPENDIX 5: INDEPENDENT AND GUIDED READING RECORD

## 1. Guided Reading Record Sheet

DATE: _____ WILKINSON PRIMARY SCHOOL: KS1 GUIDED READING RECORD						
Group:	Vocabulary	Infer	Predict	Explain	Retrieve	Summarise
	Comment	Comment	Comment	Comment	Comment	Comment
1.						
2.						
3.						
4.						
5.						
6.						

NAME OF TEXT:  LEVEL OF TEXT:  TEXT TYPE:	<p><b>Vocabulary :</b> Draw upon knowledge of vocabulary in order to understand the text.</p> <p><b>Infer:</b> Make inferences from the text.</p> <p><b>Prediction:</b> Predict what you think will happen based on the information that you have been given.</p> <p><b>Explain:</b> Explain your preferences, thoughts and opinions about the text.</p> <p><b>Retrieve:</b> Identify and explain the key features of fiction and nonfiction texts such as: <u>characters,</u> events, titles and information.</p> <p><b>Sequence:</b> Sequence the key events in the story.</p>
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## APPENDIX 6: READING SCHEME

NC Level	Level	Date Completed	NC Level	Level	Date Completed
W	Reading Planet Red C Phonics (RML PURPLE/PINK)		EXP2	Story World Blue (Stage 9)	
W	Bug Club Red		EXP2	BIG CAT PURPLE	
W	Storyworld red(Stage 1)		EXP2	BIG CAT GOLD	
W	Storyworld Yellow (Stage 2)		EXP2	NATIONAL GEOGRAPHIC ORANGE 3	
W	Storyworld Green (Stage 3)				
			EXC2/EME3	Reading Planet White	
EME1	Reading Planet Yellow Phonics (RML PINK/ORANGE)		EXC2/EME3	Reading Planet Stars Lime	
EME1	Reading Planet Yellow Comet/Galaxy (RML PINK/ORANGE)		EXC2/EME3	Bug Club White	
EME1	Bug Club Yellow		EXC2/EME3	Bug Club Lime	
EME1	BIG CAT PHONICS YELLOW		EXC2/EME3	BIG CAT WHITE	
EME1	BIG CAT PHONICS BLUE		EXC2/EME3	BIG CAT LIME	
			EXC2/EME3	NATIONAL GEOGRAPHIC GREEN 4	
EXP 1	Reading Planet Yellow Plus Phonics				
EXP 1	Reading Planet Blue Phonics (RML YELLOW)		EXP3	Reading Planet Mercury/Brown	
EXP 1	Reading Planet Blue Comet/Galaxy (RML YELLOW)		EXP3	Reading Planet Venus/Brown	
EXP 1	Bug Club Blue		EXP 3	Bug Club Brown	
EXP1	Storyworld Orange (Stage 4)		EXP3	BIG CAT COPPER	
EXP 1	Storyworld Pink (Stage 5)				
EXP1	BIG CAT BLUE		EXC3/EME4	Reading Planet Earth Grey	
EXP1	BIG CAT YELLOW		EXC3/EME4	BIG CAT TOPAZ	
EXP1	NATIONAL GEOGRAPHIC BLUE 1		EXC3/EME4	NATIONAL GEOGRAPHIC LEVEL 5	
EXC1	Reading Planet Green Phonics(RML BLUE)		EXP4	Reading Planet Mars Grey	
EXC1	Reading Planet Green Comet/Galaxy (RML BLUE)		EXP4	Bug Club Grey	
EXC1	Reading Planet Orange Phonics (RML GREY)		EXP4	BIG CAT RUBY	
EXC1	Reading Planet Orange Comet/Galaxy (RML GREY)				
EXC1	Bug Club Green				
EXC1	Bug Club Orange		EXC4/EME5	Reading Planet Jupiter/Blue	
EXC1	Storyworld Turquoise (stage 6)		EXC4/EME5	BIG CAT EMERALD	
EXC1	BIG CAT GREEN				
EXC1	BIG CAT ORANGE		EXP5	Bug Club Blue	
EXC1	Storyworld Brown (Stage 7)		EXP5	BIG CAT SAPPHIRE	
EXC1	NATIONAL GEOGRAPHIC RED 2		EXP5	NATIONAL GEOGRAPHIC LEVEL 6	
EME2	Reading Planet Turquoise (RML GREY)		EXC5/EME6	Reading Planet Saturn/Blue	
EME2	Bug Club Turquoise		EXC5/EME6	COLLINS BIG CAT DIAMOND	
EME2	Bug Club Purple				
EME2	Story World Purple (Stage 9)		EXP6	Reading Planet Supernova Red	
EME2	BIG CAT TURRQUOISE		EXP6	BUG CLUB RED A	
			EXP 6	COLLINS BIG CAT PEARL	
EXP2	Reading Planet Purple		EXC6/EME7	BUG CLUB RED B	
EXP2	Reading Planet Gold		EME7	BUG CLUB RED PLUS A/B	
EXP2	Bug Club Gold		FREE READERS	YEAR 5,    YEAR 6, YEAR 7/8	



## APPENDIX 7: MEDIUM TERM PLANNING

YR 2 - SPRING	GENRE	CROSS CURRICULUR LINKS FOR GENRE	WRITING AF	GRAMMAR/PUNCT SENTENCE WORK REQUIREMENTS 2014 (ACROSS THE YEAR)	ALAN PEAT'S SENTENCE TYPES (ACROSS THE TERM)	HANDWRITING REQUIREMENTS 2014 (ACROSS THE YEAR)	READING AF	READING REQUIREMENTS 2014 (ACROSS THE YEAR)	SPEAK/LIST AF AND ACTIVITIES
<p><b>WEEK ONE</b> <b>4.01.16</b></p> <p><b>RML SPEAKING/LISTENING/EXTENDED WRITING WAC</b></p> <p><b>CHECK FEATURES IN GENRE BOOKLET</b></p> <p><b>GUIDED READING/SPELLINGS</b></p> <p><b>TOPIC = WONDER WOMEN</b></p>	<p><b>RECOUNT:</b> To write about an event that has happened—real or imagined—personal</p>	<p>PHSE: pupils' own news, anecdotes, or personal accounts GENERAL: accounts of schoolwork, sporting events, or outings HISTORY: accounts of historical events RE: stories from the great religions HISTORY, ART RE, MUSIC: biographical writing</p>	<p><b>AF5</b> <i>Vary sentences for clarity, purpose and effect.