

# Bishop Perrin Church of England Primary School

## English Policy (including Early Reading and Phonics)

Non-Statutory Policy



*Our school is a Church of England School and works in partnership with our two local parish churches, St Augustine's and Ss Philip & James'. We aim to reflect the values, traditions and beliefs of the Christian Faith and therefore our Spiritual Values underpin everything that we do.*

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# 1 INTRODUCTION

Our school is a Church of England School and works in partnership with our two local parish churches, St Augustine's and St Philip and St James'. We aim to reflect the values, traditions and beliefs of the Christian Faith and therefore our Spiritual Values underpin everything that we do.

## **The Importance of English**

We believe that English:

- is fundamental to all learning
- equips pupils with the skills, knowledge and concepts to access all learning and make progress across the curriculum
- provides opportunities for pupils to express themselves in spoken and written form in a variety of contexts
- leads to pupils formulating and organising their thoughts

## **Aims:**

- to provide a planned curriculum which is consistent with the National Curriculum expectations for [English in KS1 and KS2](#) and reflect the recommendations made in the [Statutory Framework for the Early Years Foundation Stage](#) (2021)
- plan and deliver a broad and balanced curriculum for oral communication, reading and writing and recognise how these support one another
- to provide opportunities for pupils to consolidate English skills across the curriculum

## **We aim for children to be able to:**

- read with accuracy, fluency, understanding and enjoyment
- speak confidently, fluently and accurately using vocabulary and grammar of spoken English
- formulate, clarify and express their ideas
- listen, understand and respond appropriately
- understand and respond to a wide range of literary texts
- analyse and evaluate a range of texts
- retrieve and extract information from a variety of texts
- formulate opinions based upon a range of texts and select evidence to support their ideas
- construct and convey meaning in standard written English
- write with confidence, fluency and accuracy
- develop an increasing range of compositional and presentational skills
- write in a variety of forms, for a variety of purposes, for a variety of audiences

## 2 READING

At Bishop Perrin School, we value reading as a crucial life skill. By the time children leave us, it is our aim that they will read confidently for meaning and regularly enjoy reading for pleasure. Our readers will be equipped with the tools to tackle unfamiliar vocabulary. We encourage our children to see themselves as readers for both pleasure and purpose.

Reading drives our curriculum design. Each half-termly theme (fortnightly in Year R) has carefully selected, high-quality fiction text/s linked to it. The text is read as a class and the reading and writing lessons for that half-term are directly linked to this text. Multiple copies of the key texts are available so all children can see and read along in the lesson. A framework of key texts (appendix 1) ensures that children read a wide range of texts as they progress through the school, covering different genres; a wide variety of authors and representing a diverse range of experiences, settings and text complexities. This framework is reviewed regularly to maintain its relevance to the pupils of Bishop Perrin School.

### ***When teaching reading, teachers will:***

- promote an enjoyment of reading and reading for pleasure
- ensure all children are read to everyday
- read with each child at least once a week (mostly facilitated through reading practise / guided reading sessions)
- encourage children to read regularly at home
- provide a language-rich learning environment
- provide daily phonics sessions (YR – 2) following the [Little Wandle Letters and Sounds Revised](#) phonics programme, teaching with fidelity to the scheme
- provide carefully selected reading practise books that are closely matched to the child's phonics knowledge and development (YR – Y2) and choice of matched reading-level books (KS2)
- facilitate daily reading practise sessions (YR – Y2) and guided reading sessions (KS2)
- support children to read each theme's key fiction text completely during a half term and plan English learning linked to it
- identify children who are at risk of falling behind and put in measures to help them keep up / catch up
- actively teach and review new vocabulary, across all subjects
- use and read non-fiction books actively to enhance knowledge and understanding of the current theme and for research purposes across the curriculum
- encourage children to develop and justify their opinions about things they have read and support them to structure their responses coherently
- ensure all children have the opportunity to visit the school library at least once a week; take home a new 'sharing reading book' of their choice each week; and visit the local library once a term

### ***Ensuring reading for pleasure***

We value reading for pleasure highly and work hard to grow our 'Reading for Pleasure' pedagogy. We do this in the following ways:

- we read to children every day. We choose these books carefully as we want children to experience a wide range of books, including books that reflect the Bishop Perrin School community and our local community as well as books that open windows into other worlds and cultures
- reading is embedded across our curriculum
- every classroom environment is designed to encourage a love for reading
- in Reception, children have access to the reading corner every day in their free-flow time and the books are continually refreshed
- from Year 2 onwards, children are encouraged to choose their own reading practise book, overseen by the class teacher for suitability, ability and progress

- all children have the opportunity to choose their weekly 'sharing reading book' from the school library (weekly) and local library (termly)
- all children from Reception onwards have a home-reading record. The parent/carer records comments to share with the adults in school. In Year R and KS1 adults will write in this on a regular basis to ensure communication between home and school.
- As the children progress through the school, they are encouraged to write their own comments and keep a list of the books/authors that they have read.
- The school library is available for classes to visit at timetabled times every week, as well as opportunities for children to visit during lunchtime if they choose to. Children have the opportunity to become library monitors and suggest new titles to be purchased for the library.
- Children across the school have regular opportunities to engage with a wide range of 'Reading for Pleasure' events (author visits, drama workshops, national events, etc).

## **Early reading and phonics**

At Bishop Perrin School we believe that all our children can become fluent readers and writers. It is essential that our approach to teaching phonics and reading is accessible to all learners, regardless of background.

We teach early reading through [Little Wandle Letters and Sounds Revised](#), which is a systematic and synthetic phonics programme. We start teaching phonics in the autumn term of Reception and follow the Little Wandle Letters and Sounds Revised progression through until the end of Year 1. This ensures children build on their growing knowledge of the alphabetic code, mastering phonics to read and spell as they move through school.

This approach ensures all our children are able to tackle any unfamiliar words as they read. We model the application of the alphabetic code through phonics in shared reading and writing, both inside and outside of the phonics lesson and across the curriculum. We have a strong focus on language development for our children because we know that speaking and listening are crucial skills for reading and writing in all subjects.

### ***Daily phonics lessons in Reception and Year 1***

We teach phonics for 30 minutes a day. In Reception, we build from 10-minute lessons, with additional daily oral blending games, to the full-length lesson as quickly as possible. Each Friday, we review the week's teaching to help children become fluent readers.

Children make a strong start in Reception: teaching begins in Week 2 of the Autumn term.

We follow the Little Wandle Letters and Sounds Revised expectations of progress:

- Children in Reception are taught to read and spell words using Phase 2 and 3 GPCs, and words with adjacent consonants (Phase 4) with fluency and accuracy
- Children in Year 1 review Phases 3 and 4 and are taught to read and spell words using Phase 5 GPCs with fluency and accuracy.

(see appendix 2 for the progression of sounds)

### ***Daily keep-up lessons ensure every child learns to read***

Any child who needs additional practice has daily keep-up support, taught by a fully trained adult. Keep-up lessons match the structure of class teaching, and use the same procedures, resources and mantras, but in smaller steps with more repetition, so that every child secures their learning.

We timetable multiple weekly phonics lessons for any child in Year 2 and above who is not fully fluent at reading or has not passed the Phonics screening check. These children urgently need to catch up, so the gap between themselves and their peers does not widen. We use the Rapid Catch-up assessments to identify the gaps in their phonic knowledge and teach to these using the Rapid Catch-up resources – at pace.

These short, sharp lessons last 15-20 minutes daily and have been designed to ensure children quickly catch up to age-related expectations in reading.

### ***Teaching reading: reading practice sessions three times a week***

We teach children to read through reading practice sessions three times a week.

These sessions:

- are taught by a fully-trained adult to small groups of approximately six children
- use books matched to the children's secure phonic knowledge using the Little Wandle Letters and Sounds Revised assessments and book matching grids
- are monitored by the class teacher, who rotates and works with each group on a regular basis

Each reading practice session has a clear focus, so that the demands of the session do not overload the children's working memory. The reading practice sessions have been designed to focus on three key reading skills:

- decoding
- prosody: teaching children to read with understanding and expression
- comprehension: teaching children to understand the text

In Reception, these sessions start in Week 4. Children who are not yet decoding have daily additional blending practice in small groups, so that they quickly learn to blend and can begin to read books.

In Years 2 and 3, we continue to teach reading in this way for any children who still needs to practise reading with decodable books.

### ***Home reading***

A copy of the decodable reading-practise book is assigned weekly online, to ensure success is shared with the family.

Reading for pleasure books also go home for parents to share and read to children. We share the research behind the importance and impact of sharing quality children's books with parents through workshops and information on our website.

