ENGLISH AT SHIPLEY

# Friendship, Faith, Future

**SUBJECT: ENGLISH**

# Purpose of study

English has a pre-eminent place in education and in 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. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society; pupils, therefore, who do not learn to speak, read and write fluently and confidently are effectively disenfranchised.

# Aims

The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment. The national curriculum for English aims to ensure that all pupils:

♣ read easily, fluently and with good understanding

♣ develop the habit of reading widely and often, for both pleasure and information

♣ acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for 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

♣ are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

**INTENT**

Literacy and communication are key life skills and the foundation of our curriculum and the love of reading is essential. Through English and the teaching of English, our aim is to ensure we support every child develop the skills and knowledge that will enable them to communicate effectively and creatively through spoken and written language and equip them with the skills to become learners for life. Each child has their own starting point upon entry and progress is measured in line with these starting points. English is a daily discrete lesson and forms the basia of the whole curriculum. Through using high-quality texts, immersing children in vocabulary rich learning environments and ensuring new curriculum expectations and the progression of skills are met, the children will be exposed to a language heavy, creative and continuous English curriculum which will not only enable them to become primary literate but will also develop a love of reading, creative writing and purposeful speaking and listening.

Through the teaching of systematic synthetic phonics, our aim is for children to develop reading fluency by the end of Key Stage One.

Our aim is to achieve a GLD (Good Level of Development) in EYFS in line with national standards, and support children to reach the national standard in the Phonics Screening in Year 1 and KS2 National Tests.

**EYFS**

# Communication and Language

The development of children’s spoken language underpins all seven areas of learning and development. Children’s back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

# Communication and Language

**ELG: Listening, Attention and Understanding**

*Children at the expected level of development will:*

* Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions;
* Make comments about what they have heard and ask questions to clarify their understanding;
* Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

# ELG: Speaking

*Children at the expected level of development will:*

* Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;
* Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;
* Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

# Literacy

It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

# Literacy ELG: Comprehension

*Children at the expected level of development will:*

* Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;
* Anticipate – where appropriate – key events in stories;
* Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

# ELG: Word Reading

*Children at the expected level of development will:*

-Say a sound for each letter in the alphabet and at least 10 digraphs;

* Read words consistent with their phonic knowledge by sound-blending;
* Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

# ELG: Writing

*Children at the expected level of development will:*

* Write recognisable letters, most of which are correctly formed;
* Spell words by identifying sounds in them and representing the sounds with a letter or letters;
* Write simple phrases and sentences that can be read by others.

# Physical Development

# ELG: Fine Motor Skills

*Children at the expected level of development will:*

* Hold a pencil effectively in preparation for fluent writing
* Using the tripod grip in almost all cases;

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IMPLEMENTATION

The structure of English teaching is based upon the 2014 English National Curriculum and covers all of the recommended objectives. The daily English lesson incorporates all handwriting, spelling/phonics, reading and writing activities so that the children are able to use and apply their skills in different contexts. Children have opportunities to use and apply their English skills across the curriculum both with guidance and independently. Phonics groups in EYFS and KS1 are set following assessment and children may move between groups depending on their progress and achievement. Additional adults are trained to support the teaching of English; they work under the guidance of the teacher with small groups of children or individuals. Clear objectives are set for each session and are shared with pupils. ‘Toolkits’ are regularly devised with children, and are used to outline the key features/elements expected in the outcomes of the pupils’ work. Computing is used where it enhances, extends and complements English teaching and learning. Teachers are also expected to plan time within certain writing lessons for children to reflect on their marked work, and independently respond to teacher prompts to improve their writing (see Assessment and Feedback Policy). Teachers use a variety of interactive, multi-sensory and cross-curricular teaching methods to deliver the curriculum and achieve set learning objectives.

# Spoken Language

Speaking and listening form the foundations of all learning in English. Opportunities for conversation, discussion and talk around learning include:

* + Specific teaching of vocabulary using Word Aware approach
  + Questioning and taking risks with language
  + Presenting in-front of an audience
  + Reciting and reading aloud
  + Re-telling, role-play and drama productions
  + Listening to and participating in stories, poems, rhymes and songs
  + Drama activities to enliven and enrich children’s understanding of character
  + Talking the text – opportunities for children to talk about and discuss their reading and writing
  + Debate and collaborative tasks

# Reading

Reading is the way in which children can access the world around them. It provides the ‘mirror’ and the ‘window’, where children can explore difficult concepts, develop their imagination and learn new vocabulary. We seek to ensure that there are multiple opportunities to read throughout the school day as well as giving children many opportunities to listen to stories being read by other children or staff. The aim is for every pupil to be a fluent reader. Strategies include:

