

# Newlaithe Junior School

## **ENGLISH POLICY 2024**

*(Updated June 2024)*

English is the study of our language - both spoken and written. It is the main instrument of our learning throughout the school as it enables pupils to communicate and analyse ideas and tackle a range of practical tasks. English is the main medium to help pupils solve problems and relate skills and knowledge to real-life contexts.

The Primary Framework sees literacy at the heart of the drive to raise standards in schools. The Framework for teaching provides a map around which we can plan challenging and interesting learning activities for our pupils. We deliver the curriculum through two different strategies (see below).

- 1). For much of our English work we deliver the curriculum through a topic-based approach. Here we integrate work from various subjects together through a cross-curricular approach. Many ideas about the structure of spoken and written language are taught to children through tasks set for the different subjects of the National Curriculum.
- 2). To ensure that pupils cover all the work within the National Curriculum English Document, five 1-hour lessons are taught weekly based on the Framework for teaching. Some of our English work is also done through a separately planned programme of English activities (particularly handwriting and some aspects of Speaking and Listening which we encourage through cross-curricular work, drama and pupil assemblies).

In both types of English, children work individually, in groups and as a whole class through a carefully matched and progressively more demanding series of assignments, at an appropriate pace for the pupil. Our overall aim in all our teaching is to provide children with the self-motivation and organisational skills to become autonomous learners. We pride ourselves on encouraging high expectations of work from all our pupils, at their level of attainment. We constantly review our planning, ways of organising our classes and teaching methods to ensure that our children work to an appropriate match of task and at a suitable pace of working. When planning work continual reference is made to the objectives in the Literacy Framework for teaching.

### **1. AIMS**

*We aim to develop pupils' abilities within an integrated programme of Speaking & Listening, Reading & Writing. Pupils will be given opportunities to develop their use, knowledge and understanding of spoken and written English within a broad and balanced curriculum, with opportunities to consolidate and reinforce taught literacy skills.*

We aim to provide children with the following skills, concepts and attitudes:

- all pupils to be confident and articulate speakers;
- all pupils to be attentive listeners and sensitive to the opinions of others;
- to read and write with confidence, fluency and understanding, using a range of independent strategies to self-monitor and correct;
- to show a love of reading and a desire to read for enjoyment;
- to understand a range of text types, media types and genres;
- to cultivate open-mindedness to new opinions expressed in a text;
- to show an interest in words and their meanings; developing a growing vocabulary in spoken and written forms;
- to articulate their responses using a suitable technical vocabulary;
- the ability to write in a variety of styles and forms appropriate to the situation, using their developing imagination, inventiveness and critical awareness;
- to develop their latent creativity and self-confidence in both drama and writing;
- to become effective spellers and to develop the skills to have legible and neat handwriting;
- to persevere at a written task or in reading a book and to co-operate with others in producing an outcome.

## **2. STATUTORY REQUIREMENTS**

Statutory requirements for the teaching and learning of English are laid out in the National Curriculum English Document (2014).

**At Key Stage Two (Years 3-6)** children learn to change the way they speak and write to suit different situations, purposes and audiences. They read a range of texts and respond to different layers of meaning in them. They explore the use of language in literary and non-literary texts and learn how the structure of language works.

*The Governing Body, in particular the Literacy Governor, receive regular reports on the progress of English provision.*

## **3. SUBJECT ORGANISATION**

### **Key Stage 2**

In Key Stage 2 children have daily Literacy lessons which incorporate grammar for writing. Additional literacy sessions include guided reading, handwriting, class novel and spelling/spag. Wherever possible cross-curricular links will be incorporated into our teaching, ensuring that Literacy skills are developed across the whole curriculum. Provision is made for children who require extra support through intervention programmes (e.g. Little Wandle) and differentiated class teaching.

There are a range of resources to support the teaching of English throughout the school. All classrooms have dictionaries and thesauruses as well as a range of age-appropriate small apparatus. Selections of fiction and non-fiction texts (some of which are multiple copies) are located both in classrooms and the school library. Guided reading texts can be found in both

the library and within year group classrooms. Children have access to the Internet through net-books and iPads, as well as having access through the computer suite.

#### **4. APPROACHES TO SPEAKING AND LISTENING**

The Strands of Speaking and Listening: Speaking; Listening; Group Discussion, Debate and Interaction, and Drama permeate the whole curriculum. Interactive teaching strategies are used to engage all pupils in order to raise reading and writing standards. Children are encouraged to develop effective communication skills in readiness for later life.