We use the Little Wandle Letters and Sounds Revised parents' resources to engage our families and share information about phonics, the benefits of sharing books, how children learn to blend and other aspects of our provision, both online and through workshops.

### ***Additional reading support for vulnerable children***

Children in Reception and Year 1 who are receiving additional phonics Keep-up sessions read their reading practice book to an adult daily.

### ***Ensuring consistency and pace of progress***

Every teacher has been trained to teach reading, so we have the same expectations of progress. We all use the same language, routines and resources to teach children to read so that we lower children's cognitive load. Click here to see a [glossary of terms](#) that we use consistently across the school.

Weekly content grids map each element of new learning to each day, week and term for the duration of the programme. Lesson templates, Prompt cards and 'How to' videos ensure teachers all have a consistent approach and structure for each lesson.

The English Leader and SLT regularly monitor and observe teaching; they use the summative data to identify children who need additional support and gaps in learning.

### ***Assessment of early reading and phonics***

Assessment is used to monitor progress and to identify any child needing additional support as soon as they need it.

Assessment for learning is used daily within class to identify children needing keep-up support; and weekly in the Review lesson to assess gaps, address these immediately and secure fluency of GPCs, words and spellings.

Summative assessment for Reception and Year 1 is used every six weeks to assess progress, to identify gaps in learning that need to be addressed, to identify any children needing additional support and to plan the keep-up support that they need.

**Fluency assessments** measure children's accuracy and reading speed in short one-minute assessments. They are used:

- in Year 1, when children are reading the Phase 5 set 3, 4 and 5 books
- with children following the Rapid Catch-up programme in Years 2 to 6, when they are reading the Phase 5 set 3, 4 and 5 books
- to assess when children are ready to exit their programme. For Year 1 children, this is when they read the final fluency assessment at 60–70+ words per minute. Older children can exit the Rapid Catch-up programme when they read the final fluency assessment at 90+ words per minute. At these levels, children should have sufficient fluency to tackle any book at age-related expectations. After exiting their programme, children do not need to read any more fully decodable books.

A **placement assessment** is used with any child new to the school in Reception and Year 1 to quickly identify any gaps in their phonic knowledge and plan and provide appropriate extra teaching.

The **Rapid Catch-up assessment** is used with any child new to the school in Year 2 and above to quickly identify any gaps in their phonic knowledge and plan and provide appropriate extra teaching.

### ***Statutory assessment for phonics***

Children in Year 1 sit the Phonics screening check. Any child not passing the check re-sits it in Year 2.

### ***Ongoing assessment for Rapid Catch-up in Years 2 to 6 for phonics***

Children in Year 2 to 6 are assessed through:

- the Rapid Catch-up initial assessment to quickly identify any gaps in their phonic knowledge and plan appropriate teaching
- the Rapid Catch-up summative assessments to assess progress and inform teaching
- the Rapid Catch-up fluency assessments when children are reading the Phase 5 set 3, 4 and 5 books for age 7+.

The fluency assessments measure children's accuracy and reading speed in short one-minute assessments. They also assess when children are ready to exit the Rapid Catch-up programme, which is when they read the final fluency assessment at 90+ words per minute.

### **Reading in Years 2 - 6**

Early reading and phonics skills form the basis of our reading teaching and learning in years 2 – 6.

### ***Whole-class reading***

We build on previous learning in Reception and Year 1. The children are taught a variety of reading comprehension skills during their whole-class English lessons. Based around the class text, children explore a range of comprehension reading skills including vocabulary, inference, prediction, explanation, retrieval and summarising. They are taught how to respond to a text and articulate their responses clearly.



Key texts are chosen for their quality, text complexity, range of genres and authors, and representation of the Bishop Perrin School community.

### ***Guided reading***

Whole-class reading lessons are supplemented though daily, ability-grouped guided reading sessions. Guided reading sessions last for approximately half an hour (in addition to the daily English lesson) and enable the teacher to work closely with each group every week, targeting texts and teaching reading skills at their level. Organisation of guided reading is based on a carousel format.

Guided reading sessions are planned to include a teacher-led group and where possible a TLA-led group to provide the opportunity for all children to read with an adult at least twice a week. These sessions take the form of a book-discussion group, and are used to target specific reading skills and comprehension appropriate to the group's ability. Other activities in the guided reading carousel are designed to allow the children to work independently and to consolidate skills from across the English curriculum such as reading comprehension, handwriting and spelling.

Guided Reading books are stored in the Literacy Room and the classrooms (specific year group theme-related reading books). They match our book-band system to help teachers to target specific reading levels and then gradually progress to more challenging novels. Our guided reading books provide opportunities for children to read widely across the curriculum and to provide a window into other worlds and experiences.

### ***Keep up / Catch up provision***

In addition to the guided reading sessions, extra provision will be made for children who are struggling with their reading. These are children who are identified as those who, in the previous year:

- did not make EXS in Y2 – 5 the previous year
- are not making expected progress at key summative assessments throughout the year
- those identified by the class teacher through the on-going assessment of their daily classwork / guided reading sessions who will benefit from keep up sessions

These children's progress is tracked on the pupil progress document for their class and this is reviewed termly. Teachers will ensure that these children read with a TLA every day on an individual basis, and access the in-school volunteer reading programme to target children who need further intervention and support. Where appropriate, these children will also receive targeted phonics keep up / catch up support or reading interventions such as precision reading provided by our reading intervention teacher or our Beanstalk reading volunteers. This support is also open to any child who may be identified during the course of the academic year as being in need of extra support as a result of on-going teacher assessment during the school year.

### ***Home reading***

Children in Year 2 – 6 are assigned two reading books each week. They are expected to have both books in class everyday and take them home each night to encourage consistency in reading and completing a book. These books are:

- **a reading practise book** – this book is levelled and is matched to the child's reading ability. The books are designed to cover a range of fiction and non-fiction texts, to ensure breadth of reading, and to support fluency and comprehension.
- **a reading sharing book** (reading for pleasure book) – the child selects this book from the library. For younger children, it is designed to be read to the child by an adult. As the children become more confident readers, it is designed to be a book the children choose to read for pleasure.

Our reading practise books follow the Big Cat Collins reading scheme (the same provision as our phonics reading practise books). For Year 2 – 6, they range from purple – pearl level and

ensure children read widely across the curriculum. Our books are carefully selected to cover fiction and non-fiction in categories including:

- books like me; real life experiences and stories from a range of ethnic and social backgrounds
- books featuring neurodiverse characters;
- books featuring characters with different physical abilities;
- books featuring a range of family structures;
- books featuring positive female role models and real-life stories of pioneering women;
- books that explore different careers with a focus on STEM
- books that support mental and emotional wellbeing

In upper KS2, as the children become more competent readers and have completed all levels, they move on to become a 'free-reader'. At this stage, they just have one reading book and they choose reading books from the library guided by a reading bingo activity, to ensure a wide range of self-selected books.

Children in Y2 & Y3 (and beyond if appropriate) who continue to require support with their phonics will continue to be provided with targeted reading books linked to the stage of their phonics knowledge.

Home readings of these books are recorded by the parents in the child's reading log / homework diary. Children are expected to have their reading books and reading logs / homework diaries in school every day. The children are expected to read every week day for homework; this is recorded in their homework diaries. Children are expected to have their current reading books in class every day.

### ***Library***

Each class has a timetabled opportunity to visit the library every week and the library is open at lunchtimes to encourage children to enjoy being in the library and to allow children to change their library books on a regular basis.

Children are encouraged to become library monitors to support the organisation and management of the library. They have the opportunity to suggest new titles for books to be available in the library.

All classes will visit the local library once a term, and families are encouraged to have a library card.

### ***Reading classroom environment***

Each classroom has a reading display that reflects the reading 'journey' of the class text that the children are currently reading. This is a work in progress over the course of a half term and reflects the children's learning about the key text/s for their theme.

Year R, 1 and 2 classrooms have a reading corner and a reading display to actively promote a love of reading. In Year R – 2, reading boxes are available for children to select reading books from, in addition to the books available in the library. The books in these boxes are a mixture of familiar books, books linked to the theme, and new books. These books are changed each term.

In KS2 classrooms, a conscious decision has been made not to store a selection of reading books in a book corner for the children to select from. This is designed to encourage perseverance and commitment with reading. Children visit the school library weekly to select their personal reading book and ensure they have their reading book in class every day so they can be reading it consistently at home and at school, rather than selecting books randomly from a class supply as and when they need them. However, there will always be a strong presence of books on display in all classrooms through availability of information books linked to the current theme and other areas of the curriculum.

