



BISHOP PERRIN

Church of England Primary School

English Policy

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 \(2017\)](#)
- 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:

- speak confidently, fluently and accurately using vocabulary and grammar of spoken English
- formulate, clarify and express their ideas
- listen, understand and respond appropriately
- read with accuracy, fluency, understanding and enjoyment
- 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

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 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 (2017) and the National Curriculum. Long-term plans include details of National Curriculum objectives and additional details of key texts, expected writing outcomes and grammar and punctuation objectives for each term, for each year group. A separate long-term plan for phonics for EYFS /KS1 is based on the [Letters and Sounds](#) programme and the objectives from the National Curriculum. A separate long-term plan for spelling in KS2 is based on the National Curriculum objectives. 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 phonics, reading, writing, spelling, handwriting and guided reading.

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 challenged 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](#).

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
- act as a good role model for verbal communication

Teachers will:

- provide regular opportunities to develop 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
- 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

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 guided reading)
- encourage children to read regularly at home
- provide carefully selected reading books that are matched to the child's phonics knowledge / reading level (YR - 1, Y2 where necessary)

- provide daily phonics sessions (YR - 2)
- facilitate daily guided reading sessions (Y1 - 6)
- support children to read each theme's key fiction text completely during a half term and plan English learning linked to it
- use 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
- ensure all children have the opportunity to visit the library at least once a week

Reading is taught to the children through whole class modelled and shared reading lessons. These lessons are supplemented by daily guided reading sessions.

Each half-termly theme has a carefully selected, high-quality fiction text linked to it, with the expectation that the text is read as a class and much of the English work for that half term is directly linked to this text. Multiple copies of the key texts are stored in the library. A framework of key texts (appendix 1) ensures that children read a wide range of texts of different genres by a wide variety of authors, representing a diverse range of experiences and settings, as they progress through the school.

In addition, in years Year 1 - Year 6 children extend their reading skills through daily ability-grouped guided reading sessions. In Reception, this is facilitated through daily dedicated time to read one-to-one with the class teacher, with grouped guided reading beginning to be introduced towards the end of the summer term to support the transition to Year 1. 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 activities 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 teaching assistant-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 support the development of reading and other English skills and may include activities such as reading comprehension, phonics / spelling activities or writing in response to a text.

Guided reading books for Reception and Key Stage One are stored in the Literacy Room. Guided Reading books for Key Stage Two are stored in the Literacy Room and the classrooms (specific year group theme-related reading books).

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 GLD in reading at the end of YR; those who did not pass the phonics test in Y1; those who did not make EXS in Y2 - 5, or those children who are identified as struggling to keep up through current regular phonics formative assessment in YR - 2. They may also be identified by the class teacher by the on-going assessment of their daily classwork / guided reading sessions. In addition to the class reading and guided reading lessons, these children will read on a one-to-one basis with their class teacher at least once a week and the class teacher will record comments regarding their progress in their reading log / homework diary. Teachers will also ensure that these children are heard read on an individual basis as often as necessary making use of the in-school volunteer reading programme to target children who need further intervention and support. Where appropriate, these children will also receive targeted phonics or reading interventions such as precision reading or Beanstalk reading. 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.

In Reception and Year 1, the children take home three reading books: two reading books selected by their teacher that are carefully matched to the child's current stage in phonics learning; and the child's choice of

reading book from the library (this doesn't necessarily have to be one they can read themselves, it is designed to be shared and enjoyed with an adult).

The teacher-selected reading books are linked directly to the child's stage-of-learning in phonics for them to practise and apply their phonics learning at home, encouraging reading fluency and accuracy. Their home readings are recorded in their reading log and signed by their parents. These books are changed weekly in Reception and Year 1, and twice a week in Year 2. Reading books are linked to Letters and Sounds and are organised by the phases of learning and the sounds they help the child to practise. As a child nears the end of Year 1 and has mastered their phonics, they move on to our colour book-banded reading book scheme, as they start to read more fluently.