It is vital that children can speak clearly, concisely and that they have a good range of vocabulary and expression to enable them to be effective communicators in the society of the future. It is therefore important that within one's planning there are plenty of opportunities for children to talk about what they are doing and to listen carefully to the contributions of others, as well as carrying out a range of speaking and listening activities across the curriculum as a whole. Opportunities to develop these skills include: class/school council, debating, talk partners, children being involved in the process of peer marking and giving verbal evaluations of their own work and the work of others, drama, class/school council and many, many shows/performances! Children who require extra support in speaking and listening benefit from small group sessions led by trained Teaching Assistants and where necessary we draw on the expertise of a Speech and Language Therapist.

We recognise the need for all pupils to speak, read and write Standard English fluently and accurately, while acknowledging that a pupil's own dialect, or other language is of prime importance.

#### **5. APPROACHES TO READING**

The Programmes of Study at Key Stage 2 consist of two dimensions:

- word reading
- comprehension (both listening and reading).

At Newlathes Junior School we embrace the acquisition of reading skills, the growth of literacy awareness and responsiveness and the development of the ability to use reading in all aspects of learning and study. We strive to ensure that the school environment is a rich and stimulating learning resource with the use of captions and labels on walls and on artefacts in order to provide a variety of reading opportunities for response or for information.

Teachers model reading strategies during shared reading sessions, whilst children have the opportunity to develop reading strategies and to further discuss texts in greater detail during guided reading sessions, helping them to become fluent and independent readers. A variety of books from different genres are used for guided reading as well as books taken from the 'White Wolves' Guided Reading series. These are differentiated to suit the ability of each reading group. Independent reading provides time for both assessment and 1-1 teaching. Discrete phonics lessons take place throughout the Key Stage for those children whom it is

deemed necessary in order to enable these children to decode more efficiently (*see Phonics Policy*).

Selections of reading schemes are used to support children in Year 3 and where appropriate children in Year 4. (These include: Rising Stars – Reading Planet, Collins Big Cat Phonics, Dandelion Launchers and Dandelion Readers which go hand-in-hand with the phonics scheme as well as using Oxford Reading Tree.) Books in the library are also banded allowing the children to select books relevant to their reading ability. Teaching assistants, wherever possible, support reading activities to ensure that children have more frequent opportunities to read with adults. From the beginning of Year 3 right up to Year 6, children should be encouraged to treat reading as a desirable experience. Quality books and other reading material should be available for them to look at, browse through and enjoy. The provision of a wide and varied stock of fiction and non-fiction books is essential.

Reading for Pleasure is strongly encouraged and many exciting and rewarding activities are arranged in school to promote the pleasure and knowledge that can be gained from books, i.e. 'Book Week'. Visits by published authors, skilled story tellers from many cultures, performances by professional theatre groups, making books, using drama, dance and music to illustrate texts are just some of the opportunities the children are given.

Children across the Key Stage take home a reading book from a reading scheme/the school library. Those children still learning to read have access to books to help these children to continue to grow in confidence as readers with a text that appears appropriate for their age group. Each child has a home school reading record that teachers and parents can use to share information about a child's reading. Parents are encouraged to read with their children (*see Homework Policy*). Information is given on how to support their child at meetings and also in curriculum letters. We constantly strive to encourage all readers to share a book at home with their grown-ups. We believe that this not only helps to develop inferential skills, but also supports a lifelong love of reading. Throughout the Key Stage children become more independent in recording information about what they have read in their reading journals. We recognise the value of adults (both in school and at home) reading aloud to children, in order to improve their grasp of story language, enthuse them with a love of books and inspire them as writers.

The 'School Book Fair' is felt to be a valuable tool. It is seen as an opportunity for the parents and children to choose books together and to increase the range, number and quality of books in the children's homes. (*Proceeds from the Book Fair- which is run by the PTA - have been used to further increase the books available in the school library.*)

## **6. APPROACHES TO WRITING**

The Programmes of Study at Key Stage 2 also consist of two dimensions:

- transcription (spelling and handwriting)
- composition (articulating ideas and structuring them in speech and writing).