</i></p> <p><b>Outcome</b> <b>Writing:</b> In the recount select words and language drawing on their knowledge of literary features and formal and informal writing In the recount the children use sentences appropriately In the recount, the children use sentences appropriately</p> <p>Emerging </p> <p>Expected </p> <p>Exceeding </p> <p><b>I understand that a picture or words in a book are in order (AF5, LEVEL P7)</b> <b>I know that words are put in a certain place on a page (AF5, LEVEL P7)</b> <b>I can put words the right way round in my sentences (AF5, EME1)</b> <b>I say sentences aloud before writing them down (AF5, EME1)</b> <b>I can write a simple sentence (AF5, EME1)</b> <b>I sometimes show variety in sentence beginnings (AF5, EME2)</b> <b>I can use the past and present tense (AF5, EME2)</b></p> <p><b>I can write simple sentences (AF5, EXP1)</b> <b>I use capital letters and full stops in simple sentences (AF5, EXC1)</b> <input type="checkbox"/> <b>re-reading what they have written to check that it makes sense</b> <input type="checkbox"/> <b>encapsulating what they want to say, sentence by sentence</b> <input type="checkbox"/> <b>sentences with different forms: statement, question, exclamation, command</b> <input type="checkbox"/> <b>expanded noun phrases to describe and specify (for example, the blue butterfly)</b> <input type="checkbox"/> <b>the present and past tenses correctly and consistently including the progressive form</b> <input type="checkbox"/> <b>subordination (using when, if, that, or because) and co-ordination (using or, and, or but)</b> <input type="checkbox"/> <b>some features of written Standard English</b> <b>I can use the past and present tense (AF5, EXP2)</b> <b>I use simple and compound sentences (AF5, EXP2)</b> <b>I use a variety of sentence beginnings (AF5, EXC2/EME3)</b> <b>I use nouns and verbs</b></p>	<p><b>SENTENCE/TEXT</b> Pupils should be taught to: <input type="checkbox"/> <b>develop positive attitudes towards and stamina for writing by:</b> <input type="checkbox"/> <b>writing narratives about personal experiences and those of others (real and fictional)</b> <input type="checkbox"/> <b>writing about real events</b> <input type="checkbox"/> <b>writing poetry</b></p> <p><input type="checkbox"/> <b>writing for different purposes</b> <input type="checkbox"/> <b>consider what they are going to write before beginning by:</b> <input type="checkbox"/> <b>planning or saying out loud that they are going to write about</b> <input type="checkbox"/> <b>writing down ideas and/or key words, including new vocabulary</b> <input type="checkbox"/> <b>encapsulating what they want to say, sentence by sentence</b> <input type="checkbox"/> <b>make simple additions, revisions and corrections to their own writing by:</b> <input type="checkbox"/> <b>evaluating their writing with the teacher and other pupils</b> <input type="checkbox"/> <b>re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form</b> <input type="checkbox"/> <b>proof-reading to check for errors in spelling, grammar and punctuation (for example, ends of sentences punctuated correctly)</b> <input type="checkbox"/> <b>read aloud what they have written with appropriate intonation to make the meaning clear.</b></p> <p><b>GRAMMAR/PUNCTUATION:</b> <b>learn how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the</b></p>	<p><b>AUTUMN:</b></p> <p>EMBED &amp; EXTEND: LIST SENTENCES, SIMILE SENTENCES, 2A SENTENCES, SHORT SENTENCES, LY SENTENCES, BUT + SO SENTENCES (BOYS), CONNECTIVE OPENER, "ING" OPENER</p> <p>QUESTION SENTENCE IN NON FICTION</p> <p>QUESTION SENTENCE IN FICTION</p> <p><b>SPRING:</b></p> <p>THE MORE...THE MORE (DURING READING AND SPEAKING AND LISTENING)</p> <p>ING OPENERS + COMMA</p>	<p>Pupils should be taught to:</p> <p><input type="checkbox"/> <b>form lower-case letters of the correct size relative to one another</b></p> <p><input type="checkbox"/> <b>start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</b></p> <p><input type="checkbox"/> <b>write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters</b></p> <p><input type="checkbox"/> <b>use spacing between words that reflects the size of the letters.</b></p>	<p><b>AF3</b> <i>Deduce, infer or interpret information, events or ideas from texts.