In Y2 and lower KS2, children will continue to be provided with a colour book-banded reading scheme book selected by their teacher to target their current reading needs. These books will be changed twice a week, on Mondays and Thursdays. Home readings are recorded by the parents in the child's reading log / homework diary. In addition to these books, all children will take home a book of their choice from the library which they can read themselves or have read to them at home. Children are expected to have their reading books and reading logs / homework diaries in school every day. 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.

In upper Key Stage Two, as children become more competent readers, they will move away from the structured reading scheme and be encouraged to become more independent in their choice of personal reading books. With teacher guidance, they are encouraged to select their own reading book from the books available in the school library or they may choose to bring a suitable reading book from home. The children follow a reading 'bingo' game, designed to direct them towards reading a variety of books of their choice. 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 book (which should be a fiction book) in class every day.

Each class has a timetabled opportunity to visit the library every week.

Each classroom has a reading corner (YR - 2) 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. 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 regularly to select their personal reading book and ensure they have their own 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 should 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.

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 and tracks and reflects the children's learning about the text over the course of the half term.

Story time at the end of day is actively encouraged in all year groups.

Phonics

Phonics is taught in daily timetabled discrete sessions in Reception, Year 1 and Year 2 following the school's scheme of work that follows the 'Letters and Sounds' program and covers the National Curriculum objectives. These skills and knowledge are built upon and referred back to, as children progress through KS2.

A variety of teaching strategies and practical activities are adopted to ensure children's progress and learning through the week is engaging, fast paced and with plenty of opportunities to review, teach, practise and apply the learning of new sounds and high frequency words. The skills of blending and segmenting are modelled and practised in each phonics session and teachers select supportive, short reading texts that model words containing the specific sounds being taught, in context.

Teachers adopt the use of sound buttons as a supportive mechanism to identify sounds within a word orally and 'dots and dashes' approach to identifying and recording of individual phonemes within written words. Single-letter phonemes are printed, digraphs and trigraphs are written in joined handwriting and in a different colour, to support children in identifying them within a word. Children in Y1 and 2 have a phonics workbook in which they record some of their phonics learning activities.

Children's targeted home reading books are carefully selected by their class teacher to match current phonics learning to ensure opportunities to practise phonics learning at home and promote confidence, fluency and accuracy in their reading.

Phonics resources are used consistently across all year groups. Consistency is maintained in the use of reading books, sound and word flashcards and letter formation to help the children remember the different sounds and how the letters are formed. Displays across YR - 2 use the same resources to provide familiarity for the children, with speed sounds charts displayed in Year 1 - 4 for regular practise and reference purposes.

In addition to the class teacher, the phonics intervention teacher and teaching and learning assistants lead small intervention groups to allow for more targeted teaching in phonics and helping the children to keep up. These interventions are timetabled in addition to the child's daily phonics session to ensure that any children who struggle with phonics will always be taught by the class teacher during timetabled phonics sessions, and any targeted support is in addition to teacher provision.

All staff are expected to use pure sounds in their pronunciation and use the correct terminology with regards to the teaching of phonics (appendix 7).

Workshops are provided for parents in the autumn term to support their understanding of phonics and how it is taught at Bishop Perrin.

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.

Teachers will:

- support children to become independent writers and develop their writing skills through exposure to high quality examples of written texts, modelling and guidance
- encourage children to read their work to other children, adults and classes where possible
- train children to use skills of self-assessment and editing / checking
- provide opportunities for writing for a purpose
- 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
- ensure a specific purpose for extended writing 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.
- set realistic writing target 'next steps' and evaluate regularly to ensure the children are working towards them
- 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 2) ensures that in each theme children will work towards completing at least two extended pieces of writing per half term (a process that includes 'cold' and 'hot' writing tasks at the start and end of a unit; analysis of high-quality exemplary texts; exploration of language and grammatical features; drafting, editing and publishing).