We aim to develop the children's ability to produce well structured, detailed writing in which the meaning is made clear and which engages the interest of the reader. Attention is paid throughout the school to the formal structures of English, grammatical detail, punctuation and spelling. To support our teaching of writing we use the National Curriculum English Document (2014). Teachers model writing strategies and the use of phonics and spelling strategies in shared writing sessions. Guided writing sessions are used to target specific needs of both groups and individuals, whilst children have opportunities to write at length in extended independent writing sessions/Big Writing tasks at the end of each unit. The children are given frequent opportunities in school to write in different contexts using quality texts as a model and for a variety of purposes and audiences. There are many opportunities for children to improve their writing inspired by drama techniques and film clips. They may be asked to produce their writing on their own or as part of group. Children will also be given the opportunity to use computing skills for their writing.

As a child progresses through Key Stage 2 increasing sophistication in both the content and execution of their work is demanded. For example, stories and other accounts are expected to have clear beginnings, well defined middle narrative sections and should have a clearly thought-out ending. The prose has to be structured within a broad range of connectives and continue in the same tense. Children are taught how to demarcate complete sentences from the start and the use of commas, speech marks, paragraphs and apostrophes is progressively taught as and when a child is ready for that stage, and within the guidelines of the Primary Framework. Pupils are encouraged to use dictionaries to help spell unfamiliar words, and are encouraged to increase their prowess as writers by planning, checking, redrafting and displaying their prose. The skills of self-checking are one that we continually reinforce. It should be remembered that the context of pupils' reading, i.e. the texts, gives structures, themes, and purposes for much of their writing, whilst the focused teaching of word and sentence level skills contributes to the organisation and accuracy of their writing.

Grammar, vocabulary and punctuation - Most of our teaching of grammar, vocabulary and punctuation is carried out within Shared Writing/Reading, when discussing a child's work and in-group sessions to teach a particular point to a cluster of children. These are planned in our weekly forecasts. (The school has a selection of published materials that can be used with pupils when it is thought appropriate to use this approach.) We realise the importance of pupils being taught the correct grammatical terms in English and ensure that these terms are integrated within our teaching. Separate 'spag' lessons are however timetabled, especially in Upper Key Stage 2.

Spelling – an outline programme based on the National Curriculum English Document (2014) is available for each year group. This is then broken down in more detail, running hand-in-hand with the Spelling Shed scheme which maps out a weekly timetable for each year group (following a particular spelling pattern, using sound buttons and phonemes). We want to encourage children to talk about words and notice patterns. Every few weeks it is suggested that teachers focus on teaching commonly mis-spelt words identified through marking or teach

some words related to a topic, e.g. history or science. (Regular Little Wandle sessions also take place for those children who need extra support.)

We use the Nelson Handwriting Scheme in school to help children develop fluent, clear and legible joined up writing. From the earliest days, children are expected to pay particular attention to the presentation of their work. Decorative effects and different methods of illustrating work are encouraged. The use of line-guides is an essential aid to helping pupils set out their handwriting. Handwriting and spelling are skills that are closely linked. Children are continually reminded of the link between spelling and handwriting from the earliest stage when they are taught the “Look, Cover, Write and Check” method of learning new letter-strings.

### **7. CROSS-CURRICULAR LITERACY OPPORTUNITIES**

Teachers will seek to take advantage of opportunities to make cross-curricular links. They will plan for pupils to practise and apply the skills, knowledge and understanding acquired through literacy lessons to other areas of the curriculum.

### **8. THE USE OF ICT**

We recognise the important role computing has to play in our school in the development of Literacy skills. We also recognise the importance of being cine-literate in the 21<sup>st</sup> Century – with year groups being given the opportunity to study a film as their ‘text’ at least once a year. Computing is used on a daily basis to enhance the teaching of literacy and to give all children the opportunity to experience, read and write multimodal texts and develop visual literacy.

### **9. MARKING AND ASSESSMENT**

When marking English work teachers aim to provide positive feedback about pupils’ work. This may be a combination of oral and written feedback and will inform pupils of the progress they have made and provide targets for further development. Marking will be linked to the Learning Objective(s) and Success Criteria and will be regular and thorough, reflecting its importance as a tool for improving the standards of pupils’ work. (*See Marking Policy.*)