Children are read to everyday in Years 2 – 6, either during their English lesson, guided reading or at the end of the day.

### **3 WRITING**

As with reading, the Statutory Framework for the Early Years Foundation Stage (2017) and National Curriculum provide the objectives that form the basis of writing at Bishop Perrin School.

***Teachers at Bishop Perrin School will:***

- support children to become independent writers and develop their writing skills through exposure to high quality examples of written texts, study of exemplar texts, modelling and guidance
- ensure children compose writing in different forms, genres and styles and for a range of purposes
- teach grammar and punctuation skills in context, supporting children to be fluent in these skills to become increasingly accurate writers
- encourage children to read their work to other children, adults and classes where possible
- train children to use skills of self-assessment, editing and checking
- provide opportunities for writing for a purpose, e.g. to publish their work in a book, to present to the class, to share their story with a friend, to create a display, contribute to a class newspaper, form part of a debate, etc.
- use additional resources to texts to stimulate and motivate ideas including use of film, drama, music and art
- ensure the children are provided with a clear focus for their writing
- set realistic writing target 'next steps' and evaluate regularly to ensure the children are working towards them
- encourage children to create their own writing success criteria to support them in the development of extended writing texts of specific genres
- use guided writing sessions, as appropriate within the lesson, to target specific children's writing needs

In addition to the National Curriculum objectives, a framework of writing texts (appendix 3) ensures that in each theme children will work towards completing at least two extended pieces of writing per half term.

This framework ensures progression and variety in the genres, form and styles that the children will have experienced writing by the time they finish KS2. In addition, opportunities for extended writing are provided across all subjects in the curriculum. A framework of sentence structures (appendix 4) supplements the framework for teaching grammar, text and word as set out in the National Curriculum, and ensures children are taught a wide variety of sentence styles from Y1 – 6 to support them in writing fluently in a varied and creative manner.

Units of written work follow the format of the 'writing process', a process that includes 'cold' and 'hot' writing tasks at the start and end of a unit for assessment purposes; analysis of high-quality exemplary texts; exploration of language and vocabulary; appropriate compositional and grammatical features; drafting, editing and publishing (appendix 5).

### **4 SPOKEN WORD**

All staff at Bishop Perrin School will encourage children to speak confidently, fluently and accurately using the vocabulary and grammar of spoken English; and act as a good role model for verbal communication.

***Teachers at Bishop Perrin School will:***

- act as role models for the spoken word in their everyday communications with the children
- provide regular opportunities to develop oral communicative skills through drama and role-play during English lessons and across the curriculum
- help children to speak appropriately in different contexts, situations and with a range of people
- provide children with opportunities for speaking in front of an audience (class assemblies, productions, story-telling festival, borough events, etc.)
- encourage the children to formulate, clarify and articulate their ideas
- encourage children to ask relevant questions to extend their knowledge and understanding
- help children to adapt their speech towards a wider range of circumstances and demands
- encourage children to listen, understand and respond appropriately to others
- provide a role-play area in their classroom (YR & Y1) to encourage creative thinking and speaking and listening opportunities
- provide opportunities for children in Year R and Year 1 (and beyond) to learn and perform songs, rhymes, poems off-by-heart

## **5 SPELLING**

The Statutory Framework for the Early Years Foundation Stage (2017) and the National Curriculum provide teaching objectives for spelling. These have been incorporated into the school's schemes of work for phonics in Year R / 1 and spelling in KS2. Year 2 follow a hybrid scheme, reviewing and building on their phonics learning in Year R and Year 1, transitioning to the spelling programme later in the year.

***Teachers at Bishop Perrin School will:***

- follow the Little Wandle Letters and Sounds Revised programme for teaching phonics and spelling in Year R and Year 1
- provide short, daily spelling sessions in Year 2 and KS2 giving children the opportunity to explore sounds, letters, patterns, rules (and rule exceptions) building upon and applying the phonics knowledge and skills they have learnt in YR / KS1
- assess the children's spelling at the end of each week in the form of dictation of words / sentences linked to that week's learning
- provide a weekly online spelling homework activity in KS2
- ensure all children in KS2 keep a spelling log in the back of their English books to track misspelt words and highlight misspelt words in other curriculum books
- encourage children to transfer their spelling skills across the curriculum by directing children to correct spelling mistakes in all work
- encourage the children to take ownership for the accuracy of their spelling, making good use of resources such as their spelling log or a dictionary to check their work
- encourage the children to self-evaluate their writing to check and improve the accuracy of their spelling
- avoid over reliance of the use of worksheets for the teaching of spelling
- ensure KS2 children keep a spelling chart in their spelling activity book in which they keep track of words they know / need to learn to spell, to support personalised spelling lists, allowing for regular opportunities to assess and update the chart

Teachers will always encourage children to 'have a go' at spelling and mark according to the guidelines to the Marking and Feedback Policy.

## **6 HANDWRITING**

At Bishop Perrin we have high expectations for the standard of handwriting and presentation of children's work. If children take pride in the presentation of their work it follows that this should have a positive impact on the quality of their work.

Teachers set and maintain high expectations for the standard of presentation of handwriting and lead by example when marking books, writing on the board, etc. Teachers in Year R and 1 use a printed script when communicating with children. In Year 2, the teacher models a transition from printed to joined script, with teachers in KS2 using the school joined script.

Letter / number formation and the correct pencil grip is taught in Reception in conjunction with their phonics learning (see appendix 4 & 5 for guidelines). This is then consolidated and developed through key stage one and two, following the school handwriting scheme of work. This scheme maps clear progression across each term and each year group in letter formation, joining of letters and developing a neat, legible handwriting style. This scheme is supported by Nelson Handwriting workbooks and text books and specific instructions for letter formation.

It is important to note that we differ from the Nelson Scheme when it comes to 'break' letters. According to the Nelson scheme, the letters 'b p g y j z x q' are known as break letters and do not lead into joining other letters. At Bishop Perrin we refer to 'b p g y j' as temporary break letters and do not join them initially. However in Year 3 children will be taught to join these letters and also taught an alternative way to join the letter f. Letters 'q x z' remain as break letters and do not lead into join other letters.

We do not teach lead-ins to letters, but do teach lead-outs in preparation for joining. Children begin to learn how to join letters in Year 1, with the expectation that they will begin to use a joined script in Year 2. It is expected that all children will be using a joined script by the end of Year 2. When children have established a neat, legible joined writing style they can progress to writing in pen. This may be from Year 4 onwards, with the expectation that all children should be writing in pen by Year 6. This is at the teacher's discretion, but we do not give out 'pen licences'.

We teach and model the 'Perfect Handwriting Position' (Appendix 8) to encourage children to sit correctly to support their writing.

Handwriting is taught and modelled explicitly in Year R – Year 3. As children develop an established style in their handwriting, handwriting may become a more independent activity from Year 4 onwards. Those children who experience difficulty with their handwriting will continue to need targeted support and intervention.

Handwriting homework is set from YR – Y4 (see Homework policy for more information).

## **7 PLANNING AND ORGANISATION**

Long-term, medium-term and weekly plans for English provide consistency, continuity and progression of skills across and within year groups, and across in the learning week.

Planning for continuity and progression in English is embedded within the Bishop Perrin School planning process. Long-term planning is structured so that clear progress can be made across all year groups and pupils can build upon previous knowledge and skills learnt. The teaching of English is linked to a variety of specified high-quality key texts and is planned to coincide with relevant topics being studied in other subjects to enable a wide range of cross-curricular links and depth of understanding and knowledge. This planning structure offers teachers opportunities to differentiate objectives and activities to extend the skills of children who require a challenge and support those who do not progress as quickly, to ensure they are all able to progress according to their particular skills and attributes.

Long-term planning is based on the guidance from the [Statutory Framework for the Early Years Foundation Stage](#) (2021) and the [National Curriculum](#). Long-term plans include details of National Curriculum objectives and additional details of key texts (including plays, novels, poetry and film), expected writing outcomes and grammar and punctuation objectives for each term, for each year group. We follow the [Little Wandle Letters and Sounds Revised](#) programme to teach phonics in Year R and KS1. A long-term plan for spelling in KS2 is based on the National Curriculum objectives and builds upon children's phonics knowledge.

A long-term handwriting scheme of work is designed to work alongside the phonics/spelling plans.

Medium-term plans provide more detailed objectives and guidance for the teaching of reading, writing, spoken word, handwriting and phonics / spelling. They form part of the half-termly theme plan.

