



English Policy

This document is to be used in conjunction with the National Curriculum.

Written June 2014 S Duffy N Simpson

Re-drafted May 2019

Review June 2020 S Duffy N Simpson

Redrafted –October 2021 – S Duffy

Redrafted May 2024 – S Duffy

English Policy- Contents

1. Mission Statement
2. Appendix 1 – Spelling EYFS KS1
3. Appendix 2 – Grammar/ sentence progression
4. Appendix 3 – Whole school genre overview-text type - see Google drive
5. Appendix 4 - Reading Domains
6. Appendix 5 - Whole School Novel List - see whole school overview Google Drive
7. Appendix 6 - KS2 Spelling

Curriculum Drivers Our four curriculum drivers are:
Beliefs, Rights, Environment, Wellbeing

Planning ensures that these drivers run coherently across the school and through every subject.

UN Convention on the Rights of the Child

Article 12 (respect for the views of the child) Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously.

Article 13 (freedom of expression) Every child must be free to express their thoughts and opinions and to access all kinds of information, as long as it is within the law.

Article 17 (access to information from the media) Every child has the right to reliable information from a variety of sources. Governments must help protect children from materials that could harm them.

Article 28 (right to education) Every child has the right to an education.

Article 29 (goals of education) Education must develop every child's personality, talents and abilities to the full.

Mission Statement

We use a Mastery approach for Teaching English

Our intent is:

In St Mary's RC Primary School, our **intent** is for children to become enthusiastic and confident speakers, readers and writers.

Our Aims are:

- Read easily, fluently and with good understanding.
- Develop the habit of reading widely and often for pleasure and information.
- Acquire a wide vocabulary and understanding of grammar and knowledge of linguistic conventions for teaching reading writing and spoken language.
- Appreciate our rich and varied literary heritage.
- Write clearly, accurately and coherently adapting their language and style in and for a range of contexts, purposes and audiences.
- Use discussion in order to learn. They should be able to elaborate and explain clearly their understanding and ideas.
- Be competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

To **implement** this the teacher's will:

- Provide motivating opportunities for children to develop their spoken language, reading and writing through a Whole book/Novel approach to reading and the Fantastics approach to writing
- Use the whole school approach to spelling – a phonics, 2 tier word and etymological approach
- Use the school sentence progression document to ensure all grammatical features are taught. (see appendix 2)
- Use the text type overview (see appendix 3) to choose appropriate purpose and audience.
- Handwriting - Yrs. 1 & 2 to use Nelson Handwriting workbooks – The aim is for all children to join their handwriting by the end of Yr2.
- Yrs. 3 – 6 to have regular handwriting practise throughout the week.

Impact

For all children to be fluent in all areas of the English curriculum. English – and especially reading – gives pupils access to the rest of the curriculum and is fundamental to their educational success. Fluency in the English language is an essential foundation for success in all subjects. But English is so much more than the gateway to success in other curriculum subjects. Through studying literature, childrens' eyes are opened to the human experience; we want them to explore meaning and ambiguity as well as the beauty and power of language. English also has a strong creative and expressive dimension.

Spoken Language

Curriculum Intent

At St. Mary's Catholic Primary School, we value Spoken Language as an important part of the children's entitlement to a broad and balanced curriculum. Spoken Language provides the children with the opportunities to develop and extend skills and an opportunity to express their individual interests, thoughts and ideas.

Our aim is to enable the children improve their levels of spoken language so that all pupils are able to communicate effectively and confidently in front of any type of audience. These skills are encouraged in every area of our curriculum as good communication skills can enhance every type of learning. The children are encouraged to explore ideas through talk; challenge each other's opinions and develop their own reasoned arguments, as well as talking in full sentences with a clear and confident voice.

Pupils should be taught to:

- listen and respond appropriately to adults and their peers
- ask relevant questions to extend their understanding and build vocabulary and knowledge
- articulate and justify answers, arguments and opinions
- give well-structured descriptions and explanations
- 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 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.