* + Shared reading
  + Regular independent reading
  + Home/school reading and reward system
  + Banded RWI books and ‘free readers’, organised so that pupils can select a book for their own level,
  + Specific teaching of vocabulary using Word Aware approach
  + Retreival, inference and explanation opportunities through cross curricular reading comprehension tasks
  + Teachers, teaching assistants and adult volunteers reading with children
  + Phonics is taught systematically following the Read, Write Inc programme which supports the National Curriculum. Children have daily group sessions, learning sounds, actions and letters , games and activities to support sounding out, segmenting and blending for reading and writing ;
  + Those children who are not making age-related progress have one to one or group support as appropriate and targets may be linked to their IEP if they are SEND or additional needs

**Developing a Love of Reading**

* + Children reading across the curriculum: topic books, news articles, class magazines etc…
  + Storytelling and re-enacting stories
  + Inviting library area/book corner in each classroom with a selection of diverse texts
  + Reading Ambassadors in KS2 for peer-to-peer involvement in books leading Reading Assemblies, book time in the library and the upkeep of the library.
  + As well as taking home school scheme books we encourage the children to take home a book of their interest from the school library
  + Each class has an opportunity to visit the library regularly. This should not just be an opportunity to change their book, but time spent browsing and enjoying what is on offer or learning valuable library skills e.g. research
  + The Library display is used to celebrate the diverse range of texts available
  + Visits from authors and illustrators with a big celebration of reading during World Book Day in March
  + Participation in The Weald Book awards (KS2) and the West Sussex Picture book awards (KS1)
  + Annual school Book Fair and termly Big Book Giveaway

In line with our Home-Learning Policy, children are expected to read at least 3 times a week at home, writing in their reading diaries to share ideas about books and to keep a record of what they are reading. This is monitored very systematically by staff who liaise directly with parents if it is not happening. A reward system is in place to support this.

For children who need extra support and practice with reading or are not heard at home extra in school support is given and they become a ‘daily reader’ reading to an adult each day in school.

# Writing

Pupils have access to a wide range of writing opportunities that include:

* + shared writing
  + guided writing
  + independent writing
  + writing different text types and narrative styles
  + writing in different curriculum areas
  + handwriting practice
  + collaborative writing
  + writing related to own experiences and enjoyment
  + writing from a variety of stimuli
  + planning, drafting, editing and presenting

In order to support and develop children of all ages and abilities into becoming confident and independent writers, we plan for a wide range of writing opportunities across the school year with a variety of audiences to write for.

Quality texts and first hand experiences are used as a stimulus for writing. Children regularly have opportunities to write independently, away from the point of teaching, without scaffolded support and across the wider curriculum. Children work collaboratively to produce writing toolkits and are given planned in opportunities.

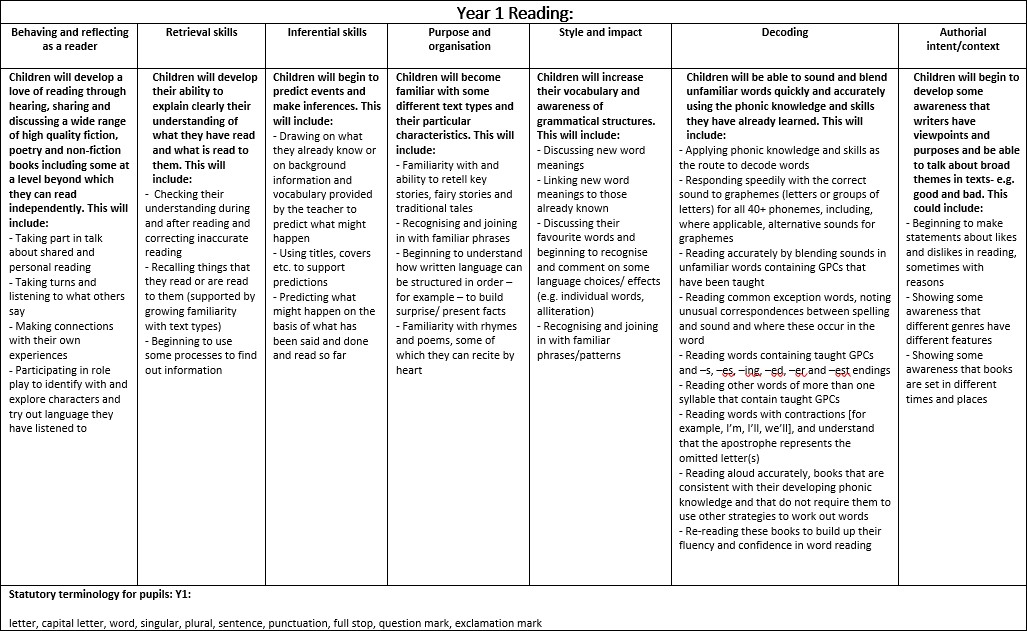
Grammatical terminology is used from an early age and grammar and punctuation is taught discretely as well as embedded it into the flow of lessons to encourage the children to use it in their own writing.