</i></p> <p><b>Outcome</b> <b>Reading:</b> Make notes on and use evidence from across a text to explain events or ideas Understand the text that they are reading</p> <p>Emerging </p> <p>Expected </p> <p>Exceeding </p> <p><b>I can retell a simple story with words and actions (AF3, LEVEL P7)</b> <b>I can talk about something that has happened and I tell the event in the correct order (AF3, LEVEL P7)</b> <b>I use clues to help me read a text (AF3, EXP1)</b> <b>I can say what a character may do next or explain why a character did what he or she did (AF3, EXP1)</b> <b>I can say what a character may do next or explain why a character did what he or she did (AF3, EXP1)</b> <b>I use my understanding of a story to predict what may happen next (AF3, EME2)</b> <b>I use my understanding of a story to predict what may happen next (AF3, EME2)</b> <input type="checkbox"/> <b>listening to, discussing and expressing 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</b> <input type="checkbox"/> <b>discussing the sequence of events in books and how items of information are related</b> <input type="checkbox"/> <b>making inferences on the basis of what is being said and done</b> <input type="checkbox"/> <b>answering and asking questions</b> <input type="checkbox"/> <b>predicting what might happen on the basis of what has been read so far</b> <b>I can use the text and evidence from the text to explain what something means (AF3, EXP2)</b> <b>I can explain feelings of the characters and reasons for the way they have acted (AF3, EXP2)</b> <b>I can predict what will happen next based on what I know so far about the text (AF3, EXP3)</b> <b>I can summarise the</b></p>	<p>Pupils should be taught to: <input type="checkbox"/> <b>continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent</b> <input type="checkbox"/> <b>read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes</b> <input type="checkbox"/> <b>read accurately words of two or more syllables that contain the same graphemes as above</b> <input type="checkbox"/> <b>read words containing common suffixes</b> <input type="checkbox"/> <b>read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</b> <input type="checkbox"/> <b>read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered</b> <input type="checkbox"/> <b>read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation</b> <input type="checkbox"/> <b>re-read these books to build up their fluency and confidence in word reading.</b></p> <p>develop pleasure in reading, motivation to read, vocabulary and understanding by: <input type="checkbox"/> <b>listening to, discussing and expressing 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</b> <input type="checkbox"/> <b>discussing the sequence of events in books and how items of</b></p>	<p><b>AF1</b> <i>Talk in purposeful and imaginative ways to explore ideas and feelings, adapting and varying structure and vocabulary according to purpose, listeners, and content</i></p> <p><b>ACTIVITY:</b></p> <p>Children recount to a group an event. Group have to guess what the event was</p> <p>Children draw diagrams from their recount. They then talk through the recount using the pictures as prompts</p> <p>Children tell the recount for different audiences – child, adult, queen, teacher</p> <p><b>Level 1</b></p> <p>In some contexts express feelings and ideas when speaking about matters of immediate interest talk in ways that are audible and intelligible to familiar others show some awareness of the listener by making changes to language and non-verbal features</p> <p><b>Level 2</b></p> <p>recount experiences and imagine possibilities, often connecting ideas vary talk in simple ways to gain and hold attention of the listener make specific vocabulary choices and use non-verbal features that show awareness of different purposes and listeners</p> <p><b>Level 3.</b></p> <p>develop ideas and feelings through sustained speaking turns organise talk to help the listener, with overall structure evident adapt language and non-verbal features to suit content and audience</p> <p><b>Level 4.</b></p> <p>speak in extended turns to express straightforward ideas and feelings, with some relevant detail structure talk in ways which support meaning and show attention to the listener vary vocabulary, grammar, and non-verbal features to suit audience, purpose, and context</p> <p><input type="checkbox"/> <b>Articulate &amp; Justify answers</b> <input type="checkbox"/> <b>Initiate &amp; respond to comments</b> <input type="checkbox"/> <b>Use spoken language to develop understanding</b></p>