Implementation

The teaching and implementation of the Spoken Language curriculum at St. Mary's Catholic Primary School is based on the Early Learning Goals and National Curriculum. We use a 'Novel' approach to speaking and listening. The new vocabulary being generate through books. (See separate document)

Staff at St. Mary's model the use of higher- level vocabulary within their speech and expanding children's vocabulary is a key focus in all years. Subject specific vocabulary is embedded across the curriculum, through teacher modelling, in context. Contextual learning helps children to understand new words and supports them in including new vocabulary in their work. This model is reflected in reading sessions, where children are given the chance to explore unfamiliar vocabulary and expand their knowledge of words. We are keen to model the correct grammar in speech, for example using 'we were' instead of 'we was' and encourage children to reflect this in their use of spoken and written language. Children are given the chance to orally rehearse ideas for writing regularly.

We provide an extra- curricular drama club for Key Stage 1 & 2 pupils,. Children are given different scenarios and rehearsal time where they given the opportunity to work with children from a range of ages.

Impact

Through the explicit teaching of Speaking skills, teachers and the children assess their learning continuously throughout the lesson. Children are given a range of opportunities to develop these skills, in a safe and stimulating environment. The wide range of speaking and listening activities help to develop ideas, vocabulary and confidence, as, the more we talk, the more we notice different words that other people use.

What is Spoken Language?

The national curriculum for English reflects the importance of spoken language in pupils' development across the whole curriculum – cognitively, socially and linguistically. Spoken language underpins the development of reading and writing. The quality and variety of language that pupils hear and speak are vital for developing their vocabulary and grammar and their understanding for reading and writing.

Our children think speaking is important because:

'It helps us to listen to the views of others and explain, in a clear and confident manner, what we think ourselves.'

Early Learning Goals

Communication and Language

- Speaking Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.
- Listening and attention Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.
- Understanding Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.

National Curriculum

The National Curriculum for English reflects the importance of spoken language in pupils' development across the whole curriculum – cognitively, socially and linguistically. Spoken language underpins the development of reading and writing. The quality and variety of language that pupils hear and speak are vital for developing their vocabulary and grammar and their understanding for reading and writing. Teachers should therefore ensure the continual development of pupils' confidence and competence in spoken language and listening skills.

Pupils should develop a capacity to explain their understanding of books and other reading, and to prepare their ideas before they write. They must be assisted in making their thinking clear to themselves as well as to others and teachers should ensure that pupils build secure foundations by using discussion to probe and remedy their misconceptions. Pupils should also be taught to understand and use the conventions for discussion and debate.

Statutory requirements which underpin all aspects of speaking and listening across the six years of primary education form part of the national curriculum. These are reflected and contextualised within the reading and writing domains which follow.

Spoken Language – Progression of Skills

| Concept | Milestone 1 (KS1) | Milestone 2 (LKS2) | Milestone 3 (UKS2) |
|---|--|--|--|
| Listen carefully and understand | <ul style="list-style-type: none"> This concept involves understanding how to engage with what others are saying. | <ul style="list-style-type: none"> Engage in discussions, making relevant points. Ask for specific additional information to clarify. Understand the meaning of some phrases beyond the literal interpretation. | <ul style="list-style-type: none"> Understand how to answer questions that require more than a yes/no or single sentence response. Recognise and explain some idioms. Understand irony (when it is obvious). |
| Develop a wide and interesting vocabulary | <ul style="list-style-type: none"> This concept involves building a rich, sophisticated vocabulary with which to express oneself. | <ul style="list-style-type: none"> Use time, size and other measurements to quantify. Use interesting adjectives, adverbial phrases and extended noun phrases in discussion. Use vocabulary that is appropriate to the topic being discussed or the audience that is listening. | <ul style="list-style-type: none"> Use adventurous and sophisticated vocabulary. Explain the meaning of words, offering alternatives. Use a wide range of phrases that include determiners, modifiers and other techniques to add extra interest and clarity. |
| Speak with clarity | <ul style="list-style-type: none"> This concept involves understanding that an audience needs to understand what is being said. | <ul style="list-style-type: none"> Use verbs with irregular endings. Use a mixture of sentence lengths to add interest to discussions and explanations. Use intonation to emphasise grammar and punctuation when reading aloud. | <ul style="list-style-type: none"> Vary the length and structure of sentences. Ask questions and make suggestions to take an active part in discussions. Comment on the grammatical structure of a range of spoken and written accounts. |
| Tell stories with structure | <ul style="list-style-type: none"> This concept involves understanding how to keep an audience engaged through structured speech. | <ul style="list-style-type: none"> Give just enough detail to keep the audience engaged. Bring stories to life with expression and intonation. Read the audience to know when to add detail and when to leave it out. | <ul style="list-style-type: none"> Narrate detailed and exciting stories. Use the conventions and structure appropriate to the type of story being told. Interweave action, character descriptions, settings and dialogue. |
| Hold conversations and debates | <ul style="list-style-type: none"> This concept involves understanding how to engage with others. | <ul style="list-style-type: none"> Make relevant comments or ask questions in a discussion or a debate. Seek clarification by actively seeking to understand others' points of view. Respectfully challenge opinions or points, offering an alternative. | <ul style="list-style-type: none"> Negotiate and compromise by offering alternatives. Debate, using relevant details to support points. Offer alternative explanations when others don't understand. |