How do we achieve this?

* + Handwriting policy
  + Specific timetabling of spellings, handwriting, reading and writing
  + Cross curricular links
  + Multi-sensory activities
  + Links to class texts and current topics
  + Purposeful real life opportunities
  + A range of final draft presentations
  + Use of different writing materials
  + In summary – purpose and audience for each piece of writing

Disadvantaged and SEND pupils are provided for using a range of strategies – pre-teaching, scaffolds, prompts, word banks, assistive technology and one to one or group support. Older children also act as writing mentors.

**BUILDING KNOWLEDGE AND UNDERSTANDING IN ENGLISH**



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| Year 2 Reading: | | | | | | |
| Behaving and reflecting as a reader | Retrieval skills | Inferential skills | Purpose and organisation | Style and impact | Decoding | Authorial intent/context |
| Children will continue to develop a love of reading through hearing, sharing and discussing a wider range of high quality fiction.  and nonfiction books including some at a level beyond which they can read  independently. This will include:   * listening to and discussing 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 about texts that they listen to and those that they read for themselves   * listening to feedback on their own views * Continuing to extend their understanding of what they have read by   participating in role-play and other drama techniques to help them to identify with and explore characters and to try out the language they have listened to | Children will be increasingly confident in explaining their understanding of what they have read  and what is read to them. This will include:   * Checking that the text makes sense to them as they read and correcting inaccurate reading - Being able to retell strongly patterned stories including a wider range of fairy stories and traditional tales This could include: - Starting to use their understanding of structure and organisation of fiction and non-fiction texts to locate and retrieve information * Making reference to quotations from texts | Children will become more confident in predicting events and making inferences.  This will include:  - Being able to draw on what they already know or on  background  information and vocabulary provided by the teacher to predict what might happen or read between the lines   * Predicting what might happen on the basis of what has been read so far * Making inferences on the basis of what is being said and done * Answering and asking questions to secure their predictions and inferences | Children will be familiar with a wider range of different text types and their particular organisational characteristics. This will include:   * Becoming increasing1y familiar with the structures of a wider range of stories, fairy stories and traditional tales * Discussing the sequence of events in books and how items of information are related * Understanding the idea   of cause and effect in both narrative and non- fiction   * Becoming familiar with and finding their way around non-fiction books that are structured in different ways * Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation, to make the meaning clear | Children will continue to expand their vocabulary and awareness of  grammatical structures  and literary language. This will include:   * Being able to discuss and clarify the meanings of words, linking new meanings to known vocabulary * Understanding the difference between spoken and written language * Discussing their favourite words and phrases; beginning to recognise and comment on some language choices/ effects and   starting to be able to  identify some of the types of words these are   * Recognising simple recurring literary language in stories and poetry * Recognising that particular kinds of language are associated with particular text types | Children will become increasingly fluent readers with more confident blending and less need for sounding out. This will include:   * The ability to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent * Reading accurately by blending the sounds in words that contain the graphemes taught so far. especially recognising alternative sounds for graphemes * Reading accurately words of two or more syllables that contain the same graphemes as above * Reading words containing common   suffixes   * Reading further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word * Reading most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered * Reading aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation * Reading with increasing expression and appropriate intonation | Children will continue to develop awareness that writers have  viewpoints and purposes and may begin to have some  understanding that texts have contexts that affect meaning. This could include:   * Identifying the main purpose * Recognition of some of the features of the context of texts * Beginning to talk about their understanding of what they read or hear making links between texts and text types including film |
| Statutory terminology for pupils: Y2:  noun, noun phrase, statement, exclamation, question, command, compound, suffix, adjective, adverb, verb, tense (past and present), apostrophe, comma | | | | | | |