This framework ensures progression and variety in the texts 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 3) ensures children are taught a wide variety of sentence styles from Y1 - 6 to support them in writing in a varied and creative manner.

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 FS / KS1' and 'Spelling in KS2'.

Teachers at Bishop Perrin will:

- ensure provision of daily discrete phonics sessions in YR / KS1 to support the children in developing their reading and emerging spelling skills and learning of tricky words
- provide three weekly spelling sessions in 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
- provide a weekly phonics / spelling homework activity in KS1 / KS2
- ensure all children 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
- 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-edit their writing to check and improve the accuracy of their spelling
- avoid over reliance of the use of worksheets for the teaching of spelling

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

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.

We take a consistent approach to teaching correct pencil grip and letter / number formation (see appendix 4 & 5 for guidelines) which is taught in Reception and consolidated and developed through Key Stage One and Two. The school handwriting scheme of work 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, we do not give out 'pen licences'.

We teach and model the 'Perfect Handwriting Position' (Appendix 6) 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).

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 guided reading.

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 willing to support the planning of work if requested. Children with identified reading ages of below their chronological age are targeted by teachers to participate in a range of carefully considered interventions. These are recorded on the pupil progress interventions document for each class.

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. Their attainment will be monitored closely and according to the individual need they may require:

- additional time with classroom assistant
- support teacher
- outside agency support

Break out rooms are available to take small groups of children requiring additional support.

Homework

English homework is set as stated in the Homework Policy.

Assessment, Record Keeping, Reporting and Target Setting

Assessment 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 YR to ensure any children who may struggle are identified early and further support can be provided. This assessment continues in Year 1 and Year 2, with the addition of termly phonics checks in Y1 and reading comprehension assessment 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 give to the child to work on during the unit. At the end of the unit, the child produces their 'hot task' writing, showcasing 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.

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 by updating their spelling chart weekly, and supplementing their weekly spelling lists with two words selected from their chart to aid their personal progress.

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. 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.

Equal Opportunities

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

Literacy Room / Resources

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. The Reception and Key Stage One Guided Reading books and reading scheme books are also stored in the Literacy Room, as are the Key Stage 2 guided reading books. 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 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</p>	<p><i>Flat Stanley</i> – Jeff Brown</p>	<p><i>Rainforest Rescue</i> – J. Burchett and S. Volger</p>	<p><i>The Thieves of Ostia</i> – Caroline Lawrence</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</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>Beegu</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</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</p>	<p><i>Stay Where You Are, Then Leave</i> – John Boyne</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</p>	<p><i>Midnight Feasts</i> – an anthology of poetry</p>	<p><i>The Devil and His Boy</i> – Anthony Horowitz</p>	<p><i>Street Child</i> – Bertie Doherty</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>The Lighthouse Keeper's Lunch</i> - David & Ronda Armitage</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</p>	<p><i>The Giant's Necklace</i> (short story) – Michael Morpurgo <i>Scott's Diaries</i> (British Museum Online)</p>
Summer 1	<p><i>Flotsam</i> – David Weisner <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>Naughty Bus</i> – Jan Oke <i>The Lucky Dip</i> (short film)</p>	<p><i>The Butterfly Lion</i> – Michael Morpurgo</p>	<p><i>The Iron Man / Iron Woman</i> – Ted Hughes</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>Into the Forest</i> – Anthony Browne <i>The Extraordinary Gardener</i> – Sam Boughton</p>	<p><i>Charlie and the Chocolate Factory</i> – Roald Dahl</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</p>	<p><i>The White Giraffe</i> – Lauren St. John</p>	<p><i>Coming to England</i> – Floella Benjamin</p>