Assessment is built into our teaching activities. A teacher should record any noteworthy evidence of development during an assignment. Half-termly writing assessments will take place across the school (using relevant strands taken from the National Curriculum framework in Years 3 – 5 and SATs guidelines in Year 6). In Years 3 – 5 these will be recorded in the child’s ‘Writing Assessment’ Book which progresses with the child throughout their time at Newlathes Junior School. Year 6 will collate their evidence in a separate file. Formal reading assessments will be carried out termly but informal assessments will take place on a weekly basis through guided reading and independent reading sessions. (Relevant notes will be recorded for each child using.) (*See Assessment Policy.*)

A child’s progress in English should be regularly monitored and any concerns about a pupil’s performance should be communicated to the Head, Subject Leader or SENCO who then may decide to instigate a profile of Special Educational Needs. A child’s current achievement will be

recorded formally termly when all record sheets are updated on the school's network system. (In order to ensure consistency, staff meet regularly to engage in whole school moderation.) *(Planned literacy learning is recorded in teachers' long, medium and short term plans; copies of which are kept digitally.)*

*(Other assessment techniques used to monitor pupil progress include: spelling assessments/tests; statutory SATS tests; QCA non-statutory testing at the end of Year 3 – 5.)*

## **10. INCLUSION**

The English curriculum is open to all pupils, irrespective of ability. We aim to provide for all children so that they achieve as highly as they can in English according to their individual abilities. We will identify which pupils or groups of pupils are under-achieving and take steps to improve their attainment. Gifted children will be identified and suitable learning challenges provided.

## **11. EQUAL OPPORTUNITIES**

Newlathes Junior School has universal ambitions for every child, whatever their background or circumstances. Children learn and thrive when they are healthy, safe and engaged.

In order to engage all children, cultural diversity, home languages, gender and religious beliefs are all celebrated. Our curriculum includes a wide range of texts and other resources which represent the diversity and backgrounds of different cultures/beliefs. We aim to give our children the opportunity to give critical responses to the moral questions they meet in their work. Their understanding and appreciation of a range of texts brings them into contact with not only their own literacy heritage but texts from other cultures.

## **12. ROLE OF SUBJECT LEADER**

The Subject Leader is responsible for improving the standards of teaching and learning in Literacy (in close collaboration with the Headteacher and Senior Leadership Team – *documentation in relation to this can be found in the Literacy Subject Leader's File*) through:

- monitoring and evaluating Literacy:-
  - pupil progress
  - provision of Literacy
  - the quality of the Learning Environment,  
*(and advising the Headteacher of any action needed)*
- supporting colleagues in their development of detailed work plans, assessment and record keeping activities in order to ensure continuity and progression,
- taking the lead in policy development,
- auditing and supporting colleagues in their CPD,
- purchasing and organising resources,
- keeping up to date with recent Literacy developments and disseminating to colleagues as appropriate, ensuring that a strategic lead and direction for the subject is in place.

### **13. PARENTAL INVOLVEMENT**

We aim to involve parents directly in the life of the school, and thus in the development of children's skills, knowledge and understanding in English. Parents are involved in hearing children read, and are encouraged to discuss books with them. 'Talk Homework' alongside written homework is also an opportunity for parents/carers to further support their children in literacy. *(See Homework Policy.)*

There are opportunities each term when parents can discuss their children's progress with their teacher. Teachers use information gathered from both formative and summative assessments to help them comment on pupils' progress. A formal report is presented to parents annually, detailing progress made, highlighting areas needing support and giving targets for improvement. Curriculum letters provide information about the English curriculum and how parents can support their children. They also emphasise the importance of reading. Parents are encouraged to read both with and to their children at home in order to promote reading. Parents are welcomed into school to support reading in the classroom.

*(SATs results are published in accordance with Government legislation.)*

This policy should be read in conjunction with the following school policies:

- Reading for Pleasure Policy
- Handwriting Policy
- Phonics Policy (Little Wandle)
- Teaching and Learning Policy
- Homework Policy
- Marking Policy
- Special Educational Needs Policy
- Gifted & Talented Policy
- Computing Policy
- Equal Opportunities Policy
- Health and Safety Policy
- Continuing Professional Development Policy

**Appendix A details our approach to teaching the vital skills of English. Appendix B focuses upon the strands of work to be covered within each year group.**

**Appendix A - Progression throughout Key Stage 2**

The **English Progression Map** details the key skills to be covered within each year group. (It is important to remember that some children will still need to consolidate previous work before moving onto other work within their year group, whereas other children will need to be given tasks that extend and develop what they can already do.)