Reading

- At St Mary's School we have a multi-layered approach to the teaching of reading.
- In Reception and Key Stage 1 the emphasis is on word reading and a phonic approach to decode quickly and fluently.
- At St Mary's we use the **Read Write Inc.** programme to systematically teach synthetic phonics. We use the OUP RWI programme to monitor what is read at home.
- Whole school uses Oxford Reading Buddy, which provides free choice book at the child's level;
- Banded 'Real' books are used daily/weekly to develop a love of reading.
- Whole school uses the Oxford Owl online library to access age /phonically appropriate books at home.
- Alongside our phonics programme, we teach children how to extract meaning from text (comprehension through direct retrieval). We also teach children to infer meaning from the text.
- When the children have progressed to the end of the Read Write Inc. programme they continue to develop their phonic knowledge using the National Curriculum P of S. This is to be continued throughout KS2.
- Children are to be taught how to read and spell Tier 2 words in KS2.
- Children are to be systematically taught the etymology of words in KS2.
- As a whole school, we read every day, to develop the children's love of reading. During this time, the school provides each child with a class novel to follow as the teachers read.
- When writing comprehensions, use the reading domains to construct questions. (Appendix 4)

EYFS Reading – language development through the Fantastics lenses

- Seasonal interests/childs' interests – Fiction and NonFiction
- Nursery – phase one phonics
- Rhyme & rhythm
- Story every day
- Nursery rhymes
- Routines songs
- Makaton

Writing – The Write Stuff- The Novel Approach to Writing

- We have adopted 'The Write Stuff' approach to our teaching and learning of English to ensure clarity to the mechanics of writing. We call this the **Novel approach to Writing**. Following a method called 'Sentence Stacking', this approach places emphasis on sentences being 'stacked together' chronologically and organised to engage children with short, intensive moments of learning that they can then immediately apply to their own writing.
- Within each genre studied by the children, they will learn to sentence stack, focusing on the style of the author and the impact of words and sentences most appropriate for that particular genre. All genres covered within writing sessions are those as taken from the Genre Overview in our Writing Progression Document.
- Within each writing lesson, pupils' learning is 'chunked' into three distinct parts for a writing lesson; initiate, model, enable.
- The initiate stage is a time to inspire: through the use of a stimulus, pupils are immersed in a rich language discussion and activities to provide a wealth of vocabulary to aid their writing.
- The model stage is the chunk whereby the teacher demonstrates the thoughts and processes of a writer and articulates writing choices.
- The enable stage is the opportunity for pupils to showcase what they can do within particular writing parameters known as The Three Zones of Writing: FANTASTICs, GRAMMARISTICs and the BOOMTASTICs.
- The Three Zones of Writing are essential components to support pupils in becoming great writers.

- Through the nine idea lenses known as the FANTASTICs, pupils focus on the intended purpose of a sentence.
- The GRAMMARISTICs allow pupils to focus on the grammar element of writing which focuses on sentence structure, grammar rules and punctuation. Teachers should use the sentence progression document for the year group
- The BOOMTASTICs allow pupils to capture and create a vivid visual for the reader through the use of poetic devices. Throughout the writing process, children edit and redraft their work in response to feedback from their teacher and peers.
- Marking and feedback should be completed by the teacher/ children consistently and quickly – for maximum impact. See marking policy

- Spelling and punctuation should be checked by editing individually, in peer groups or with the teacher.