			<p>correctly (AF5, EXC2/EME3)</p> <p>I use connectives to build longer sentences e.g. because, so, if (AF5, EXC2/EME3)</p> <p>I am starting to use more connectives other than and, but, then e.g. because, if, when, after (AF5, EXP3)</p> <p>I can match person to the correct verb spelling e.g. I am, they were (AF5, EXP3)</p> <p>I can write sentences with I, she, he, we, they and know the verb changes depending on who the person is in the sentence (AF5, EXC3/EME4)</p> <p>I change my sentence openings using ways apart from I, he, she, they, John, Gemma (AF5, EXC3/EME4)</p> <p>I can write simple and complex sentences (AF5, EXC3/EME4)</p> <p>I use connectives in my sentences e.g. which, so, where, because (AF5, EXC3/EME4)</p>	<p>possessive (singular)</p> <p>learn how to use:</p> <p>sentences with different forms: statement, question, exclamation, command</p> <p>expanded noun phrases to describe and specify [for example, the blue butterfly]</p> <p>the present and past tenses correctly and consistently including the progressive form</p> <p>subordination (using when, if, that, or because) and co-ordination (using or, and, or but)</p> <p>some features of written Standard English</p> <p>use and understand the grammatical terminology in English Appendix 2 in discussing their writing.</p>		<p>main points of a paragraph (AF3, EXP3)</p> <p>I can say reasons for actions and find evidence within the text (AF3, EXC3/EME4)</p> <p>I can predict and use the text to give me evidence for my predictions (AF3, EXP4)</p> <p>I deduce meaning using evidence from the text (AF3, EXP4)</p> <p>I use clues from dialogue to give me meaning (AF3, EXP4)</p>	<p>information are related</p> <p>becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales</p> <p>being introduced to non-fiction books that are structured in different ways</p> <p>recognising simple recurring literary language in stories and poetry</p> <p>discussing and clarifying the meanings of words, linking new meanings to known vocabulary</p> <p>discussing their favourite words and phrases</p> <p>continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear</p> <p>understand both the books that they can already read accurately and fluently and those that they listen to by:</p> <p>drawing on what they already know or on background information and vocabulary provided by the teacher</p> <p>checking that the text makes sense to them as they read and correcting inaccurate reading</p> <p>making inferences on the basis of what is being said and done</p> <p>answering and asking questions</p> <p>predicting what might happen on the basis of what has been read so far</p> <p>participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say</p> <p>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>	
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## APPENDIX 8: SHORT TERM PLANNING

<p><b>Text focus:</b> developing ability to write a story based around fairy tales</p> <p><b>Sentence/Grammar/Punctuation focus:</b></p> <ul style="list-style-type: none"> <li>Using prefix words in our sentences</li> <li><b>ALAN PEAT FOCUS: FANBOYS, co-COORDINATING/ RELATIVE CLAUSES (CO-ORDINATING CONJUNCTIONS/RELATIVE CONJUNCTIONS)</b></li> </ul> <p><b>Word focus:</b></p> <ul style="list-style-type: none"> <li>Recommended word list</li> </ul>	<p><b>Writing genre:</b> <i>INSTRUCTIONAL</i></p> <p><b>ICT links:</b> Espresso to prompt ideas BBC Bitesize - punctuation Record a child reading their letter and reactions to the letter</p>		<p><b>Handwriting:</b> use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined Pupils should be taught to: □ write legibly, fluently and with increasing speed by: □ choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters □ choosing the writing implement that is best suited for a task.</p>
<p><b><u>READING APP</u></b></p> <p><b><u>AF2, AF3, AF5</u></b></p> <p><i>AF2 Understand, describe, select or retrieve information, events or ideas from texts and use quotation and reference to the text.</i></p> <p><i>AF3 Deduce, infer or interpret information, events or ideas from texts.</i></p> <p><i>AF5 Explain and comment on writers' use of language, including grammatical and literary features at sentence and word level.</i></p> <ul style="list-style-type: none"> <li><b>I skim and scan to research quickly and effectively (AF2, EXP5)</b></li> <li><b>I can discuss messages, moods, feelings, attitudes by deducting from the text (AF3, EXP5)</b></li> <li><b>I can talk about the descriptive, figurative, expressive writing in poetry and narrative (AF5, EXP5)</b></li> </ul>	<p><b><u>WRITING APP</u></b></p> <p><b>AF3</b></p> <p><i>Organise and present whole texts effectively, sequencing and structuring information, ideas and events.