Weekly lesson plans for English are completed each week and are saved on the server on the Monday morning of the beginning of the working week. These plans take the broader English objectives and break them down into focussed learning sessions for the teaching of reading, writing, spelling, handwriting and guided reading. For phonics, we follow the lesson plans provided by Little Wandle.

During the planning process, teachers carefully consider the most appropriate method for delivering a learning objective in English for the pupils in their class. This will include taking into account the varying abilities of different children and will plan to use a wide range of teaching methods to allow the children to access the English curriculum. Activities are carefully matched to the learning objective, with appropriate support and challenge planned to enable all children to access the learning objective. Thorough planning of English is vital to produce English lessons that are suited carefully to the needs of the individuals within a particular class.

Further details of our long, medium and short-term plans can be found in the Planning Policy.

## **8 DIFFERENTIATION**

English work is planned to meet the children's needs, with opportunities to scaffold and support and challenge as appropriate, to ensure all children have access to the learning objective and can achieve to the best of their ability. Ability groupings are only used in reading practise / guided reading sessions.

Teachers differentiate the content of English lessons to meet the needs of pupils of varying ability. On-going teacher assessment and termly summative assessment is designed to identify any children who may be falling behind with their reading and appropriate measures will be taken to address this. The Inclusion and English Leaders are available to support the planning of work if requested.

Children who have Special Educational Needs are supported by the Code of Practice in line with our SEND Policy and have an ECHP or a Learning Support Programme, which may include targets for English.

## **9 HOMEWORK**

English homework is set as stated in the Homework Policy.

## **10 ASSESSMENT, RECORD KEEPING, REPORTING AND TARGET SETTING**

Assessment in English is consistent with the school's policy. The reasons why we assess can be found in the assessment policy.

Lessons are planned with clear learning objectives and success criteria, based upon the teacher's detailed knowledge of each child. We strive to ensure all tasks set are scaffolded / challenge appropriately in order to support all children to succeed in achieving the learning objective.

Teachers use focused marking to assess children's progress in relation to the planned learning objectives and success criteria and set next steps and targets to show where the child is in relation to this aim and how they can achieve the aim. Teachers use this

information when planning for subsequent lessons. Teachers also use Assessment for Learning (AfL) to provide on-going assessment, through the use of questioning and observations of pupils against learning objectives and success criteria. See the Marking and Feedback Policy for more information.

Children are actively encouraged to check and edit their own and each other's work.

Short-term assessment is a planned part of lessons and is an important aspect of the plenary. Assessments are closely matched to the lesson objectives and made through careful questioning, marking and observation. They are used to check that the pupils have grasped the main teaching points and address any misunderstandings.

Medium-term assessments are undertaken termly and are shared with parents at the parent interviews. Children's progress in reading, writing and SPAG is carefully monitored through pupil progress meetings, with those children identified as potentially falling behind receiving targeted support designed to 'catch up and keep up'.

Long-term assessments are undertaken annually and are shared with parents in the form of an end of year report. SATs in Year 6 and Year 2, Phonics Check in Year 1 and optional SATs in other junior year groups are used to assess the pupils' work and track their progress against national standards. Teacher assessment is used to track pupils' progress in Reception and Key Stage One. Evidence of achievement and level of attainment are recorded on tracking sheets and are kept electronically. These records are passed on to the next teacher and inform report writing.

Reading is informally assessed by the class teacher during guided reading sessions, with notes kept on children's progress and areas to develop kept in a file in the classroom. In Year R and Year 1, the teacher will record comments on the children's progress for reading in their reading log, to encourage good communication with the parents. This reading log is used as a source of evidence towards the assessment of children's reading in YR and Y1. Phonics is assessed each half term in Year R to ensure any children who may struggle are identified early and further support can be provided. This form of assessment continues in Year 1 and Year 2, with the addition of reading comprehension assessment in Y1 based on teacher-assessment, and using SATs in Y2.

In addition, SATs and optional SATs papers are used to assess children's reading levels on a termly basis.

Writing is assessed throughout the year. Each half-term the children will complete two extended writing units. At the start of the unit, each child will complete a 'cold task' in which they are asked to write a particular text type e.g. a newspaper report, on a given topic without any support or input from the class teacher. This is then thoroughly marked by the teacher, and 'next step' targets given to the child to work on during the unit. At the end of the unit, the child produces their 'hot task' writing, showcasing and applying all they have learnt during the unit. This is produced independently, and the children are encouraged to check and edit it before the teacher marks it. When the hot task writing is marked, teachers use it to update the assessment criteria that is kept in the front of the child's English book. This is added to throughout the year, contributing to the end-of-year assessment grade.

## **11 TARGET SETTING**

Teachers will follow formal target setting procedures for English as laid out in the Assessment Policy.

Child-friendly personal reading targets are directly linked to the child's stage in phonics or on the reading scheme. For those who are free-readers, their reading bingo forms a personal target with regards to the variety of books they are reading.

Child-friendly personal writing targets are fluid and are created in response to a child's 'cold' written task, or to a key area of focus as identified by the teacher when marking the child's

book. Writing targets are easily identified in the child's English book as they are recorded in red pen by the teacher. The teacher will comment on the progress of these targets in subsequent pieces of writing, and set new targets as the next unit of writing begins.

Children are encouraged to include their writing target when constructing their success criteria for a piece of writing, as well as setting their own personal target.

Children are encouraged to take ownership of their targets and keep track of their progress by updating their reading charts / bingo. In KS2, for spelling, the children keep track of their own progress in learning high frequency and tricky words by updating their spelling chart weekly, and supplementing their weekly spelling learning with two words selected from their chart to aid their personal progress.

## **12 CROSS-CURRICULAR LINKS**

As English skills are necessary to communicate in the majority of subjects we endeavour to make strong cross-curricular links when planning our English lessons. We plan for reading and writing activities to be embedded into the teaching of our foundation subjects. ICT is used to enhance the learning of English skills across the curriculum with teachers making use of Interactive Whiteboards, laptops, chrome books, i-pads and film regularly in their English lessons.

## **13 EQUAL OPPORTUNITIES**

All children have equal access to the English curriculum and resources, regardless of gender, race, ethnicity, religion or ability. Books, displays, resources and references to English in society show positive role models of gender, race, ethnicity and disabilities.

## **14 LITERACY ROOM / RESOURCES**

All phonics resources and English resources specific to a year group are kept in the classroom. General English resources are stored in the Literacy Room. These include teacher resources, big books, posters, drama costumes / props, DVDs and Literacy games. Reading practise books for our phonics scheme are assigned online. Year 2 and KS2 reading-practise books are stored in trolleys in the North and South corridor. The Reception and Key Stage One Guided Reading books are stored in the trolleys in the North corridor and the Key Stage 2 guided reading books are stored in the Literacy Room. Multiple copies of class key texts are stored in the library.

The Literacy Room is available for small support groups to work in.