Edit 1 Revise - spelling/ grammar Edit 2- Rewrite - for sense Edit 3 - Re-imagine

- **A minimum of 6 pieces of extended writing is needed per year so there is sufficient evidence to moderate. Preferably 2 genres of writing /novel.**

EYFS Writing – emergent – Gross & Fine motor skills feed into writing posture and position

Introduction of the Fantastic lenses through play and story

Development of Gross Motor skills:

- Climbing, big painting, mops and brushes, sand /mud kitchen etc.
- Flipper flappers to develop Up, Down, Horizontal, Diagonal, Circle

Development of Fine Motor Skills

Look at hand grip

Look at hand preference

Malleables, scissors, differentiated pens and pencils – different pressure for different strengths

Different sized paper and brushes

Play dough disco

Funky fingers

Junk modelling

Peeling fruit

Fastening buttons

Grammar

Through the Novel approach, we help the children to develop a broad vocabulary and teach the children how to use these words in grammatically accurate sentences. (see appendix 2)

Spelling

- To use Phonics/Tier2 words and Etymology to **teach spellings**- not just learn them.
- As outlined in the new National Curriculum, we ensure children have secure basic skills through a rigorous spelling programme.
- Spelling is taught every day in Reception, Year 1 and Year 2 through the Read Write Inc. Programme/ programme of study from the NC
- In Year 3, spelling is taught 4 times a week. Children will use visual methods of learning spelling as well as revisiting phonics.
- In Year 4, 5 and 6, spelling is taught 4 times a week following the P of S

Transcription - At St Mary's we use the Read Write Inc. programme, then the children progress to the Nelson Handwriting Scheme.

- Handwriting is practised on tram-lines from Year 2 to Year 6

Poetry

- Poetry writing is only prescribed in the Year 2 P of S. However, at St Mary's all year groups should be exposed to poetry.
- Each year group learns one poem / term to perform
 - Teachers should be confident to include poetry in their English lessons and other subject areas.

SEND

Removing barriers to the primary curriculum for pupils with SEN and /or disabilities

In order to make the curriculum inclusive, teachers anticipate what barriers to taking part in activities, lessons or a series of lessons might pose for pupils with SEN and /or disabilities. They consider ways of minimising or reducing those barriers, so that all pupils can fully take part and learn.

In some activities, pupils with SEN and/or disabilities will be able to take part in the same way as their peers. In others, some modifications or adjustments will need to be made to include everyone (see Curriculum Access Policy)

Occasionally, pupils with SEN and/or disabilities will work on different activities, or towards objectives, from their peers.

Assessment of pupils with SEN and/or disabilities

When assessing pupils with SEN and/or disabilities, teachers plan carefully to give pupils with SEN and/or disabilities every opportunity to demonstrate what they know and are able to do, using alternative means where necessary

Intervention

- It is hoped that the majority of children will have progressed through the Read Write Inc. programme by the end of Year 1. Intervention should be swift and efficient with all children.
- Intervention groups are used for those children who are at least 2 years below. These intervention groups are monitored by the SENDCO
- We recognise that some children have difficulty learning to read and write through phonics. Phonics must always be the primary approach to learning to read. It should be repeated as many times as necessary. But, in such cases, a Look and Say intervention may also be used. (ORT.)

Planning

A whole book /Novel approach

Teachers take a text that will be the context for learning for speaking/reading/writing over an appropriate length of time: for example a term/half term.

Writing with purpose – The write stuff

- We think in terms of ‘writing purposes’, of which we have four:

Writing to Inform

Writing to Entertain

Writing to Persuade

Writing to Discuss.

- The purpose, audience, style and language/vocabulary should be clearly stated in planning
- Our long-term plan sees teachers focusing on the same writing purpose for the whole half term, which is essential as it allows key skills to be embedded over a longer period of time.