</i></p> <ul style="list-style-type: none"> <li><b>I use main clause and subordinate clauses correctly (AF5, EXP5)</b> <ul style="list-style-type: none"> <li>□ extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</li> </ul> </li> <li><b>I use relative clauses across a wide range of writing using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun (AF5, EXC6)</b></li> </ul> <p><b><u>Outcome Writing:</u></b></p>	<p><b><u>SPEAKING AND LISTENING APP</u></b></p> <p><b>AF1</b></p> <p><i>Talk in purposeful and imaginative ways to explore ideas and feelings, adapting and varying structure and vocabulary according to purpose, listeners, and content</i></p> <p><b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li><b>listen and respond appropriately to adults and their peers</b></li> <li><b>ask relevant questions to extend their understanding and knowledge</b></li> <li><b>use relevant strategies to build their vocabulary</b></li> <li><b>articulate and justify answers, arguments and opinions</b></li> </ul>	<p><b>Homework:</b> Write in the same tense</p> <p><b>S&amp;L:</b> Give a picture of an event in a person's day. Rehearse how this would "sound" in a diary. Speak this to the group. Group respond and suggest improvements</p>

<p> <input type="checkbox"/> summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas (AF2, EXP6)  <input type="checkbox"/> drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence (AF3, EXP6)  <input type="checkbox"/> discuss and evaluate how authors use language, including figurative language, considering the impact on the reader (AF5, EXP6)  <input type="checkbox"/> identifying how language, structure and presentation contribute to meaning (AF5, EXP6)         </p> <ul style="list-style-type: none"> <li>• I explore how the language choices used support the writer's theme and purpose in non fiction texts. (AF5, EXC6)</li> <li>• I find evidence to support and justify predictions and opinions (AF2, EXC6)</li> <li>• Uncover different layers of meaning (AF3, EXC6)</li> </ul> <p><b><u>Outcome Reading:</u></b></p> <p>Make notes on and use evidence from across a text to explain events or ideas</p> <p>Understand the text that they are reading</p>	<p>In the writing of persuasion the child can produce texts that use persuasion to broaden their skills and to extend their achievement</p> <p>In their writing, the child shows they understand the language and senetnces needed for the text type Children have used punctuation for effect</p>	<ul style="list-style-type: none"> <li>▪ give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</li> <li>▪ maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</li> <li>▪ use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</li> <li>▪ speak audibly and fluently with an increasing command of Standard English</li> <li>▪ participate in discussions, presentations, performances, role play, improvisations and debates</li> <li>▪ gain, maintain and monitor the interest of the listener(s)</li> <li>▪ consider and evaluate different viewpoints, attending to and building on the contributions of others</li> <li>▪ select and use appropriate registers for effective communication.</li> </ul>	
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Day	Warm-up	Whole class	LA group EMERGING (exp4)	MA group EXPECTED (exp6)	MA group EXPECTED (exp6)	HA group EXCEEDING (exc6)	HA group EXCEEDING (exc6)	Penary	Evaluation of Lesson
Monday Reading/Word Grammar	Identifying types of past tenses	Explore spellings from word list. Discuss awkward phonemes. Apply rules, strategies.	GUIDED READING - TEACHER SUPPORT  I skim and scan to research quickly and effectively(AF2, EXPS)  I can discuss messages, moods, feelings, attitudes by deducting from the text (AF3, EXPS)  I can talk about the descriptive, figurative, expressive writing in poetry and narrative (AF5, EXPS)  (COMPLETE DONT BE FOOLED BY FOOD - P. 20 BROWN NAVIGATOR)  COMPLETE DARE TO DANCE - SAT BUSTER - FACT RETRIEVAL/WORD QUESTIONS	GUIDED READING - TA SUPPORT  I skim and scan to research quickly and effectively(AF2, EXPS)  I can discuss messages, moods, feelings, attitudes by deducting from the text (AF3, EXPS)  I can talk about the descriptive, figurative, expressive writing in poetry and narrative (AF5, EXPS)  (COMPLETE FIRE WORKS P. 28 BLUE NAVIGATOR)  COMPLETE DARE TO DANCE - SAT BUSTER - INFERENCE QUESTIONS	COMPREHEN  SION  I skim and scan to research quickly and effectively(AF2, EXPS)  I can discuss messages, moods, feelings, attitudes by deducting from the text (AF3, EXPS)  I can talk about the descriptive, figurative, expressive writing in poetry and narrative (AF5, EXPS)  (COMPLETE VERTICAL GARDENS - BLUE RECORD BREAKERS P.30)  ONE DOG AND HES BOY - MORE ABLE ENGLISH 4 P.8	WORD ACTIVITY  use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1  Complete work sheet that practises spelling, putting into sentences, using in extended writing the words below in spelling section. Identify synonyms for the words in the list	SENTENCE ACTIVITY  □ extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although I use relative clauses across a wide range of writing using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun (AF5, EXC6)  Complete sheet that practises identifying modal verbs and being able to highlight them in a sentence as well as forming own sentences for different types of modal verbs	Find the modal verb	Literacy Policy