## Skills Progression Map: English SPEAKING AND LISTENING

	Y3	Y4	Y5	Y6
Speaking & Listening	<p>Pupils should be taught to:</p> <ol style="list-style-type: none"> <li>i. Maintain their listening attention for a greater length of time, staying on topic and responding to comments.</li> <li>ii. Show more confidence when talking and listening in different contexts, exploring and communicating various ideas.</li> <li>iii. Speak audibly and fluently using a growing vocabulary, and show an increasing awareness of Standard English and when it is used.</li> <li>iv. Take part in a group task, discuss it constructively with the other children.</li> <li>v. Describe clearly what they have observed, making effective use of feelings.</li> <li>vi. Speak in a role in dramatic play.</li> <li>vii. Select and use appropriate registers for effective communication, using gesture and movement in association with the voice when effective communication demands it</li> </ol>	<p>Pupils should be taught to:</p> <ol style="list-style-type: none"> <li>i. Comprehend the main ideas in information conveyed orally showing they have listened carefully, initiating and responding to comments as appropriate.</li> <li>ii. Follow the plot of a story or broadcast play written for this age group, showing an understanding of the main points.</li> <li>iii. Listen responsively to poetry or verse, considering and evaluating different viewpoints.</li> <li>iv. Make clear statements of facts.</li> <li>v. Express ideas and feelings accurately.</li> <li>vi. Show imagination and adaptability in improvising language in imagined situations, adapting what they say to the needs of the listener.</li> <li>vii. Speak audibly and fluently using a growing vocabulary, and show an increasing awareness of Standard English and when it is used.</li> <li>viii. Select and use appropriate registers for effective communication, using gesture and movement in association with the voice when effective communication demands it.</li> </ol>	<p>Pupils should be taught to:</p> <ol style="list-style-type: none"> <li>i. Follow a speaker's line of argument, articulating and justifying opinions.</li> <li>ii. Listen with patience, attention and understanding to other speakers in a discussion.</li> <li>iii. Speak clearly and audibly, with appropriate expression and with sensitivity to the response of the listener or the audience, showing increasing confidence in order to gain, maintain and monitor the interest of the listener(s).</li> <li>iv. Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.</li> <li>v. Frame pertinent questions.</li> <li>vi. Describe in appropriate terms what has been seen or experienced.</li> <li>vii. Take part in discussions, presentations, performances, role-play/improvisations and debates.</li> <li>viii. Speak audibly and fluently when explaining a process accurately, showing an increasing command of Standard English.</li> <li>ix. Select and use appropriate registers for effective communication, using gesture and movement in association with the voice when effective communication demands it.</li> </ol>	<p>Pupils should be taught to:</p> <ol style="list-style-type: none"> <li>i. Listen to fairly complex instructions and carry them out accurately.</li> <li>ii. Have some ability to match vocabulary, syntax and style to the requirements of different situations and listeners, and be aware of the need to do so.</li> <li>iii. Converse confidently and pleasantly in social situations, including some that are of a formal nature, developing ideas thoughtfully, describing events and conveying their opinions clearly.</li> <li>iv. Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings, in such a way as to hold the listener's attention.</li> <li>v. Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.</li> <li>vi. Participate courteously and constructively in discussions, asking questions that are responsive to others' ideas and views.</li> <li>vii. Give instructions or directions clearly and succinctly.</li> <li>viii. Speak audibly and fluently, both in non-formal and formal situations, showing an increasing command of Standard English.</li> <li>ix. Select and use appropriate registers for effective communication, using gesture and movement in association with the voice when effective communication demands it.</li> <li>x. In all speaking, make appropriate use of eye contact, gesture, facial expression, pause, tempo, and intonation.</li> </ol>