Assessment – For Writing we use Jane Considine- Performance for Writing for each year group. These are on the Common Server

| Performance of Writing - Expected Standard at end of Foundation Stage  | | | | | | |
|---|-------|-------|-------|-------|-------|-------|
| | Aut 1 | Aut 2 | Spr 1 | Spr 1 | Sum 1 | Sum 2 |
| In some writing, usually with support | | | | | | |
| Purpose and Impact | | | | | | |
| Write in an interesting, engaging or thoughtful way. | | | | | | |
| Talk about the part of the story/event that is interesting. | | | | | | |
| Add detail orally to a story or an event or an experienced event. | | | | | | |
| Arrange writing going from left to right, top to bottom. | | | | | | |
| Produce texts which are appropriate to reader and purpose. | | | | | | |
| Attempt writing for different purposes e.g. label, list. | | | | | | |
| Invent own compositions but writing might need mediation. | | | | | | |
| Structure and Shape | | | | | | |
| Organise and present writing. | | | | | | |
| Include character names in narrative and basic topic words in non-fiction. | | | | | | |
| Write phrases about areas of interest. | | | | | | |
| Group main ideas together through repeated nouns/pronouns. | | | | | | |
| Sentence Structure | | | | | | |
| Vary sentences for clarity, purpose and effect. | | | | | | |
| Use pictures to yield more meaning to words. | | | | | | |
| Write simple words and phrases. | | | | | | |
| Conjunctions | | | | | | |
| Add in joining words like 'and' when reading back writing. | | | | | | |
| Writerly Techniques | | | | | | |
| Deploy poetic style to engage the reader. | | | | | | |
| Add onomatopoeic sounds to pictures e.g. Wheeeeeeeee! Crash! | | | | | | |
| Vocabulary | | | | | | |
| Select appropriate and effective vocabulary. | | | | | | |
| Use some 'yellow' ambitious vocabulary appropriately (see yellow Writing Progress Plan). | | | | | | |
| Punctuation | | | | | | |
| Write with technical accuracy of punctuation. | | | | | | |
| Use full stops at random. | | | | | | |
| May use a capital letter at the start of writing. | | | | | | |
| Spelling and Word Structure | | | | | | |
| Apply spelling rules into writing. | | | | | | |
| Use phonic knowledge to begin to write CVC words e.g. cat. | | | | | | |
| Correctly choose initial letters and some final letters correctly. | | | | | | |
| Read back work to give meaning to it. | | | | | | |
| Broadly this will not influence judgement but this is the year 1 benchmark | | | | | | |
| Handwriting and presentation | | | | | | |
| Form some recognisable letters. | | | | | | |
| Sometimes leave 'finger' spaces between groups of letters. | | | | | | |

For Reading, we assess against National Curriculum objectives.

| Word Reading | | Comprehension | | | | |
|--------------|--|---|--|--|--|--|
| | Decoding | By year end | Reading for Pleasure | Inference, Prediction, Clarifying, Questioning, Summarising | Language for Effect | Themes and Convention |
| Y1 | <p>Apply phonic knowledge and skills to decode words:</p> <ul style="list-style-type: none"> - Blend accurately and speedily using known graphemes - Re-read with fluency and confidence - Read accurately - Recognise when a word does not make sense <p>Read common exception words <u>accurately</u>.</p> | <p>Phonically decodable texts – phase 5</p> <p>Book bands: turquoise+</p> | <p>Participate actively in listening and sharing a wide range of books.</p> <p>Choose to read.</p> | <p>Infer - In texts read to them and simple texts read themselves, make inferences on the basis of what is being said and done e.g. How a character feels, why a character does something.</p> <hr/> <p>Predict - With support can link own experiences to what they read.</p> <p>Make predictions about reading:</p> <ul style="list-style-type: none"> - from a title and front cover of a book. - on the basis of what has been read so far <p>Clarify - Discuss word meanings, making links to known vocabulary.</p> <hr/> <p>Question - Raise simple questions about texts they read and that are read to them.</p> <p>Answer simple, information retrieval questions about texts.</p> <hr/> <p>Summarise - Link title to key events in a text.</p> | <p>Recognise and join in with predictable phrases.</p> | <p>Retell familiar stories and rhymes and talk about their key features.</p> |

Remote Learning

If a child is isolating in KS1 or KS2 due to COVID19, we ensure work is put onto Google Classroom daily. In Nursery and Reception activities or videos will be uploaded onto Tapestry for children to access at home with a parent.