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| Years 3 & **4 Reading:** | | | | | | |
| Behaving and reflecting **asa reader** | **Retrieval skills** | **Inferential skills** | **Purpose and organisation** | **Style and impact** | **Decoding** | **Authorial intent/context** |
| Children will continue to | Children will develop their **ability to explain their understanding of increasingly complex texts that they have read and** had read to them. This will include:   * Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context * Retelling orally a wider   range of familiar stories including fairy tales, myths and legends   * Asking questions to improve   their understanding of a text   * Identifying main ideas drawn from more than one paragraph and summarising these * Retrieving and recording information from fiction and nonfiction * Using contents pages and indexes to locate information   This could include: - Beginning to use some relevant textual reference/ quotations to support views | Children will become | Children will be | Children will become | Children will read **accurately and at a speed** that is sufficient for them  to focus on understanding **what they read rather than decoding individual words.** This will include:   * •Applying their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English NC   Appendix 1, both to read aloud and to understand the meaning of new words they  meet   * Reading further exception words, noting the unusual correspondence between spelling and sound, and where these occur in the word | Children will continue |
| develop a love of reading  through hearing, sharing and | **increasingly**  confident in | **familiar with a wide**  **range of different text** | increasingly confident in  **identifying how language** | **to develop awareness that writers have** |
| **discussing a broader and** | predicting events and | **types and their** | choices contribute to | **viewpoints and** |
| deeper range of high quality | **making inferences** | **particular** | **meaning and will continue** | **purposes and** |
| fiction, poetry and non-fiction books. This will include: | and begin to explain their ideas. This will | **organisational conventions and will** | **to expand their vocabulary**  and awareness of | **increasingly understand that texts** |
| - Participating in discussions  about fiction, poetry, plays, | include:  - Predicting what | **begin to understand links between** | **grammatical structures**  and literary language. This | **have contexts that affect meaning. This** |
| non-fiction and reference/text  books | might happen from details stated and | **presentation, structure**  and meaning. This will | will include:  - Using dictionaries to check | could include:  - Identifying themes |
| - Listening attentively to a  longer and a wider range of | implied  - Drawing inferences | include:  - Showing increasing | The meaning of words they have read | and conventions in a wide range of texts |
| texts  - Explaining and discussing their | such as inferring characters' feelings, | familiarity with the  patterns and structures | - Extending their interest in  The meaning and origin of | such as the triumph of  good over evil or use |
| Understanding of books, poems and other material, both those | thoughts and motives from their actions, | in a wide range of  books, including fairy | words  - Discussing words and | of magical devices in  fairy stories and folk |
| that they listen to and those that they read for themselves. | and justifying inferences with | stories, myths and  legends | phrases that capture the reader's interest and | tales  - Showing awareness |
| * Being willing to experiment   With reading choices   * Reading for a range of | evidence | - Beginning to identify  how structure and presentation contribute | imagination  - Identifying how language, structure, and presentation | that writers have  different purposes |
| different purposes |  | to meaning | contribute to meaning | This could include: - |
| - Asking self-directed |  | - Recognising the |  | Commenting on the |
| questions/ showing curiosity to deepen their understanding |  | conventions of  organisation, structure |  | effect **that** the reader's  or writer's context has |
| - Preparing readings for |  | and presentation of the |  | on the meaning of |
| performance and showing |  | different forms they |  | texts |
| Understanding through volume, tone, intonation and action. |  | read |  | - Commenting on the |
|  |  | - Recognising some |  | writer's viewpoint |
|  |  | different forms of |  | - Identifying the main |
|  |  | poetry (e.g. free verse; |  | Purpose |
|  |  | narrative poetry) |  | - Commenting on the  effect on the reader |
| Statutory terminology for pupils: **Y3/4:**  Y3: preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas (or 'speech marks') Y4: determiner, pronoun, possessive pronoun, adverbial | | | | | | |

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| Years 5 and 6 Reading: | | | | | | |
| Behaving and reflecting as **a**  reader | Retrieval skills | Inferential skills | Purpose and organisation | Style and impact | Decoding | Authorial  intent/context  I |
| Children will continue to develop a love of reading through hearing, sharing and discussing **a** broader and deeper range of high quality more complex fiction and non-fiction books. This will include:   * Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction, reference books and text books. * In their discussions, building on their own and others' ideas and challenging views courteously * **YS** Recommending to their peers, books that they have read, giving reasons for their choices and providing reasoned justifications for their views * Preparing poems and plays to read aloud and perform, showing understanding through intonation, tone and volume so that meaning is clear to the audience | Children will be confident in explaining their understanding of increasingly complex texts. This will include:   * 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 * Summarising the main ideas drawn from more than one paragraph * Identifying key details that support the main ideas * Retrieving, recording and presenting information from a range of texts including non-fiction and applying these skills in a range of contexts (i.e. cross-curriculum; real life) * Explaining and discussing their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes when necessary * Distinguishing between statements of fact and opinion * Making comparisons within and across books including comparisons of characters, settings and themes * Learning a wide range of poetry by heart * Using relevant textual reference and/or quotation to support views | Children will further develop an **understanding of and ability to** explain inference including how an author crafts a text for effect. This will include:   * Predicting what might happen from details stated and implied * Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with   textual evidence/ quotations  This could include:   * Developing increasingly confident explanations of the inferences identified | Children will be familiar with a range of **increasingly** complex text types and their **organisational** conventions and  will further develop their understanding of the links **between** presentation, structure and **meaning. This will** include:   * Further developing their knowledge and understanding of conventions of   different types of writing such as the use of first person in writing diaries and autobiographies   * Beginning to understand and explain how writers use   organisation and presentational devices to create their own voice and influence the  reader | Children will be able to discuss and evaluate (in verbal  and written form) how authors use language, including **figurative language,** to create meaning and impact on the **reader.**  This will include:   * Identifying and evaluating how language, structure and presentation contribute to   meaning   * Using appropriate technical terminology to discuss and write about what they hear and read e.g. metaphor, simile, analogy, imagery, style, effect. | By the end of year 6, children's' reading and writing will be **sufficiently fluent and effortless for them to** manage the general demands of the curriculum in year 7, across all subjects and not just in English. This will include:   * Applying their growing knowledge of root words, prefixes and suffixes(morphology and etymology}, both to read aloud and to understand the meaning of new words that they meet * Working out any unfamiliar words with increasing automaticity by focusing on all the letters in a word so that they do not, for example, read   **'invitation' for 'imitation'**   * Reading aloud texts of an age-appropriate interest level with accuracy and at a   reasonable speaking pace   * Reading silently | Children will show an increasing recognition and understanding of **the way writers' viewpoints and** purposes are evident in  /affect meaning in texts **and that texts have contexts which affect meaning. This will** include:   * Recognising, identifying and discussing themes (e.g. loss, heroism} in a wider range of writing * Considering different accounts of the same event and discussing   /explaining viewpoints  /purposes(both of authors and fictional characters) within a text and across more than one text  This could include:   * Identifying and beginning to explain similarities and differences between   texts   * Beginning to explain how the contexts in which texts are written and read contribute to meaning |
| Statutory terminology for pupils: YS: modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity Y6: subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points | | | | | | |