Monday Writing: Share text/ Features/share write/talk for write: INSTRUCTIONAL TEXT		Use own INSTRUCTIONAL text to help form a framework about which to base their own writing	COLD WRITE - INSTRUCTIONS TA SUPPORT Write a set of instructions for rescuing discovering whether someone has entered the three bears' house	COLD WRITE - INSTRUCTIONS TEACHER SUPPORT Write a set of instructions for rescuing discovering whether someone has entered the three bears' house	COLD WRITE - INSTRUCTIONS TEACHER SUPPORT Write a set of instructions for rescuing discovering whether someone has entered the three bears' house	COLD WRITE - INDEPENDENT Write a set of instructions for rescuing discovering whether someone has entered the three bears' house	COLD WRITE - INSTRUCTIONS TEACHER SUPPORT Write a set of instructions for rescuing discovering whether someone has entered the three bears' house	Complete a peer critique	
Tuesday (Carouse)	Identifying types of noun and noun phrases	Explore spellings from word list. Discuss awkward phonemes. Apply rules, strategies.  Explore adjectives, comparative adjectives/ superlative adjectives	GUIDED READING - TA SUPPORT  I skim and scan to research quickly and effectively(AF2, EXPS)  I can discuss messages, moods, feelings, attitudes by deducting from the text (AF3, EXPS)  I can talk about the descriptive, figurative, expressive writing in poetry and narrative (AF5, EXPS)  (COMPLETE FIRE WORKS P. 28 BLUE NAVIGATOR)  COMPLETE DARE TO DANCE - SAT BUSTER - INFERENCE QUESTIONS	GUIDED READING - TEACHER SUPPORT  I skim and scan to research quickly and effectively(AF2, EXPS)  I can discuss messages, moods, feelings, attitudes by deducting from the text (AF3, EXPS)  I can talk about the descriptive, figurative, expressive writing in poetry and narrative (AF5, EXPS)  (COMPLETE DONT BE FOOLED BY FOOD - P. 20 BROWN NAVIGATOR)  COMPLETE DARE TO DANCE - SAT BUSTER - INFERENCE QUESTIONS	SENTENCE ACTIVITY  □ extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although Complete sheet that practises identifying modal verbs and being able to highlight them in a sentence	COMPREHEN  SION  I skim and scan to research quickly and effectively(AF2, EXPS)  I can discuss messages, moods, feelings, attitudes by deducting from the text (AF3, EXPS)  I can talk about the descriptive, figurative, expressive writing in poetry and narrative (AF5, EXPS)  (COMPLETE VERTICAL GARDENS - BLUE RECORD BREAKERS P.30)  COMPLETE KAMPFIRE FOR THE K2ING - PURPLE RECORD BREAKERS P.50	WORD ACTIVITY  use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1  Complete work sheet that practises spelling, putting into sentences, using in extended writing the words below in spelling section. Identify synonyms for the words in the list	Correct the incorrectly spelt spellings	
Tuesday Writing: Share text/ Features/share write/talk for write: persuasive letter		Use own INSTRUCTIONAL text to help form a framework about which to base their own writing	REDRAFT ASPECT OF INSTRUCTIONS - TA SUPPORT  EXPLORE ADDING BETTER IMERATIVE VERBS WITH ADVERBS FOR DETAIL  EXPLORE ADDING TITLE AND LIST OF INGREDIENTS  EXPLORE USE OF TECHNICAL VOCABULARY  USING MODAL VERBS  EXPLORE ADDING WARNINGS WITH CORRECT PUNCTUATION	REDRAFT ASPECT OF INSTRUCTIONS - TA SUPPORT  EXPLORE ADDING BETTER IMERATIVE VERBS WITH ADVERBS FOR DETAIL  EXPLORE ADDING TITLE AND LIST OF INGREDIENTS  EXPLORE USE OF TECHNICAL VOCABULARY  USING MODAL VERBS  EXPLORE ADDING WARNINGS WITH CORRECT PUNCTUATION	REDRAFT ASPECT OF INSTRUCTIONS - TA SUPPORT  EXPLORE ADDING BETTER IMERATIVE VERBS WITH ADVERBS FOR DETAIL  EXPLORE ADDING TITLE AND LIST OF INGREDIENTS  EXPLORE USE OF TECHNICAL VOCABULARY  USING MODAL VERBS  EXPLORE ADDING WARNINGS WITH CORRECT PUNCTUATION	REDRAFT ASPECT OF INSTRUCTIONS - TA SUPPORT  EXPLORE ADDING BETTER IMERATIVE VERBS WITH ADVERBS FOR DETAIL  EXPLORE ADDING TITLE AND LIST OF INGREDIENTS  EXPLORE USE OF TECHNICAL VOCABULARY  USING MODAL VERBS  EXPLORE ADDING WARNINGS WITH CORRECT PUNCTUATION	REDRAFT ASPECT OF INSTRUCTIONS - TA SUPPORT  EXPLORE ADDING BETTER IMERATIVE VERBS WITH ADVERBS FOR DETAIL  EXPLORE ADDING TITLE AND LIST OF INGREDIENTS  EXPLORE USE OF TECHNICAL VOCABULARY  USING MODAL VERBS  EXPLORE ADDING WARNINGS WITH CORRECT PUNCTUATION		