**Literacy key texts, poetry and short films**

**Appendix 1**

Term	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 1	<p><i>Avocado Baby</i> – John Burningham  <i>It's OK to be Different</i> – Todd Parr  <i>Peace at Last</i> – Jill Murphy  <i>Mum/Dad</i> – Anthony Brown  <i>We're Going on a Bear Hunt</i> – Michael Rosen  <i>Little Rabbit Foo Foo</i> – Michael Rosen  <i>Goldilocks and the Three Bears/The Three Billy Goats Gruff</i></p>	<p><i>Amazing Grace</i> – Mary Hoffman  <i>A Celebration of Children Everywhere</i> – Moira Butterfield and Harriet Lynas  <i>My Gran Visits England</i> – Grace Nicholls</p>	<p><i>Flat Stanley</i> – Jeff Brown  <i>Mrs Butler Blues</i> (song)</p>	<p><i>Rainforest Rescue</i> – J. Burchett and S. Volger  <i>The Treasures</i> – Clare Bevan  <i>Ride of Passage</i></p>	<p><i>The Thieves of Ostia</i> – Caroline Lawrence  <i>The Boy With the Similar Name</i> – Roger McGough (ballad)</p>	<p><i>Dr. Jekyll and Mr. Hyde</i> – Robert Louis Stevenson  <i>The Highway Man</i> – Alfred Noyes</p>	<p><i>The Wind in the Willows</i> – Kenneth Grahame  <i>River Reflection</i> – Jackie Kay</p>
Autumn 2	<p><i>Bedtime for Monsters</i> – Ed Vere  <i>Goodnight Spaceman</i> – Michelle Robinson and Nick East  <i>The Jolly Christmas Postman</i> – Janet and Allan Ahlberg  <i>Harvey Slumfenbaker's Christmas Present</i> – John Burningham</p>	<p><i>Beequ</i> – Alexis Deacon  <i>Man on the Moon</i> – Simon Bartram  <i>Baboon on the Moon</i> (short film)</p>	<p><i>The Owl Who Was Afraid of the Dark</i> – Jill Tomlinson  <i>Out of the Fire, A Spark</i> – Michaela Morgan</p>	<p><i>A Pebble in My Pocket</i> – Meredith Hooper</p>	<p><i>When the Mountains Roared</i> – Jess Butterworth  Traditional Indian Tales</p>	<p><i>Kick</i> – Mitch Johnson  <i>Treasure</i> (Literacy Shed, The Thinking Shed)</p>	<p><i>Stay Where You Are, Then Leave</i> – John Boyne  <i>War poetry</i></p>
Spring 1	<p><i>Elmer and the Snow</i> – David McKee  <i>Animals in Winter</i>  <i>Bear's Winter House</i> – John Yeoman and Quentin Blake</p>	<p><i>The Girl in the Castle inside the Museum</i> - Kate Bernheimer  <i>George and the Dragon</i> – Chris Wormell</p>	<p><i>The Three Little Wolves and the Big Bad Pig</i> – Eugious Trivizas  <i>The True Story of the Three Little Pigs</i> - Jon Scieszka  <i>Revolting Rhymes</i> – Roald Dahl</p>	<p><i>Midnight Feasts</i> – an anthology of poetry</p>	<p><i>The Devil and His Boy</i> – Anthony Horowitz  <i>Cherry Moon</i> by Zaro Weil anthology of poems</p>	<p><i>Street Child</i> – Bertie Doherty  <i>'From a Railway Carriage'</i> – Robert Louis Stevenson</p>	<p><i>The Jamie Drake Equation</i> – Christopher Edge  <i>Lifted</i> – Pixar short animation  <i>Pandora</i> – short film</p>
Spring 2	<p><i>Do You Like Ketchup on Your Cornflakes?</i> – Nick Sharratt  <i>Mr Wolf's Pancakes</i> – Jan Fearnley  <i>The Gingerbread Man</i>  Non-fiction books about different occupations  <i>The Very Helpful Hedgehog</i>  <i>How Many Legs</i></p>	<p><i>Zim, Zam, Zoom</i>  <i>The Extraordinary Gardener</i> – Sam Boughton  <i>The Last Tree</i> – Emily Haworth</p>	<p><i>Claude in the City</i> – Alex T. Smith</p>	<p><i>The Sacrab's Secret Ancient Egypt: Tales of Gods and Pharaoh's</i> – Marcia Williams</p>	<p><i>The Last Bear</i> – Hannah Gold</p>	<p><i>Pig-heart Boy</i> – Malorie Blackman  <i>Romeo and Juliet</i> – William Shakespeare  <i>Shakespeare's sonnets</i></p>	<p><i>The Giant's Necklace</i> (short story) – Michael Morpurgo  <i>Scott's Diaries</i> (British Museum Online)  <i>Aviatrix</i></p>
Summer 1	<p><i>Flotsam</i> – David Wiesner  <i>Tiddler, the Story-Telling Fish</i> – Julia Donaldson  <i>Under the Sea</i> – Anna Milbourne  <i>Commotion in the Ocean</i> – Giles Andreae  <i>Sharing a Shell</i> – Lydia Monks  <i>The Sea</i> - Miranda Krestofnikoff</p>	<p><i>Traction Man</i> – Mini Grey  <i>The Lucky Dip</i> (short film)</p>	<p><i>The Butterfly Lion</i> – Michael Morpurgo  <i>My Life As a Goldfish</i> – an anthology of poems  <i>The Bridge</i></p>	<p><i>The Iron Man / Iron Woman</i> – Ted Hughes  <i>Beware</i> – James Carter (Kennings)</p>	<p><i>Tom's Midnight Garden</i> – Philippa Pearce  <i>Growing</i> – short film (BFI)</p>	<p><i>Why the Whales Came</i> – Michael Morpurgo</p>	<p><i>Holes</i> – Louis Sachar  <i>The Piano</i> (short film)</p>
Summer 2	<p><i>What the Ladybird Heard</i> – Julia Donaldson  <i>The Scarecrow's Wedding</i> – Julia Donaldson  <i>The Everywhere Bear</i> – Julia Donaldson</p>	<p><i>The Lighthouse Keeper's Lunch</i> - David &amp; Ronda Armitage  <i>Dear Greenpeace</i> – Simon James  <i>The Owl and the Pussy Cat</i> – Edward Lear  <i>The Lighthouse</i> (Literacy Shed)</p>	<p><i>Charlie and the Chocolate Factory</i> – Roald Dahl  <i>Chocolate Cake</i> – Michael Rosen</p>	<p><i>Planet Omar: Unexpected Super Spy</i> – Zanib Mian  <i>Pigeon Impossible</i> (short film)</p>	<p><i>Who Let the Gods Out?</i> – Maz Evans  <i>Falling Out of the Sky</i> – a poetry anthology</p>	<p><i>The Children of the Benin Kingdom</i> - Dinah Orji  <i>Rhythm and Poetry Zahra</i> (Literacy Shed, Other cultures)</p>	<p><i>Coming to England</i> – Floella Benjamin  <i>Overheard in a Tower Block</i> – an anthology of poetry</p>

## Appendix 2

### Little Wandle Letters and Sounds Revised: Programme progression

#### Reception overview

This programme overview shows the progression of GPCs and tricky words that we teach term-by-term. The progression has been organised so that children are taught from the simple to more complex GPCs, as well as taking into account the frequency of their occurrence in the most commonly encountered words. All the graphemes taught are practised in words, sentences, and later on, in fully decodable books. Children review and revise GPCs and words, daily, weekly and across terms and years, in order to move this knowledge into their long-term memory.

Children need to learn to read as quickly as reasonably possible, so they can move from learning to read, to reading to learn, giving them access to the treasure house of reading. Our expectations of progression are aspirational yet achievable if schools maintain pace, practice and participation by all children. Children who are not keeping up with their peers should be given additional practice immediately through keep-up sessions.

#### Autumn 1

	Phase 2 graphemes	New tricky words
Week 1	s a t p	
Week 2	i n m d	
Week 3	g o c k	is
Week 4	ck e u r	I
Week 5	h b f l	the

#### Autumn 2

	Phase 2 graphemes	New tricky words
Week 1	ff ll ss j	put* pull* full* as
Week 2	v w x y	and has his her
Week 3	z zz qu words with -s /s/ added at the end (hats sits) ch	go no to into
Week 4	sh th ng nk	she push* he of
Week 5	* words with -s /s/ added at the end (hats sits) * words ending in s /z/ (his) and with -s /z/ added at the end (bags)	we me be

\*The tricky words: 'put', 'pull', 'full' and 'push' may not be tricky in some regional pronunciations; in which case, they should not be treated as such.

#### Spring 1

	Phase 3 graphemes	New tricky words
Week 1	ai ee igh oa	
Week 2	oo oo ar or	was you they
Week 3	ur ow oi ear	my by all
Week 4	air er words with double letters: dd mm tt bb rr gg pp	are sure pure
Week 5	longer words	

#### Spring 2

	Phase 3 graphemes	No new tricky words
Week 1	review Phase 3: ai ee igh oa oo ar or ur oo ow oi ear	Review all taught so far Secure spelling
Week 2	review Phase 3: er air words with double letters longer words	
Week 3	words with two or more digraphs	
Week 4	longer words words ending in -ing compound words	
Week 5	longer words words with s /z/ in the middle words with -s /s/ /z/ at the end words with -es /z/ at the end	

#### Summer 1

	Phase 4	New tricky words
Week 1	short vowels CVCC	said so have like
Week 2	short vowels CCVC CCVC	some come love do
Week 3	short vowels CCVCC CCCVC CCCVCC	were here little says
Week 4	longer words compound words	there when what one
Week 5	root words ending in: -ing, -ed /t/, -ed /d/ /ed/ -est	out today

#### Summer 2

	Phase 4 graphemes	No new tricky words
Week 1	long vowel sounds CVCC CCVC	Review all taught so far Secure spelling
Week 2	long vowel sounds CCVC CCVC CCV CCVCC	
Week 3	Phase 4 words with -s /s/ at the end Phase 4 words with -s /z/ at the end Phase 4 words with -es /z/ at the end longer words	
Week 4	root words ending in: -ing, -ed /t/, -ed /d/ /ed/, -ed /d/	
Week 5	root words ending in: -er, -est longer words	



## Little Wandle Letters and Sounds Revised: Programme progression

### Year 1 overview

This programme overview shows the progression of GPCs and tricky words that we teach term-by-term. The progression has been organised so that children are taught from the simple to more complex GPCs, as well as taking into account the frequency of their occurrence in the most commonly encountered words. All the graphemes taught are practised in words, sentences, and later on, in fully decodable books. Children review and revise GPCs and words, daily, weekly and across terms and years, in order to move this knowledge into their long-term memory.