Extended Writing

Appendix 2

Term	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 1		Free verse – descriptive poem Narrative: Story with predictable and patterned language	Non-fiction – Instructions Non-fiction – Informal letters / e-mails Poetry – writing a song	Non-fiction – non-chronological report Formal letters	Non-fiction – Recount newspaper article Structured poetry - ballads	Poetry – a narrative poem Narrative: Mystery story	Non-fiction – Argument / debate Formal persuasive letter (of complaint)
Autumn 2		Narrative – Fantasy Story Non-fiction – Recount of school trip	Structured poetry – Acrostic and shape poems Recount – Diary writing	Visual Poetry – Shape poems and calligrams Narrative: Historical fiction	Non-fiction – non-chronological reports Narrative - Adventure Story	Non-fiction – persuasive writing, branding and pitching a product Non-fiction: script-writing	Narrative – contemporary fiction Poetry – descriptive imagery
Spring 1		Non-fiction – labels, lists and captions Non-fiction – Information Leaflet	Narrative – Fantasy story (Fairy Tale with a Twist) Non-fiction – Non-chronological report	Non-fiction Instructions Free verse and narrative poems	Narrative – Descriptive writing: creating an historical setting Play scripts with an historical setting	Performance poetry Narrative: historical story chapters	Non-fiction – Recount newspaper article Non-fiction – Instructions Narrative – Science Fiction
Spring 2		Structured poem – List poem Non-fiction - recount	Narrative – Mystery Story Non-fiction – Information Leaflet	Narrative – myths Non-fiction – Information text: Factfile – Life in Ancient Egypt	Structured poetry – Renga, Haiku and Cinquain Non-fiction – Explanation texts	Non-fiction: discussion / debate Structured poetry - couplets	Non-fiction – Recount diary writing Non-fiction – Non-chronological report
Summer 1		Non-fiction – Instructions Narrative – Adventure Story	Poems inspired by an anthology Narrative - Fables	Fiction – diary writing Structured poetry – Kennings poems	Non-fiction: a recount Narrative: writing in character	Non-fiction: explanation text Non-fiction – Recount of trip to Isle of Wight	Narrative – descriptive narrative Narrative – Stories with flashbacks
Summer 2		Narrative – Traditional Fairy Tale Poetry – nursery rhyme / traditional poem	Non-fiction – Explanation flowchart Non-fiction – Informal Invitations	Narrative - Adventure story Non-fiction: informative / persuasive	Poetry – poems around a theme Narrative – Myths	Narrative: story with issues / dilemmas Non-fiction: a day in the life of Zahra	Non-fiction – Recount autobiography / biography Information text

Variety of Sentences - Scheme of Work

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

Adapted from Alan Peat resources

Letter Formation
(taken from Read, Write, Inc.)

Appendix 4

Letter	Introduction to the sound	Handwrite
a	Bounce: a - a - a - a - apple	Round the apple, down the leaf
b	Bounce: b - b - b - b - boot	Down the laces to the heel, round the toe
c	Bounce: c - c - c - c - caterpillar	Curl around the caterpillar
d	Bounce: d - d - d - d - dinosaur	Round his bottom, up his tall neck, down to his feet
e	Bounce: e - e - e - e - egg	Lift off the top and scoop out the egg
f	Stretch: ffffflower	Down the stem, and draw the leaf
g	Bounce: g - g - g - g - girl	Round her face, down her hair and give her a curl
h	Bounce: h - h - h - h - horse	Down the head to the hooves and over his back
i	Bounce: i - i - i - i - insect	Down the body, dot for the head
j	Bounce: j - j - j - j - jack-in-a-box	Down his body, curl and dot
k	Bounce: k - k - k - k - kangaroo	Down the kangaroo's body, tail and leg
l	Stretch: lllllleg	Down the long leg
m	Stretch: mmmmmountain	Maisie, mountain, mountain
n	Stretch: nnnnet	Down Nobby, over his net
o	Bounce: o - o - o - o - orange	All around the orange
p	Bounce: p - p - p - p - pirate	Down the plait and over the pirate's face
q	Bounce: qu - qu - qu - qu - queen	Round her head, up past her earrings and down her hair
r	Stretch: rrrrrobot	Down his back, then curl over his arm
s	Stretch: ssssnake	Slither down the snake
t	Bounce: t - t - t - t - tower	Down the tower, across the tower
u	Bounce: u - u - u - u - umbrella	Down and under, up to the top and draw the puddle
v	Stretch: vvvvulture	Down a wing, up a wing
w	Bounce: w - w - w - w - worm	Down, up, down, up
x	Bounce: x - x - x - x - exercise	Down the arm and leg and repeat the other side
y	Bounce: y - y - y - y - yak	Down a horn up a horn and under his head
z	Stretch: zzzzip	Zig - zag - zig