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| Year 1 Writing | | | | | |
| Behaving and reflecting as a writer  (Plan, draft, edit) | Purpose and audience  (context) | Structure and  organisation (textual) | Style including language choice, grammar and punctuation | Spelling | Handwriting |
| In self- initiated and | Children begin to write | Children increasingly | Children begin to develop an understanding | Children know all the letters of the alphabet | In their writing |
| teacher directed activities, | for a range of | write in sentences and | of different sentence forms and punctuation | and the sounds they most commonly | children begin to form |
| Children choose to write | purposes, knowing that | their writing becomes | and apply this in their writing. This will | represent; consonant and vowel diagraphs | letters correctly and |
| and use talk to rehearse, | their writing can be to | more cohesive as they | include: | they have been taught and words with | confidently with a |
| compose and reflect on | entertain and/or | develop the use of | - Beginning to make appropriate, simple | adjacent consonants. In their writing, some | comfortable and |
| their work and that of  others. They develop the | inform others. This  could include: | simple connectives. This will include: | word choices {that link to purpose and  audience) drawing on experiences from | spelling is phonically plausible. This will include: | efficient pencil grip and posture. This will |
| habit of reading their own | - Explaining preference/ | - Sequencing sentences | across their learning | -Words containing the 40+phonemesalready | include: |
| writing to check for sense | choice | to form short narratives | - Beginning to use basic sentence | taught | -Beginning to form |
| and meaning. This will | - Writing for their own | - Joining words and | punctuation including: | - Usually correct spelling of common exception | lower case letters in |
| include: | purpose | clauses using 'and' | * capital letters | words for Year 1 | the correct direction, |
| - Saying out loud what they | - Making some apt |  | •Full stops | - The days of the week | starting and finishing |
| are going to write about | word choices to create | This could include: | * Question marks | - Using the spelling rule for adding-s or as | in the right place |
| - Composing a sentence | interest | - Use of time related | * Exclamation marks | the plural marker for nouns and the third | - Beginning to form |
| orally before writing it | - Suggesting viewpoint | words/phrases |  | person singular marker for verbs | capital letters |
| - Discussing what they have | through brief | - Use of headings and | - Using a capital letter to mark names of | - Using the prefix un-to change meaning of | - Forming digits 0- 9 |
| written with the teacher or  other pupils | comments/ questions  about events or actions | numbers  - of openings | people, places, days of the week and the  personal pronoun 'I' | adjectives/adverbs  - Using--mg, -&r:, and where no | - Leaving spaces between words |
| - Reading their writing | - Using some | and/or closings | - English NC appendix 2 Vocabulary, | change is needed in the spelling of root words |  |
| aloud clearly enough to be | appropriate features of |  | Grammar and Punctuation | applying simple spelling rules and guidance |  |
| heard by their peers and | form |  |  | from English NC appendix 1 spelling |  |
| the teacher |  |  |  |  |  |
|  |  |  |  | - Writing from memory simple sentences |  |
|  |  |  |  | dictated by the teacher that include words |  |
|  |  |  |  | using the GPCs and common exception words |  |
|  |  |  |  | taught so far. - *See* English NC appendix 1 |  |
|  |  |  |  | spelling |  |
| Statutory Terminology: Year 1: Letter, capital letter, singular, plural, sentence punctuation, full stop, question mark, exclamation mark | | | | | |