## Skills Progression Map: English READING

	Y3	Y4	Y5	Y6
Word Recognition	<p>Pupils should be taught to:</p> <ol style="list-style-type: none"> <li>Cope with the more usual phonic rules and have a fair knowledge of the most commonly known vowel and vowel/consonant digraphs.</li> <li>Read further exception words noting the unusual correspondences between spelling and sound, and where these occur in the word.</li> <li>Apply their growing knowledge of root words and prefixes, including in-, im-, il-, ir-, dis-, mis-, un-, re-, sub-, inter-, super-, anti- mand auto- and suffixes/word endings, including -ation, -ly, -ous, -ture, -sure, -sion, -tion, -ssion and -cian both to read aloud and to understand the meaning of new words they meet.</li> <li>Know the alphabet, and apply their knowledge of alphabetical order when consulting simple dictionaries and other reference books.</li> <li>Know how to find books they need or want in a library.</li> </ol>	<p>Pupils should be taught to:</p> <ol style="list-style-type: none"> <li>Read further exception words noting the unusual correspondences between spelling and sound, and where these occur in the word.</li> <li>Read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill.</li> <li>Apply their growing knowledge of root words, prefixes and suffixes/word endings, to help with the understanding the meaning of new words they meet.</li> <li>Read a range of books fluently and accurately.</li> </ol>	<p>Pupils should be taught to:</p> <ol style="list-style-type: none"> <li>Read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.</li> <li>Apply their growing knowledge of root words, prefixes and suffixes/word endings, including -sion, -tion, -cial, -tial, -ant/-ance/-ancy, -ent/-ence/-ency, -able/-ably and -ible/-ibly, both to read aloud and to help with the understanding the meaning of new words they meet.</li> <li>Read most Y5/Y6 exception words, discussing the unusual correspondences between spelling and sound and where these occur in the word.</li> </ol>	<p>Pupils should be taught to:</p> <ol style="list-style-type: none"> <li>Apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet.</li> <li>Use further prefixes and suffixes and understand the guidance for adding them.</li> <li>Read fluently with full knowledge of all Y5/Y6 exception words, prefixes, suffixes/word endings and decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.</li> </ol>
Comprehension	<p>Pupils should be taught to:</p> <ol style="list-style-type: none"> <li>Respond and express opinions about books they have read, as well as books they have been read to them, including fiction, poetry, plays, non-fiction and reference books or textbooks, using appropriate terminology when discussing texts (plot, character, setting).</li> <li>Read books that are structured in different ways and read for a range of purposes.</li> <li>Increase their familiarity with a wide range of books, including fairy tales, myths, legends, and retell some of these orally.</li> <li>Ask questions to improve their</li> </ol>	<p>Pupils should be taught to:</p> <ol style="list-style-type: none"> <li>Further increase their familiarity with a wide range of books, including fairy tales, myths, legends, and retelling of some of these orally.</li> <li>Use a variety of strategies to establish word meaning, discussing words and phrases that capture the reader's interest and imagination.</li> <li>Investigate how settings and characters are built up as well as identifying themes and conventions.</li> <li>Follow the gist of a story or shorter narrative</li> </ol>	<p>Pupils should be taught to:</p> <ol style="list-style-type: none"> <li>Maintain positive attitudes to reading and the understanding of what they have read.</li> <li>Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks, identifying the characteristics of these (such as the use of the first person in writing diaries and autobiographies) as well as the differences between text types.</li> <li>Read books that are structured in different ways and read for a range of purposes.</li> <li>Increase their familiarity with a wide range</li> </ol>	<p>Pupils should be taught to:</p> <ol style="list-style-type: none"> <li>Maintain positive attitudes to reading and understanding of what they have read, having formed the habit of voluntary and sustained reading for pleasure and information.</li> <li>Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</li> <li>Continue to read books that are structured in different ways and read for a range of purposes.</li> <li>Further increase their familiarity with a wide range of books, including myths, legends and</li> </ol>