Number Formation

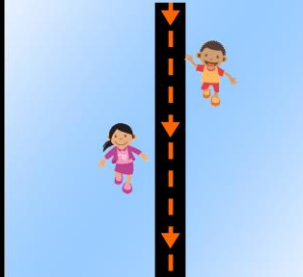
Always start at the top unless otherwise stated.

Around and round and
round we go,




When we get home we
have a zero.

Start at the top and
down we run,



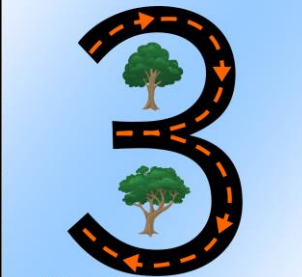
That's the way we
make a one.

Around and back on a
railroad track



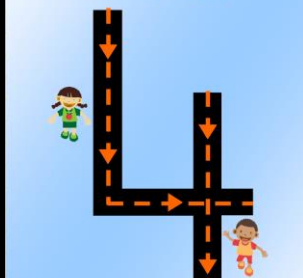
Two, two, two

Around the tree and
around the tree,



That's the way we
make a three.

Down and over, down
some more



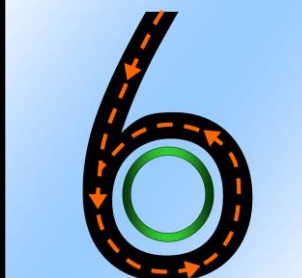
That's the way we
make a four.

Down and around
then a flag on high



That's the way we
make a five.

Down we go and make
a loop,



Number six makes a
hoop.

Across the sky and
down from heaven,




That's the way we
make a seven.

Make an 's' and do
not wait



When it's joined up
you have an eight.

Make a loop and then
a line,



That's the way we
make a nine.

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.

Glossary of Terminology -Phonics



- **Phoneme** – one or more letters representing a unit of spoken language consisting of a single uninterrupted sound
- **Grapheme** – a letter or sequence of letters that represent a phoneme
- **Grapheme-phoneme correspondences** (GPCs)
- **Digraph** – a grapheme containing two letters that makes just one sound (phoneme)
- **Trigraph** – a grapheme containing three letters that makes just one sound (phoneme)
- **Blending** – Merging the individual phonemes together to pronounce a word
- **Oral blending** – hearing a series of spoken sounds (phonemes) and merging them together to make a spoken word. No text is used.
- **Segmenting** – hear and say the individual phonemes within words. In order to spell, children need to segment a word into its component phonemes and choose a grapheme to represent each phoneme
- **Split digraph** – a digraph in which the two letters are not adjacent eg. make
- **Syllable** - smallest unit of sound in a word
- **Homophone** – words with common pronunciations but different spelling (eg. to, too, two)
- **Homograph** – words that have the same spelling but differ in meaning and pronunciation
- **Prefix** – added to the beginning of a root word to change the meaning
- **Suffix** – added to the end of a root word to change the meaning
- **Dots / dashes / star** – sound buttons: dot – single letter phoneme, dash – digraph / trigraph, star – tricky part of a tricky word, ‘smile’ – split digraph. These go under the letters.