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| **Year 2 Writing** | | | | | |
| **Behaving and reflecting as a writer**  **(Plan, draft, edit)** | **Purpose and audience**  **(context)** | **Structure and**  **organisation (textual)** | **Style** including **language** choice, **grammar**  and punctuation | **Spelling** | Handwriting |
| Children choose **to write**  and continue to develop **planning, editing and evaluative strategies**  (including **peer** and **self-** | Children **identify purpose** and **audience for writing and adopt an appropriate form.**  The **respond positively** | Children's independent **writing shows that writing** is **consciously organised** in different  **ways** for **different** | Children's composing **and editing begins to focus** on **different aspects of style mirroring different text types-including from**  **individual and shared reading. This** will include: | Children **will be able** to spell **correctly many** of **the words covered** in **Year 1 and** be **able to** make phonically plausible **attempts to spell words they have not *yet* learnt. They will** be **capable of increasingly accurate segmentation** | Children **will have**  sufficient **motor skills to write** down **ideas they may be able** to  compose **orally.** They |
| **assessment) that build**  **from their growing text** | **to feedback from teachers** and **other** | **purposes, e.g. narrative, non-** | - Using both familiar and new punctuation  correctly including full stops, capital letters, | of **spoken words** into phonemes, using  **appropriate graphemes to represent them** in | **will use consistent upper and** lower case |
| **knowledge and include both oral and personal** | children. **This will**  include **writing for a** | **narrative and poetry. This will include:** | exclamation marks, question marks, commas  for lists and apostrophes for contracted | **single and multi-syllable words. This will**  include: | **letter sizes. Letter**  **joins begin to become** |
| **recorded** planning. This | **range of purposes:** | - Using a sequence of | forms and the possessive (singular) | - Spelling phonemes for which one or more | **automatic developing** |
| will include: | - Writing personal | sentences to connect | - Using sentences with different forms for | spellings are already known and spelling some | **appropriate letter** |
| - Planning or saying **what**  they are going to write | narratives  -Writing narratives | ideas and events  - Using subordination to | different purposes including statement,  question, exclamation and command | words with each spelling including some  common homophones | **movement and exit**  **strokes. This will** |
| about | (real and fictional) | develop cohesion | - Using the present and past tenses correctly | -Accurate spelling of common exception | include: |
| * Thinking aloud as they collect ideas * Writing down key words | about the experiences of others  -Writing about real | within and between sentences including  using when, if, that, or | and consistently  - Using the progressive form of verbs in the  present and past tense to mark actions in | words  -Accurate spelling of words with 'silent letters'  -Accurate use of the possessive apostrophes | - Forming lower case letters of the correct size relative to one |
| and ideas including new  vocabulary | events  - Writing poetry | because  - Using co-ordination | progress(e.g. she is drumming, he was  shouting) | (singular)  - Accurate spelling of words with more | another  - Beginning to use |
| Encapsulating what they want to say, sentence by sentence  - Evaluating their writing  with the teacher and other | This could include:   * Establishing purpose at general level * Attempting to adopt | (including or, and, but) This could include:  - Ordering and  sequencing material logically and reflecting | * Using expanded noun phrases to describe and specify * Using some features of written Standard   English   * Using the grammar for Year 2 - including | contracted forms   * Forming nouns using suffixes such as- ness and*--3l* and by compounding(for example whiteboard, superman) * Forming adjectives using suffixes such as-!l !J, | diagonal and horizontal strokes to join letters  - Understanding which  letters are best left |
| pupils | viewpoint | reading experiences | the grammatical terminology | -less | unjoined |
| - Re-reading to check that their writing makes sense  and that verbs to indicate | - Some attempt at  appropriate style with attention to reader | - Extending sequences  of sentences to build sections or paragraphs | - English NC appendix 2 Vocabulary, Grammar and Punctuation | - Using suffixes----&-rm I in adjectives and the use of -!x in Standard English to turn adjectives  into adverbs | - Using spacing between words that  Reflects the size of the letters |
| time are used correctly and | - Sometimes using main | of text |  | -Apply spelling rules and guidance |  |
| consistently, including | features of selected | - Using fitting openings |  | - See English NC appendix 1 spelling |  |
| verbs in the continuous form - Proof-reading to | form | and ending |  |  |  |
| check for errors in spelling, |  |  |  |  |  |
| grammar and punctuation |  |  |  |  |  |
| - Reading aloud what they |  |  |  |  |  |
| have written with |  |  |  |  |  |
| appropriate intonation |  |  |  |  |  |
|  |  |  |  |  |  |
| Statutory Terminology: Year 2: noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense (past, present), apostrophe, comma | | | | | |