Parental Involvement

The English Curriculum is shared with parents through the following:

- Tapestry (EYFS)
- Google Classroom (KS1 and KS2)
- Curriculum Meetings
- Curriculum overviews on school website

Role of the Subject Leader

- To lead the development of English
- To raise standards in English
- Prepares, organises and leads CPD and joint professional development
- Works collaboratively with SENCO and SLT
- To monitor and maintain high quality teaching and resources
- To keep up to date with new developments in the area of English
- To keep parents informed about English developments

Appendix 1 – Spelling EYFS & KS1 This includes words from Read Write Inc. and words required by the new strategy

| |
|---|
| <u>Reception</u> |
| <ul style="list-style-type: none"> ● Read Write Inc Red Words to Spell (16 in total) ● Children will be expected to make phonetically plausible attempts to spell words using the phonemes taught |
| the to I no go into he she we me be was so her my by |
| <u>YR1</u> |
| <ul style="list-style-type: none"> ● see next page ● Children will be expected to spell words correctly using the phonemes taught |
| see attached sheet <u>STATUTORY WORDS</u> Monday Tuesday Wednesday Thursday Friday Saturday Sunday |
| Extra graphemes to teach - oe — toes, goes ie chief field Plurals - s es Suffixes - ing ed er est Prefix - un |
| <u>YR2</u> |
| <ul style="list-style-type: none"> ● See next page ● Children will be expected to spell words correctly using the phonemes taught |
| See Yr.2 P of S – spelling [patterns and Common exception words |
| Extra graphemes to teach dge – fudge, judge ge - forge gn – sign gnat gnaw al – petal, metal el – camel travel tunnel il pencil fossil nostril y - cry fly reply |
| <u>Yr 3 & 4</u> |
| PGC will be revised through learning new spellings and spelling patterns in the P of S Statutory spellings from the word list for Yrs 3 & 4 then 5 & 6 need to be rigorously taught and learnt |

| Reception | Year 1 | Year 2 | |
|---|---|--|---|
| I no of my for he your said you be are me go baby the | a do today of said says are were is his has you your they here there where love come some one once ask friend school put push pull full house our Monday Tuesday Wednesday Thursday Friday Saturday Sunday | door floor poor because find kind mind behind child children wild climb most only both old cold gold hold told every 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 everybody even |

To use a capital letter for I

To punctuate sentences using a capital letter and full stop

To use capital letter for the days of the week and places

Joining words and joining clauses using and.

Examples:

- It was raining and cold.
- It was raining and it was cold.

Use adverbs of time to sequence sentences – First Then Next Finally (others are optional)

Examples:

- Later Goldilocks tasted the porridge.

To use capital letters, question marks and exclamation marks to demarcate sentences:

- Sentence: I will go to bed.
- Question: Will you go to bed?
- Exclamation: Bed now!

To add prefixes and suffixes (please see national curriculum)

- using the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs
- to spell all common exception words

Use spaces between words.

Terminology

Letter, capital letter, word, singular, plural, sentence, punctuation, full stop, exclamation mark and question mark.

Year 2

Children will need to continue to use the skills taught in Year 1.

- **To recognise, write and punctuate a statement.**
- **To recognise, write and punctuate a question.**
- **To recognise, write and punctuate a command.**
- **To recognise, write and punctuate an exclamation. (must start with what or how, contain a verb and use an exclamation mark)**

- **Subordination using, when, if, because.**
- **Coordination using, or, and, but to write compound sentences**

Examples:

- I like to have ketchup if I have chips.
- I went to bed because I was tired.
- I go to bed when I am tired.

Noun phrases for description and specification using adjectives.

Examples:

- the blue butterfly
- the man in the moon
- The man on the moon was hungry.

To learn to spell some words with contracted forms and use a possessive apostrophe

Examples:

- The cat's lead was red.
- Don't do that.

Use commas to separate items in a list

Use adverbs of time to sequence events

Examples:

- First then, next, later, after that, finally.
- Later Goldilocks tasted the porridge.

Speech sentences, on a new line. FOR GREATER DEPTH ONLY

Examples:

- "Hello," said Goldilocks.
- Goldilocks said, "Hello".

Use the past, present and progressive form of the verb correctly

Terminology

As in Year 1

Statement, question, exclamation, command, noun, noun phrase, compound, adjective, verb, suffix, adverb, tense (past/present), apostrophe and comma

Year 3/4

Children will need to continue to use the skills taught in Year 1/2.

Speech sentences with inverted comma, on a new line.

Examples:

- "Hello," said Goldilocks.
- Goldilocks said, "Hello".

Coordinating Conjunctions – use to join 2 main clauses and separate with a comma and, so but, or

Examples:

- I ate my dinner, but I couldn't eat my pudding.
- He shivered, for it was very cold.