Wednesday (Carouse)	Identifying types of noun and noun phrases	Explore spellings from word list. Discuss awkward phonemes. Apply rules, strategies.  Explore adjectives, comparative adjectives/ superlative adjectives	COMPREHEN  SION  □ summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas (AF2, EXF) □ drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence (AF3, EXF) □ discuss and evaluate how authors use language, including figurative language, considering the impact on the reader (AF5, EXF) □ identifying how language, structure and presentation contribute to meaning (AF 5 EXF)  COMPLETE THE COW COLLINS 2 P.10	WORD ACTIVITY  use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1  Complete work sheet that practises spelling, putting into sentences, using in extended writing the words below in spelling section. Identify synonyms for the words in the list	GUIDED READING - TA SUPPORT  I skim and scan to research quickly and effectively(AF2, EXPS)  I can discuss messages, moods, feelings, attitudes by deducting from the text (AF3, EXPS)  I can talk about the descriptive, figurative, expressive writing in poetry and narrative (AF5, EXPS)  (COMPLETE FIRE WORKS P. 28 BLUE NAVIGATOR)	SENTENCE ACTIVITY  □ extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although I use relative clauses across a wide range of writing using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun (AF5, EXC6)  Complete sheet that practises identifying modal verbs and being able to highlight them in a sentence as well as forming own sentences for different types of modal verbs	GUIDED READING - TEACHER SUPPORT  I skim and scan to research quickly and effectively(AF2, EXPS)  I can discuss messages, moods, feelings, attitudes by deducting from the text (AF3, EXPS)  I can talk about the descriptive, figurative, expressive writing in poetry and narrative (AF5, EXPS)  COMPLETE THE KITE RIDER= CPG STRETCH P. 2	Complete the sentences with the correct MODAL VERB	

					<b>COMPLETE DARE TO DANCE – SAT BUSTER – INFERNE QUESTIONS</b>				
<b>Thursday (Carouse)</b>			<b>WORD ACTIVITY</b>  Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1  Complete work sheet that practises spelling, putting into sentences, using in extended writing the words below in spelling section. Identify synonyms for the words in the list	<b>SENTENCE ACTIVITY</b>  <input type="checkbox"/> extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although <input type="checkbox"/> Use relative clauses across a wide range of writing using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun (AF5, EXC6)  Complete sheet that practises identifying modal verbs and being able to highlight them in a sentence as well as forming own sentences for different types of modal verbs	<b>GUIDED READING – TEACHER SUPPORT</b>  I skim and scan to research quickly and effectively (AF2, EXPS)  I can discuss messages, moods, feelings, attitudes by deducting from the text (AF3, EXPS)  I can talk about the descriptive, figurative, expressive writing in poetry and narrative (AF5, EXPS)  (COMPLETE DON'T BE FOOLED BY FOOD – P. 20 BROWN NAVIGATOR)  <b>COMPLETE DARE TO DANCE – SAT BUSTER – FACT RETRIEVAL/WORD QUESTIONS/SUMMARY</b>	<b>GUIDED READING – TA SUPPORT</b>  I skim and scan to research quickly and effectively (AF2, EXPS)  I can discuss messages, moods, feelings, attitudes by deducting from the text (AF3, EXPS)  I can talk about the descriptive, figurative, expressive writing in poetry and narrative (AF5, EXPS)  (COMPLETE FIRE WORKS P. 23 BLUE NAVIGATOR)  <b>COMPLETE DARE TO DANCE – SAT BUSTER – INFERNE QUESTIONS</b>	<b>COMPREHEN SION</b>  <input type="checkbox"/> summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas (AF2, EXF6) <input type="checkbox"/> drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence (AF3, EXF6) <input type="checkbox"/> discuss and evaluate how authors use language, including figurative language, considering the impact on the reader (AF5, EXF6) <input type="checkbox"/> identifying how language, structure and presentation contribute to meaning (AF5 EXF6)  <b>COMPLETE TALKING TURKEYS – CPG 6 – P. 2</b>		