Children need to learn to read as quickly as reasonably possible, so they can move from learning to read, to reading to learn, giving them access to the treasure house of reading. Our expectations of progression are aspirational yet achievable if schools maintain pace, practice and participation by all children. Children who are not keeping up with their peers should be given additional practice immediately through keep-up sessions.

#### Autumn 1

	Phase 3/4 review + 4 Phase 5 GPCs	Review tricky words
Week 1	review Phase 3 GPCs ai ee igh oa oo ar or ur <b>oo</b> ow oi ear	Phases 2–4: the put* pull* full* push* to into I no go of he she we me be was you they all are my by sure pure said have like so do some come love were there little one when out what says here today
Week 2	air er /z/ s –s –es words with two or more digraphs e.g. queen thicker	
Week 3	Phase 4: CVCC CCVC CCVCC CCCVC Phase 4 with long vowels	
Week 4	<b>Phase 5</b> /ai/ ay play /ow/ ou cloud /oi/ oy toy /ee/ ea each	
Week 5	review longer words	

\*The tricky words 'put', 'pull', 'full' and 'push' may not be tricky in some regional pronunciations; in which case, they should not be treated as such.

#### Autumn 2

	Phase 5 graphemes	New tricky words
Week 1	/ur/ ur bird /igh/ ie pie /oo/ /yoo/ ue blue rescue /yoo/ u unicorn	their people oh your
Week 2	/oa/ o go /igh/ i tiger /ai/ a paper /ee/ e he	Mr Mrs Ms ask*
Week 3	/ai/ a-e shake /igh/ i-e time /oa/ o-e home /oo/ /yoo/ u-e rude cute	could would should our
Week 4	/ee/ e-e these /oo/ /yoo/ ew chew new /ee/ ie shield /or/ aw claw	house mouse water want
Week 5	Grow the code: /igh/ ie i i-e /ai/ ay a a-e /oa/ oa o o-e /ee/ e ie e-e ea /oo/ /yoo/ ew u-e u ue	

\*The tricky word 'ask' may not be tricky in some regional pronunciations; in which case, it should not be treated as such.

#### Spring 1

	Phase 5 graphemes	New tricky words
Week 1	/ee/ y funny /e/ ea head /w/ wh wheel /oa/ oe ou toe shoulder	any many again
Week 2	/igh/ y fly /oa/ ow snow /j/ g giant /f/ ph phone	who whole where two
Week 3	/l/ le al apple metal /s/ c ice /v/ ve give	school call different
Week 4	/u/ o-e o ou some mother young /z/ se cheese /s/ se ce mouse fence /ee/ ey donkey	thought through friend work
Week 5	Grow the code: /oa/ u ew ue u-e ui ou oo fruit soup /ee/ ea e e-e ie ey y ee /s/ c se ce ss /z/ se s zz /oa/ ow oe ou o-e o oa	

#### Spring 2

	Phase 5 graphemes	New tricky words
Week 1	/ur/ or word /oo/ u out awful would /air/ are share /or/ au aur oor al author dinosaur floor walk	once laugh
Week 2	/ch/ tch match /ch/ ture adventure /ar/ al half* /ar/ a father*	because eye
Week 3	/or/ a water schwa in longer words: different /o/ a want /air/ ear ere bear there	
Week 4	/ur/ ear learn /r/ wr wrist /s/ st sc whistle science schwa at the end of words: actor	
Week 5	/cl/ ch school /sh/ ch chef /z/ ze freeze	

\*The tricky words 'half' and 'father' may not be tricky in some regional pronunciations; in which case, they should not be treated as such.

#### Summer 1

	Review Phase 5 GPCs for phonics screening check	No new tricky words
Week 1	ay play a-e shake ea each e he	
Week 2	ie pie i-e time o go o-e home	
Week 3	ue blue rescue ew chew new u-e rude cute aw claw	
Week 4	ea head ir bird ou cloud oy toy	
Week 5	i tiger a paper ow snow u unicorn	
Week 6	ph phone wh wheel ie shield g giant	

#### Summer 2

	Phase 5 graphemes	New tricky words
Week 1	/ai/ eigh aigh ey ea eight straight grey break /n/ kn gn knee gnaw /m/ mb thumb /ear/ ere eer here deer	busy beautiful pretty hour
Week 2	/zh/ su si treasure vision /j/ dge bridge /i/ y crystal /j/ ge large	move improve parents shoe
Week 3	/sh/ ti ssi si ci potion mission mansion delicious	
Week 4	/or/ augh our oar ore daughter pour oar more review	
Week 5	review	



## Extended Writing: narrative, non-fiction, poetry and playscripts

## Appendix 3

Term	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Autumn 1</b>	Lists and labels, sequence a familiar story, create own version of a story and use narrative in play, write own name and names of family members	<b>Free verse</b> – descriptive poem  <b>Narrative:</b> Story with predictable and patterned language	<b>Non-fiction</b> – Instructions <b>Non-fiction</b> – Informal letters / e-mails	<b>Non-fiction</b> – non-chronological report  <b>Non-fiction:</b> Formal letters	<b>Non-fiction</b> – Recount newspaper article  <b>Structured poetry</b> - ballads	<b>Poetry</b> – a narrative poem  <b>Narrative:</b> Mystery story	<b>Non-fiction</b> – Argument / debate  <b>Non-fiction:</b> Formal persuasive letter (of complaint)
<b>Autumn 2</b>	simple list greetings card captions for photographs and drawings a letter and address an envelope	<b>Narrative</b> – Fantasy Story  <b>Non-fiction</b> – Recount of school trip	<b>Structured poetry</b> – Acrostic and shape poems  <b>Narrative recount</b> – Diary writing	<b>Visual Poetry</b> – Shape poems and calligrams  <b>Narrative:</b> Historical fiction	<b>Non-fiction</b> – non-chronological reports  <b>Narrative</b> - Adventure Story	<b>Non-fiction</b> – persuasive writing, branding and pitching a product  <b>Non-fiction:</b> script-writing	<b>Narrative</b> – contemporary fiction  <b>Poetry</b> – descriptive imagery
<b>Spring 1</b>	descriptive captions simple instructions retell a simple story write simple descriptions	<b>Non-fiction</b> – labels, lists and captions  <b>Non-fiction</b> – Information Leaflet	<b>Narrative</b> – Fantasy story (Fairy Tale with a Twist)  <b>Non-fiction</b> – Non-chronological report	<b>Non-fiction</b> Instructions  <b>Free verse and narrative</b> poems	<b>Narrative</b> – Descriptive writing: creating an historical setting  <b>Play scripts</b> with an historical setting	<b>Performance poetry</b>  <b>Narrative:</b> historical story chapters	<b>Non-fiction</b> – Recount newspaper article  Non-fiction – Instructions  <b>Narrative</b> – Science Fiction
<b>Spring 2</b>	develop own narrative using a familiar structure ask and write questions write a sorry and/or thank you card	<b>Narrative</b> – Traditional Fairy Tale  <b>Poetry</b> – nursery rhyme / traditional poem	<b>Narrative</b> – Mystery Story  <b>Non-fiction</b> – Information Leaflet	<b>Narrative</b> – myths  <b>Non-fiction</b> – Information text: Factfile – Life in Ancient Egypt	<b>Structured poetry</b> – Renga, Haiku and Cinquain  <b>Non-fiction</b> – Explanation texts	<b>Non-fiction:</b> discussion / debate  <b>Structured poetry</b> - couplets	<b>Non-fiction</b> – Recount diary writing  <b>Non-fiction</b> – Non-chronological report
<b>Summer 1</b>	descriptive vocabulary simple non-chronological report simple story with repeating features	<b>Non-fiction</b> – Instructions  <b>Narrative</b> – Adventure Story	<b>Poems inspired by an anthology</b>  <b>Narrative</b> - Fables	<b>Narrative</b> – diary writing  <b>Structured poetry</b> – Kennings poems	<b>Non-fiction:</b> Information leaflet	<b>Non-fiction:</b> explanation text  <b>Non-fiction</b> – Recount of trip to Isle of Wight	<b>Narrative</b> –descriptive narrative  <b>Narrative</b> – Stories with flashbacks
<b>Summer 2</b>	simple recount simple story a fact sheet	<b>Structured poem</b> – List poem  <b>Non-fiction</b> – persuasive letter	<b>Non-fiction</b> – Explanation flowchart  <b>Non-fiction</b> – Informal Invitations	<b>Narrative</b> - Adventure story  <b>Non-fiction:</b> informative / persuasive	<b>Poetry</b> – poems around a theme  <b>Narrative</b> – Myths	<b>Narrative:</b> story with issues / dilemmas  <b>Non-fiction:</b> a day in the life of Zahra	<b>Non-fiction</b> – Recount autobiography / biography  <b>Non-fiction:</b> Information text