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| Years 3 **and 4 Writing** | | | | | |
| Behaving and reflecting as a writer  (Plan, draft, edit) | Purpose and audience  (context) | Structure and organisation (textual) | Styte including language choice, grammar and punctuation | Spelling | Handwriting |
| In children's research, planning, drafting and editing there is evidence of an increased  awareness of and reflection on how to enhance the effectiveness of writing. This will include:   * Development and use of a preferred style of planning for writing in a range of curricular contexts. * Development and use of a repertoire of forms and structures arising from shared/guided reading and drafting activities * Commenting on the effectiveness of their own and others' writing, suggesting improvements and acting on suggestions about their own writing. * Increasingly effective proof reading for accuracy, meaning and impact and evidence of changes as a result * Ability to read their writing to others using appropriate intonation, tone and volume to   convey meaning | Children's planning and writing shows increasing awareness of purpose and audience. Word choice and structure begins to reflect this.  This will include:   * Showing knowledge and understanding of a range of writing forms, their features and when to apply them- for example * An explanation; a description; a narrative   This could include: - Beginning to establish and sustain a viewpoint   * Increasing elaboration   on information/events   * Increasing clarity in terms of main purpose of writing * Increasing adaptation of style to get the attention of the reader | Children explore and apply a range of different text structures and organisational devices to develop coherence and cohesion. This will include:   * Organising paragraphs around a theme (clustering related points) * Creating settings, character   and plots in narrative writing   * Use of a range of narrative structures * Using a range of   organisational devices such as headings and sub-headings   * Using appropriate pronouns   or nouns within and across sentences to aid cohesion and avoid repetition  This could include:   * Use of fitting openings and endings sometimes linked * Beginning to use some simple links between paragraphs * Beginning to sequence ideas   or material logically | Children begin to make conscious style choices that reflect a broadening understanding of text types-including those from individual and shared reading. This will include:   * Using an increasingly varied vocabulary   -Showing an increasing understanding of the differences between standard and nonstandard English   * Understanding and using some figurative language * Using more varied sentence structure   including wider range of conjunctions to create sentences with more than one clause   * Accurate use of pronouns in sentences * Expressing time, place and cause using conjunctions, adverbs or prepositions * Beginning to use some subordination * Use of the present perfect form of verbs * Increasingly accurate punctuation of direct speech * Using expanded noun phrases by adding   modifying adjectives, nouns and preposition phrases   * Using commas after fronted adverbials * Accurate demarcation of straightforward sentences * See English NC appendix 2 Vocabulary,   Grammar and Punctuation | Children draw on a range of  strategies to spell as accurately as possible including- for example - phonic knowledge, morphology and etymology. This will include:   * Spelling new words correctly * Using further prefixes and   Suffixes and understanding how to add them   * Spelling further homophones * Spelling words that are   often misspelt   * Placing the possessive apostrophe accurately in words with both regular and irregular plurals * Using the first two or three letters in a word to check spelling in a dictionary * Writing from memory simple sentences dictated by the teacher that include words and punctuation taught so far * See English NC appendix 1 spelling | Children's handwriting  should be increasingly legible and consistent with joined handwriting as the norm and an ability to use it fast enough to keep pace with what they want to **say.** This should include:   * Use of diagonal and horizontal strokes to join letters * Joining of appropriate adjacent letters * Appropriate spacing   of lines of writing   * Parallel and equidistant |
| Statutory Terminology: Years3 & 4: in addition to Y1and 2:  Year3: preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas (or 'speech marks'), determiner. Year 4:pronoun, possessive pronoun, adverbial | | | | | |