<b>Thursday Writing: Share text/ Features/share write/talk for write: persuasive letter</b>	Use own INSTRUCTION AL text to help form a framework about which to base their own writing	<b>REDRAFT ASPECT OF INSTRUCTIONS - TA SUPPORT</b>  EXPLORE ADDING BETTER IMERATIVE VERBS WITH ADVERBS FOR DETAIL  EXPLORE ADDING TITLE AND LIST OF INGREDIENTS  EXPLORE USE OF TECHNICAL VOCABULARY  USING MODAL VERBS  EXPLORE ADDING WARNINGS WITH CORRECT PUNCTUATION	<b>REDRAFT ASPECT OF INSTRUCTIONS - TA SUPPORT</b>  EXPLORE ADDING BETTER IMERATIVE VERBS WITH ADVERBS FOR DETAIL  EXPLORE ADDING TITLE AND LIST OF INGREDIENTS  EXPLORE USE OF TECHNICAL VOCABULARY  USING MODAL VERBS  EXPLORE ADDING WARNINGS WITH CORRECT PUNCTUATION	<b>REDRAFT ASPECT OF INSTRUCTIONS - TA SUPPORT</b>  EXPLORE ADDING BETTER IMERATIVE VERBS WITH ADVERBS FOR DETAIL  EXPLORE ADDING TITLE AND LIST OF INGREDIENTS  EXPLORE USE OF TECHNICAL VOCABULARY  USING MODAL VERBS  EXPLORE ADDING WARNINGS WITH CORRECT PUNCTUATION	<b>REDRAFT ASPECT OF INSTRUCTIONS - TA SUPPORT</b>  EXPLORE ADDING BETTER IMERATIVE VERBS WITH ADVERBS FOR DETAIL  EXPLORE ADDING TITLE AND LIST OF INGREDIENTS  EXPLORE USE OF TECHNICAL VOCABULARY  USING MODAL VERBS  EXPLORE ADDING WARNINGS WITH CORRECT PUNCTUATION	<b>REDRAFT ASPECT OF INSTRUCTIONS - TA SUPPORT</b>  EXPLORE ADDING BETTER IMERATIVE VERBS WITH ADVERBS FOR DETAIL  EXPLORE ADDING TITLE AND LIST OF INGREDIENTS  EXPLORE USE OF TECHNICAL VOCABULARY  USING MODAL VERBS  EXPLORE ADDING WARNINGS WITH CORRECT PUNCTUATION	<b>IDENTIFY MODAL VERBS IN INSTRUCTIONS</b>		
<b>Friday (carouse)</b>		<b>SENTENCE ACTIVITY</b>  using further organisational and presentational devices to structure text and to guide the reader (for example, headings, bullet points, underlining)  Complete sheet that practises identifying modal verbs and being able to highlight them in a sentence as well as forming own sentences for different types of modal verbs	<b>COMPREHEN SION</b>  <input type="checkbox"/> summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas (AF2, EXF6) <input type="checkbox"/> drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence (AF3, EXF6) <input type="checkbox"/> discuss and evaluate how authors use language, including figurative language, considering the impact on the reader (AF5, EXF6) <input type="checkbox"/> identifying how language, structure and presentation contribute to meaning (AF5 EXF6)  <b>COMPLETE NOISY NEIGHBOURS – COLLINS 3 P. 22</b>	<b>WORD ACTIVITY</b>  use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1  use further prefixes and suffixes and understand the guidance for adding them  Complete work sheet that practises spelling, putting into sentences, using in extended writing the words below in spelling section. Identify synonyms for the words in the list	<b>GUIDED READING – TEACHER SUPPORT</b>  Explore how the language choices used support the writer's theme and purpose in non fiction texts. (AF5, EXC6) <input type="checkbox"/> find evidence to support and justify predictions and opinions (AF2, EXC6)  Uncover different layers of meaning (AF3, EXC6)  (COMPLETE MACCAVITY THE MYSTERY CAT - LETTS 6 P. 82)  <b>COMPLETE DARE TO DANCE – SAT BUSTER – FACT RETRIEVAL/WORD QUESTIONS/SUMMARY</b>	<b>GUIDED READING – TA SUPPORT</b>  I explore how the language choices used support the writer's theme and purpose in non fiction texts. (AF5, EXC6) <input type="checkbox"/> find evidence to support and justify predictions and opinions (AF2, EXC6)  Uncover different layers of meaning (AF3, EXC6)  (COMPLETE WORK ON THE LONDON EYE MYSTERY. OWN QUESTIONS PREPARED)  <b>COMPLETE DARE TO DANCE – SAT BUSTER – INFERNE QUESTIONS/SUMMARY</b>	Complete the sentence by adding more clauses, subordinate clauses, relative clauses using a range of conjunctions		
<b>Extending Writing Next two weeks</b>	Identifying types of noun and noun phrases	Recap on work on INSTRUCTIONAL TEXT. Explore missing features on Monday so as to build success criteria.	Write a set of instructions for rescuing discovering whether someone has entered the three bears' house <b>TA SUPPORT</b>	Write a set of instructions for rescuing discovering whether someone has entered the three bears' house <b>TEACHER SUPPORT</b>	Write a set of instructions for rescuing discovering whether someone has entered the three bears' house <b>TEACHER SUPPORT</b>	Write a set of instructions for rescuing discovering whether someone has entered the three bears' house <b>TEACHER SUPPORT</b>	<b>READ INSTRUCTIONS TO EACH OTHER FOR VERBAL PEER ASSESSMENT</b>		
<b>SPELLINGS</b>	Achieve, conscience, curiosity, definite, forty, relevant, signature, sincerely, soldier, yacht								

**Reviewed Oct 2023**

**Review: Oct 2025**

This policy will be reviewed annually by the Literacy subject leader and leadership team and shared with the school community.