## Variety of Sentences - Scheme of Work

## Appendix 4

Term	R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Sentence Structure Yearly objectives</b>	Develop an awareness of use of sentences in written texts.	How <b>words</b> can combine to make sentences.  How <b>and</b> can join <b>words</b> and join <b>sentences</b> .	<b>Subordination</b> (using when, if, that or because) and <b>co-ordination</b> (using <b>or</b> , <b>and</b> , or <b>but</b> )  Expanded noun phrases for description and specification (e.g. the blue butterfly, plain flour, the ,an in the moon)  <b>Sentences</b> with different forms: statement, question, exclamation, command	Expressing time and clause using <b>conjunctions</b> (e.g. <b>when, before, after, while, because</b> ), <b>adverbs</b> (e.g. <b>then, next, soon, so</b> ), or <b>prepositions</b> (e.g. <b>before, after, during, in, because of</b> )	Appropriate choice of <b>pronoun</b> or <b>noun</b> within a <b>sentence</b> to avoid ambiguity and repetition.  Fronted <b>adverbials</b> .	<b>Relative clauses</b> beginning with who, which, where, why, or whose.  Indicating degrees of possibility using <b>modal verbs</b> (e.g. <b>might, should, will, must</b> ) or adverbs (e.g. <b>perhaps, surely</b> ).	Use of the passive voice to affect the presentation of information in a sentence (e.g. I broke the window in the greenhouse versus The window in the greenhouse was broken).  Expanded <b>noun</b> phrases to convey complicated information concisely (e.g. <u>the boy that jumped over the fence</u> is over there, or <u>the fact that it was raining</u> meant the end of sports day).  The difference between structures typical of informal speech and structures appropriate for formal speech and writing (such as the use of questions tags, e.g. He's your friend, isn't he?, or the use of <b>subjunctive</b> in some very formal writing and speech)
Autumn 1		What is a sentence? Simple sentence structure.	Consolidation of use of 1A and 2A sentences and appropriate times to use each.	Revision of Year 2 sentences	<u>3-ed sentence</u> <b>Frightened, terrified, exhausted</b> , they ran from the creature.	<u>-ing, -ed sentence</u> Walking in the bush, she stopped at the sight of a crocodile facing her.	<u>3 word – (dash) sentence</u> <b>Greed, jealousy, hatred</b> – which of these was John Brown's worst trait?
Autumn 2				<u>2 x 2 sentence</u> He was a <b>tall, awkward</b> man with an <b>old, crumpled</b> jacket.	<u>2 pairs sentence</u> <b>Exhausted and worried, cold and hungry</b> , they did not know how much further they could go.	<u>The more, the more sentence</u> <b>The more</b> upset she was, <b>the more</b> their tears flowed.	<u>3 questions, No, sentence</u> <b>Is</b> the demon headmaster the one with the fiery eyes? <b>Is</b> the demon headmaster the one with the cane? <b>Is</b> the demon headmaster the one who can't stand children? <b>No</b> , the demon headmaster is the one who is on the other side of the door and he's about to come in...
Spring 1		<u>1A sentence</u> He was a <b>tall</b> man.	<u>List sentence</u> It was a <b>long, dark, leafy</b> lane.	<u>Double -ly sentence</u> He swam <b>slowly</b> and <b>falteringly</b> .	<u>Verb, person sentence</u> <b>Flying, John</b> had always been terrified of it.	<u>Ad, same ad sentence</u> He was a <b>fast</b> runner, <b>fast</b> because he needed to be.	<u>O.I sentence – outside (inside)</u> He laughed heartily at the joke he had just been told. (At the same time it would be true to say he was quite embarrassed).
Spring 2		<u>2A sentence</u> He was a <b>tall, awkward</b> man.		<u>Emotion, comma sentence</u> <b>Desperate</b> , she screamed for help.	<u>Adverb sentence</u> <b>Later that day</b> , the sky clouded over and a sense of doom filled the air.	<u>Short sentence</u> Then it happened.	<u>Imagine 3 sentence</u> <b>Imagine</b> a time when people were not afraid, when life was much simpler, when everyone helped each other: this is the story of that time.
Summer 1		<u>Ws sentence (Why? When?)</u> <b>Why</b> do you think he ran away?	<u>BOYs sentence</u> He was a friendly man most of the time, <b>but</b> he could become nasty.	<u>Both/and sentence</u> It was <b>both</b> cold <b>and</b> unpleasant for him to work there.	<u>De: De sentence</u> The vampire is a dreadful creature: it kills by sucking all the blood from its victims.	<u>If, if, if sentence</u> <b>If</b> the alarm had gone off, <b>if</b> the bus had been on time, <b>if</b> the road repairs had been completed, <b>then</b> his life would not have been destroyed.	<u>Irony sentence</u> Our 'luxury' hotel turned out to be a farm building.
Summer 2		<u>List sentence</u> It was a <b>long, dark, leafy</b> lane.	<u>All the Ws sentence</u> <b>Who</b> do you think was responsible?	<u>Many questions sentence</u> Where is the treasure? the diamonds? the gold? the rubies? <u>2-ed + sentence</u>	<u>Comma sandwich</u> <b>Cakes, which</b> taste fantastic, are not so good for your help.	<u>Some/others sentence</u> <b>Some</b> people love football; <b>others</b> just can't stand it.	

			Frightened and terrified, they ran from the creature.			
Adapted from Alan Peat resources						

















Writing Process (approximately 2 – 3 weeks per unit) – this work is supplemented by reading and spelling lessons

Writing Stage	Marking / Feedback	Impact / Target setting
<b><u>Cold writing</u></b> New unit, e.g. diary writing. No input, children write an example of this type of text according to given prompt.	Detailed marking. Yellow highlighter used to highlight positive aspects of <b>content / composition</b> of writing. Green highlighter used to highlight a sentence that requires <b>redrafting</b> . Green pen used to draw attention to errors / mistakes in: <ul style="list-style-type: none"> <li>• <b>Spellings</b></li> <li>• Grammar</li> <li>• Punctuation</li> <li>• Vocabulary</li> <li>• Handwriting</li> </ul> Red pen used to identify targets. Children need to be given the opportunity to go back and correct and improve as advised.	Targets set for unit: <b>1 x specific text feature type target</b> (refer to <a href="#">Support for Writing Progression Papers for details of progression in text types across year groups</a> ) <b>1 x writing target</b> (based on a common misconception in 'cold' writing which is expected to be addressed in hot task or if none evident, target taken from assessment criteria)  <b>Children's evaluation / own target setting</b> – 'In order to be able to improve my writing in ....I would like help with...'
<b><u>Familiarisation with text type</u></b> Reading wide range of model examples of text type, deconstruction and analysis of text type, identification of key features.	Teacher light-touch marking; <i>spellings and punctuation errors are highlighted</i> .	Text-type success criteria created by the child to be used to support their 'hot' task writing (differentiated as necessary). Children to add their own 'red' writing targets to their success criteria.
<b><u>Inspiration and motivation for writing</u></b> Children given their prompt and explore ideas and appropriate vocabulary through drama, film, text, discussion, pictures, objects, etc.	Verbal	Children have ideas and new, expanded vocabulary to use in their writing.
<b><u>Modelled, shared or guided writing</u></b> <b>Composition:</b> Experimenting by trying to write different aspects of text e.g. how to write a good introduction, describing a setting, using imagery, etc. <b>Grammar and punctuation:</b> learning about different technical aspects in context of wider writing.	Teacher light-touch marking; <i>spelling and punctuation errors are highlighted</i> . Use of visualiser to share good examples or model improvements. Children will be encouraged to self-edit and peer edit to make improvements, or have another go at their writing to improve.	Teacher is able to address key misconceptions and children are able to take ownership for improving them.
<b><u>Planning</u></b> Use planning format to plan out what they want to write about.	Read plans and make notes for any general feedback to address at the beginning of next lesson in order for the children to be ready for writing.	Children have organised their writing effectively and have been given guidance on how to ensure their work is structured well.
<b><u>Hot writing</u></b> Drawing on all the work the children have done, they complete the writing of the text type. Children can use resources they have self-selected e.g. thesaurus, word cards, sentence starters, etc.	No marking required at this stage – read children's writing and make general notes of misconceptions of improvements to be communicated at the beginning of the next lesson.	<b>Children's evaluation compared to their first piece</b> – 'I think my writing has improved by....'
<b><u>Editing</u></b> Children are taught the various ways to check and edit their own work. Consider using editing stations – carousel of editing stations that focus on a different aspect of writing to edit and improve (e.g. spelling / punctuation / vocabulary / etc.)	No teacher marking required at this stage - children self-mark. Considerable time is spent on modelling for children how to self-check (correcting mistakes) and self-edit (improve) their work. <b>Check</b> – improve the <b>accuracy</b> of their writing by identifying and correcting mistakes and errors in spelling, grammar, punctuation, tenses, sentence structure, etc. <b>Edit</b> – improve the <b>quality</b> of their writing through careful composition, sentence structure, enhanced vocabulary choices, use of figurative language.	Children have corrected mistakes and up-levelled their work, it's the best they can make it independently.
<b><u>Publishing / Assessment</u></b> Children write a final draft of their most improved text. This is the text that will be assessed by the teacher. It may also be used for display / sharing with an audience / being part of a book / publishing online / sending a letter, etc.	Teacher assessed (assessment checklists updated) and heavy-touch response (see above) – acknowledgement of children's writing successes and clear next steps to be established to improve their writing <u>next time</u> .	<b>1 x target:</b> <b>2</b> Using assessment criteria identify a <b>new</b> area for children to work on OR address a common error