Subordinate Conjunctions – use to start a subordinate clause the conjunctions before, after, while, because, if, since, although (must include a verb)

If the subordinate clause comes first it must be separated with a comma. If the main clause comes first it's discretionary. (When looking for the clause, listen to the pause)

Examples:

- *After eating my tea*, I ate my pudding
- I ate my pudding *while watching TV*.

Prepositions – tell you where or when something is : above, below, in, before, after, during, in,

Examples:

- I stayed **in** bed because of the bad weather.
- He ate his popcorn **during** the film.

Adverbs to begin a sentence. Adverbs of time, place and manner – use of comma after the adverbial

Examples:

- Suddenly, the door opened. (manner)
- Down by the bay, the battle began. (place)
- At midnight, the clock struck. (time)

Use the present perfect form of verbs in contrast to the past tense.

Example:

- I have seen the movie. (have seen is present, had seen is in the past)

Use nouns and pronouns for clarity and to avoid repetition.

Example

- **Nicola** went to the shops and **she** bought some biscuits.

Apostrophes for possession, plurals and contractions

Examples:

- Don't
- Sarah's singular Princesses' plural

Identify and use determiners

Examples:

- The, an, a, one, some those etc...

Terminology As in Year 1 and 2 - Adverb, preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, vowel, inverted commas, Determiner, pronoun, possessive pronoun, adverbial

Year 5

Children will need to continue to use the skills taught in Year 1/2/3/4.

To use bullet points to list information (no punctuation or all punctuated)

To use a semicolon; to separate longer phrases in a list

To use a semicolon to replace coordinating conjunctions.

To use a : to introduce a list

Examples:

Sarah needed: apples, bananas and oranges

Relative clauses beginning with, who, which, where, when, whose, that or an omitted relative pronoun.

Examples:

- The boy, who was kind, helped the girl with her homework.
- Non embedded clause – I like computers which are fast.

To use coordinating and subordinating conjunctions and commas

Examples:

Coordinating (FANBOYS)

Subordinating- If the subordinate clause comes first it must be separated with a comma. If the main clause comes first it's discretionary. (When looking for the clause, listen to the pause)

- Subordinating e.g. who, which, when, because etc.
- Contrast: however, nevertheless
- Concession: although, despite, still, even though
- Cause and Effect: consequently, thanks to, since, if

To use commas to separate clauses and phrases

Parenthesis – could use commas, brackets or dashes.

Examples:

- The boy (who was kind) helped the girl.

To use adverbs of time, frequency, place, manner and degree.

Indicating degrees of possibility using adverbs or modal verbs. (perhaps, surely, certainly, probably, possibly.

Modal verbs, might, should, will, must)

**** modal verbs can be used as a question – Could you do your homework?**

To use verb forms/tenses correctly

To ensure correct subject and verb agreement when using singular and plural

To use a hyphen (not to be confused with a dash) in compound words to show that the component words have a combined meaning.

Terminology

Modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity

Year 6

Use quotation marks to highlight information or surround a quote

Use a colon to start a list

Use a colon to replace because and to join 2 related sentences

Use a semicolon to separate items in a list

Use a semicolon to replace coordinating conjunctions

Use ellipses

Use a dash

Use a hyphen

Use brackets, dashes or commas for parenthesis

Use commas to avoid ambiguity

Use, preposition phrases to add detail, qualification and precision

Use a wide range of clause structures, sometimes varying their position in the sentence

Create atmosphere, and integrate dialogue to convey character and advance the action

Select vocabulary and grammatical structures that reflects the level of formality required

Use a range of cohesive devices within and across sentences and paragraphs

Use passive and modal verbs appropriately

Spell most words correctly (Year 5 & 6)

Maintain legibility, fluency and speed in handwriting through choosing whether or not to join specific letters

Use active and passive sentences.

The use of question tags – He's your friend, isn't he?

Subjunctive forms – If I were or were they to come.

To identify subject, object and verb in a sentence

To use different verb forms accurately: past/present past perfect/present perfect, past/present/future progressive,

Example:

- I eat/I ate
- I have eaten/I had eaten/He has eaten
- I am eating/I was eating/I will be eating

Terminology

Subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semicolon, bullet points, subjunctive, conjunction

Appendix 3

A minimum of 6 pieces of extended writing is needed per year so there is sufficient evidence to moderate.