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| Years 5 and 6 Writing | | | | | |
| Behaving and reflecting as a  writer  {Plan, draft, edit) | Purpose and audience  {context) | Structure and  organisation {textual) | Style including language choice, grammar and punctuation | Spelling | Handwriting |
| *In the research, planning drafting and editing, children will refine their ability* to *reflect on and make changes* to *enhance the effectiveness of their writing.*  **This will include:**   * In the planning of their writing, noting and   developing initial ideas and drawing on reading and research when necessary.   * Making choices to change and enhance meaning in   terms of vocabulary, punctuation and grammar.   * Evaluating and editing by assessing the effectiveness   of their own and others' writing.   * Proof reading to ensure accuracy of spelling and   punctuation as well as the clarity of meaning and the effectiveness of their writing for audience and purpose.   * Precising longer passages * Performing their own compositions using   appropriate intonation volume and movement so that meaning is clear | *Children's writing will reflect their increasing understanding of the*  *audience for and purpose of their writing bit the*  ***appropriate selection of vocabulary and grammar.* This will include:**   * Selecting the appropriate form   and using other similar writing as models for their own   * In their selections of vocabulary and   grammar, demonstrating an understanding of how these choices can change and  enhance meaning for the audience   * Drawing on wider reading and   performances to inform development of setting and character in narratives   * Applying and using effectively their   understanding of the use of formal or informal language structures for different genres | *In their writing, children should be able* to *consciously control sentence and whole text structure* ***and understand why sentence / texts are constructed as they are* This will include:**   * In narratives, describing   settings, characters and atmosphere and integrating dialogue to convey character and advance action   * Using a wide range of devices to build   cohesion within and across paragraphs   * Using further   organisational and  presentational devices to structure texts and  guide the reader (for example: headings; bullet  points;  underlining) | *Children's grammar and punctuation should be broadly accurate and they will have an increased knowledge of language gained from a wide range of sources of fiction and* non-fiction. *They will understand nuances in vocabulary choice* ***and age-appropriate academic vocabulary.* This** will **include:**   * Selecting appropriate grammar and vocabulary which show their understanding of how such choices can   change and enhance meaning   * Consistent 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 * Using appropriate vocabulary and structures for formal speech and writing, including subjunctive forms * Using passive verbs to affect the presentation of information within a sentence * Using the perfect form of verbs to mark relationships of cause and time * 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)   * Using commas to clarify meaning or avoid ambiguity * Using hyphens to avoid ambiguity * Using dashes, brackets or commas to indicate parenthesis * Using colons, semi-colons or dashes to mark boundaries between independent clauses * Using a colon to introduce a list * Punctuating bullet points consistently * Using and understanding the grammar and terminology   **forYears5 and 6** in **Appendix 2** | *Children's spelling of most words taught so far should be accurate and they*  *should be able* to *spell* ***words that they have* not *been taught by using what they know about how***  ***spelling work sin English.***  **This will include:**   * Using further prefixes and suffixes and   Understanding the guidance for adding them   * Accurate spelling of words with silent   letters   * Continuing to distinguish between   homophones and other words which are often confused   * Using knowledge of morphology and   etymology in spelling and understanding that the spelling of some words needs to be learnt specifically (as listed in Appendix **1)**   * Using dictionaries to   check the spelling and  meaning of words   * Using a thesaurus   **See Appendix 1** | *Children should be able* to *write legibly; and fluently and with increasing* ***speed.***  **This will include:**   * Choosing which shape of letter   to use when given choices and deciding whether or not to join specific letters   * Choosing the writing   implement that is best suited for the task   * Using an un-   joined style-  for example- for labeling a diagram/ writing e-mail address   * Varying standard of   handwriting for particular tasks e.g. quick notes  vs. final draft |
| *Statutory Terminology:* Year 5: modal verb; relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity. Year 6: subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points | | | | | |

**IMPACT**

Children leave Shipley CE Primary School as happy, confident learners who have developed a love of reading and writing with the key skills and knowledge necessary for the next stage of their learning. They have shown good levels of progress, sustained learning and have developed transferrable skills. They have high aspirations and are confident in the art of speaking and listening, able to successfully use discussion to communicate and further their learning.

Assessment criteria has been developed in line with the National Curriculum requirements, and enables us to assess children as they move through each stage of their learning journey. We attend Locality moderation meetings to discuss standards wider than within our own school. In addition to this, the teachers in EYFS and Years 2 and 6 attend Statutory Assessment Training each year.

It is intended that every child in our school continues on their learning journey with a love for reading and writing that will last a lifetime. We are confident that our pupils have developed the knowledge and skills that will help them as they continue on to high school.

Reading

* Attainment in reading is measured using the statutory assessments at the end of Key Stage One and Two. These results are measured against the reading attainment of children nationally.
* Attainment in phonics is measured by the Phonics Screening Test at the end of Year 1.

However, we firmly believe that reading is the key to all learning and so the impact of our reading curriculum goes beyond the results of the statutory assessments. Through weekly library sessions, sharing reading as a class, reading assemblies and the work of our school pupil group ‘The Book Worms’, we promote reading for pleasure continually.

Writing

Our Writing curriculum is planned to demonstrate progression. We measure the impact of our curriculum through the following methods:

* A reflection on standards achieved against the planned outcomes
* Children can understand and apply the fundamental principles of spelling, grammar and punctuation in their writing
* Children can evaluate, improve and redraft their writing
* Children are responsible, competent, confident and creative writers
* Children develop an author’s voice
* Children communicate clearly using accurate grammar, punctuation, handwriting and spelling
* Children will develop competence in transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech and writing) at national expectation and at greater depth

The impact of our curriculum through the following methods:

* + Pupil discussions and interviewing the pupils about their learning (pupil voice).
  + Governor monitoring with our subject link governor.
  + Annual reporting and tracking of standards across the curriculum.
  + Photo and video evidence of the pupils’ reading fluency, speaking and listening and practical learning.