## Phase 2 grapheme information sheet













## Autumn 1

Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase
 s	 snake	Show your teeth and let the s hiss out <b>ssssss</b>	Under the snake's chin, slide down and round its tail.
 a	 astronaut	Open your mouth wide and make the <b>a</b> sound at the back of your mouth <b>aaa</b>	Around the astronaut's helmet and down into space.
 t	 tiger	Open your lips; put the tip of your tongue behind your teeth and press <b>ttt</b>	From the tiger's nose to its tail, then follow the stripe across the tiger.
 p	 penguin	Bring your lips together, push them open and say <b>ppp</b>	Down the penguin's back, up and around its head.
 i	 iguana	Pull your lips back and make the <b>i</b> sound at the back of your mouth <b>iii</b>	Down the iguana's body, then draw a dot (on the leaf) at the top.
 n	 net	Open your lips a bit, put your tongue behind your teeth and make the <b>nnnnn</b> sound <b>nnnnn</b>	Down the stick, up and over the net.
 m	 mouse	Put your lips together and make the <b>mmmmm</b> sound <b>mmmmm</b>	Down, up and over the mouse's ears, then add a flick on the nose.

















Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase
 d	 duck	Put your tongue to the top and front of your mouth and make a quick <b>d</b> sound <b>d d d</b>	Round the duck's body, up to its head and down to its feet.
 g	 goat	Give me a big smile that shows your teeth; press the middle of your tongue to the top and back of your mouth; push your tongue down and forward to make the <b>g</b> sound <b>g g g</b>	Round the goat's face, up to his ear; down and curl under his chin.
 o	 octopus	Make your mouth into round shape and say <b>o o o</b>	All around the octopus.
 c	 cat	Open your mouth into a little smile; make your tongue flat and move it up towards the top of your mouth to say <b>c c c</b>	Curl around the cat.
 k	 kite	Open your mouth into a little smile; make your tongue flat and move it up towards the top of your mouth to say <b>k k k</b>	Down the kite, up and across, back and down to the corner.
 ck	 sock	Open your mouth into a little smile; make your tongue flat and move it up towards the top of your mouth to say <b>c c c</b>	c Curl round the heel of the sock. k Down the sock, up and across, back and down and to the corner. <b>Catchphrase:</b> Rock that sock!
 e	 elephant	Open your mouth wide and say <b>e e e</b>	Around the elephant's eye and down its trunk.

Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase
 u	 umbrella	Open your mouth wide and say <b>u u u</b>	Down and around the umbrella, stop at the top and down to the bottom and flick
 r	 rainbow	Show me your teeth to make a <b>rrrrr</b> sound <b>rrrrr rrrrr</b>	From the cloud to the ground, up the arch and over the rainbow.
 h	 helicopter	Open your mouth and breathe out sharply <b>h h h</b>	Down, up and over the helicopter
 b	 bear	Put your lips together and say <b>b</b> as you open them <b>b b b</b>	Down bear's back, up and round his big tummy.
 f	 flamingo	Open your lips a little; put your teeth on your bottom lip and push the air out to make the sound <b>fffff</b> <b>fffff</b>	Down the flamingo's neck, all the way to its foot, then across its wings.
 l	 lollipop	Open your mouth a little; put your tongue up to the top of your mouth, behind your teeth, and press <b>lllll lllll</b>	All the way down the lollipop.

## Phase 2 grapheme information sheet

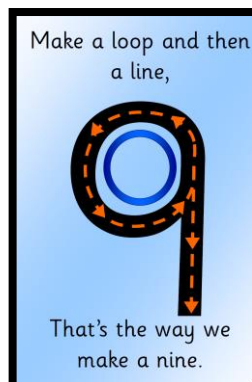
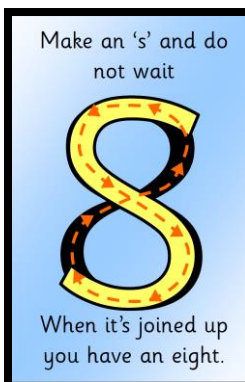
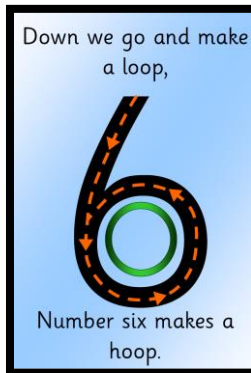
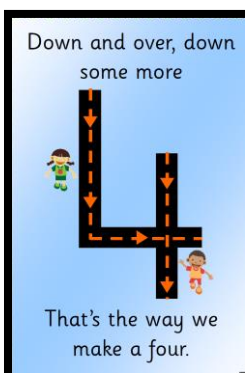
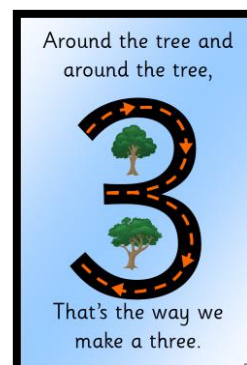
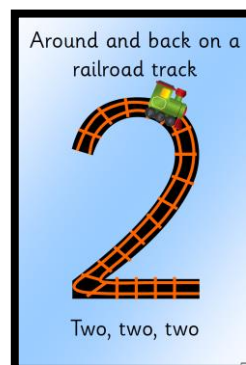
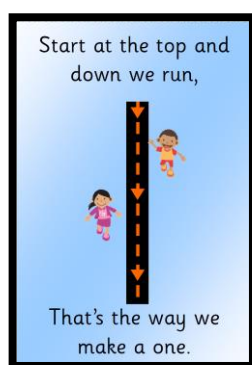
Autumn 2

Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase
 j	 jellyfish	Pucker your lips and show your teeth use your tongue as you say <b>j j j</b>	All the way down the jellyfish. Dot on its head.
 v	 volcano	Put your teeth against your bottom lip and make a buzzing <b>vvvvv vvvvv</b>	Down to the bottom of the volcano and back up to the top.
 w	 wave	Pucker your lips and keep them small as you say <b>w w w</b>	From the top of the wave to the bottom, up the wave, down the wave, then up again.
 x	 box	Mouth open, then push the <b>cs/x</b> sound through as you close your mouth <b>cs cs cs (x x x)</b>	Start at the top, then across to the bottom of the box. Start at the top, then across to the bottom of the box.
 y	 yo-yo	Smile, tongue to the top of your mouth, say <b>y</b> without opening your mouth <b>yyy</b>	Down and round the yo-yo, then follow the string round.
 z	 zebra	Show me your teeth and buzz the <b>z</b> sound <b>zzzzz zzzzz</b>	Zip across, zag down and across the zebra.

## Number Formation

Appendix 7

Always start at the top unless otherwise stated.



## **Perfect Handwriting Position**

1. Sit up straight.
2. Both feet to be flat on the floor.
3. Have paper tilted the correct way.
4. Chair pulled in but tummy not touching the table.
5. Make sure you are not bumping into the person next to you.
6. Make sure you can see the board.