Preferably 2 genres of writing /novel. Teachers should use the success criteria for the level the children are working at. All writing should be planned through the whole book approach. Children should be aware of PALS.

See whole school overview - Long term Planning Google Drive

Appendix 4

Reading Domains

- 2a give/explain the meaning of words in context (clarification)
- 2b retrieve and record information/ identify key details from fiction and non-fiction
- 2c summarise main ideas from more than one paragraph
- 2d make inferences from the text/ explain and justify inferences with evidence from the text
- 2e predict what might happen from details stated and implied
- 2f identify/ explain how information/ narrative content is related and contributes to meaning as a whole
- 2g identify / explain how meaning is enhanced through choice of words and phrases – language question
- 2h make comparisons within the text

Appendix 5 – Whole School Novels

See whole school Long term planning on google drive

Appendix 7

Key Stage Two Programme of Work for Spelling and Vocabulary

Year 3 and 4

Teachers will plan 4 spelling lessons each week using a phonic/etymological approach

Statutory Requirement

‘Pupils’ spelling of common words should be correct, including common exception words and other words that they have learnt (see English Appendix 1). Pupils should spell words as accurately as possible using their phonic knowledge and other knowledge of spelling, such as morphology and etymology.’ (P37 NC) 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.

Pupils should learn to spell new words correctly and have plenty of practice in spelling them.

Year 3 and 4 Statutory Spellings

| | | | | | | |
|--------------|-----------|------------|-----------|--------------|------------|-----------|
| accident | calendar | eight | guide | mention | possession | straight |
| accidentally | caught | eighth | heard | minute | possible | strange |
| actual | centre | enough | heart | natural | potatoes | strength |
| actually | century | exercise | height | naughty | pressure | suppose |
| address | certain | experience | history | notice | probably | surprise |
| although | circle | experiment | imagine | occasion | promise | therefore |
| answer | complete | extreme | increase | occasionally | purpose | though |
| appear | consider | famous | important | often | quarter | thought |
| arrive | continue | favourite | interest | opposite | question | through |
| believe | decide | February | island | ordinary | recent | various |
| bicycle | describe | forward | knowledge | particular | regular | weight |
| breath | different | forwards | learn | peculiar | reign | woman |
| breathe | difficult | fruit | length | perhaps | remember | women |
| build | disappear | grammar | library | popular | sentence | |
| busy | early | group | material | position | separate | |
| business | earth | guard | medicine | possess | special | |



Key
Stage
Two

Programme of Work for Spelling and Vocabulary

Year 5 and 6

Statutory Requirement

Page 41 Pupils' spelling of most words taught so far should be accurate and they should be able to spell words that they have not yet been taught by using what they have learnt about how spelling works in English.

Page 46 NC 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.

Notes and guidance (non-statutory)

As in earlier years, pupils should continue to be taught to understand and apply the concepts of word structure so that they can draw on their knowledge of morphology and etymology to spell correctly.

Year 5 and 6 Statutory Spellings

| | | | | | | |
|-------------|-------------|-------------|-------------|-------------|---------------|-------------|
| accommodate | category | determined | forty | marvellous | programme | soldier |
| accompany | cemetery | develop | frequently | mischievous | pronunciation | stomach |
| according | committee | dictionary | government | muscle | queue | sufficient |
| achieve | communicate | disastrous | guarantee | necessary | recognise | suggest |
| aggressive | community | embarrass | harass | neighbour | recommend | symbol |
| amateur | competition | environment | hindrance | nuisance | relevant | system |
| ancient | conscience | equipment | identity | occupy | restaurant | temperature |
| apparent | conscious | equipped | immediate | occur | rhyme | thorough |
| appreciate | controversy | especially | immediately | opportunity | rhythm | twelfth |
| attached | convenience | exaggerate | individual | parliament | sacrifice | variety |
| available | correspond | excellent | interfere | persuade | secretary | vegetable |
| average | criticise | existence | interrupt | physical | shoulder | vehicle |
| awkward | curiosity | explanation | language | prejudice | signature | yacht |
| bargain | definite | familiar | leisure | privilege | sincere | |
| bruise | desperate | foreign | lightning | profession | sincerely | |