<p>understanding of the text, including some simple inference questions based on characters' feelings, thoughts and motives.</p> <p>v. Use dictionaries to check the meaning of words that they have read, considering how these words capture the readers' interest and imagination.</p> <p>vi. Make predictions based on what has been read, justifying these with evidence from the text.</p> <p>vii. Have sufficient fluency and motivation to become engrossed in books because of the interest and enjoyment they derive from them.</p> <p>viii. Read a range of simple texts (narrative and information) accurately and independently, drawing inferences and justifying opinions.</p> <p>ix. Begin to scan a text to look for main facts.</p> <p>x. Identify main ideas drawn from more than one paragraph.</p> <p>xi. Checking that the text makes sense to them, discussing their understanding and exploring the meaning of the words in context.</p> <p>xii. Consider how language, structure and presentation contribute to meaning.</p> <p>xiii. Use some books as sources of information to support aspects of their work in the classroom, using contents, index, headings, sub-headings, bibliographies, etc.</p> <p>xiv. Recognise some different forms of poetry.</p> <p>xv. Prepare poems and play scripts to read aloud and to perform making use of intonation, tone, volume and action.</p>	<p>passage as to be able to recount it and discuss it, expressing preferences and exploring narrative order.</p> <p>v. Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</p> <p>vi. Predicting what might happen from details stated and implied.</p> <p>vii. Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <p>viii. Read books that are structured in different ways and read for a range of purposes.</p> <p>ix. Identify how language, structure and presentation contribute to meaning.</p> <p>x. Refer to authorial style, overall themes (e.g. greeting in letters, a diary written in the first person or the use of presentational devices such as numbering and headings).</p> <p>xi. Interpret non-verbal information, such as maps, signs and symbols, associated with the texts they read.</p> <p>xii. Identify themes and conventions in a wider range of books.</p> <p>xiii. Identify main ideas drawn from more than one paragraph and summarise these.</p> <p>xiv. Retrieve and record information from non-fiction, using all of the organisational devices available.</p> <p>xv. Ask questions to improve their understanding of the text.</p> <p>xvi. Follow a series of written instructions.</p> <p>xvii. Be able to scan a text to look for main facts.</p>	<p>of books, including myths, legends and traditional stories, modern fiction, fiction from our library heritage, and books from other cultures and traditions.</p> <p>v. Participate in discussion about both books that are read to them and those that they can read for themselves, building on their own and others' ideas and challenging views courteously.</p> <p>vi. Recommend books that they have read, giving reasons for their choices.</p> <p>vii. Read and respond to a range of texts showing understanding of significant ideas, themes, events and characters.</p> <p>viii. Discuss and evaluate how authors use language, considering the impact on the reader (including figurative language).</p> <p>ix. Identify how language, structure and presentation contribute to meaning.</p> <p>x. Discuss themes across a wide range of writing, making comparisons within and across books.</p> <p>xi. Predict what might happen from details stated and implied.</p> <p>xii. Make comparisons within and across books.</p> <p>xiii. Ask questions to improve understanding.</p> <p>xiv. Provide reasoned justifications for their views.</p> <p>xv. Summarise the main ideas drawn from more than 1 paragraph, identifying key details.</p> <p>xvi. Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions and justifying inferences with evidence from the text.</p> <p>xvii. Identify how language, structure and</p>	<p>traditional stories, modern fiction, fiction from our library heritage, and books from other cultures and traditions.</p> <p>v. Recommend books that they have read to their peers, giving reasons for their choices.</p> <p>vi. Recognise more complex themes in what they read (such as loss or heroism).</p> <p>vii. Read critically, distinguishing fact from opinion, showing that they are able to use inference and deduction more accurately.</p> <p>viii. Continue to draw inferences such as inferring characters' feelings, thoughts and motives from their actions and justifying inferences with evidence.</p> <p>ix. Be able from a text to draw inferences, predictions, and form judgements, as well as beginning to identify key features, themes and characters, selecting sentences, phrases and relevant information to support their views.</p> <p>x. Identify and discuss themes and conventions in and across a wide range of texts.</p> <p>xi. Consider different accounts of the same event and discuss viewpoints (both of authors and fictional characters).</p> <p>xii. Discuss how characters change and develop through texts by drawing inferences based on indirect clues.</p> <p>xiii. Further identify how language, structure and presentation contribute to meaning.</p> <p>xiv. Further discuss and evaluate how authors use language, considering the impact on the reader and how it is used for effect, using such terminology as metaphor, simile, analogy, imagery, style and effect.</p> <p>xv. Distinguish between the literal and the figurative and its impact on the reader.</p>
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	<p>viii. Checking that the text makes sense to them, discussing their understanding and exploring the meaning of the words in context.</p> <p>xix. Discussing words and phrases that capture the reader's interest and imagination.</p> <p>xx. Recognise some different forms of poetry (e.g. free verse or narrative poetry).</p> <p>xxi. Prepare poems and play scripts to read aloud and perform showing understanding through intonation, tone, volume and action.</p>	<p>presentation contribute to meaning, exploring the meaning of words in context.</p> <p>xviii. Discuss and evaluate how authors use language considering the impact on the reader.</p> <p>xix. Further develop skimming and scanning skills to locate relevant information.</p> <p>xx. Use a dictionary, an index, and general reference books such as encyclopaedias and atlases; and gather informational matter such as timetables, catalogues and brochures.</p> <p>xxi. Select, interpret and collate evidence gathered through reading and apply it to a particular enquiry or task in hand within both fiction and non-fiction.</p> <p>xxii. Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.</p> <p>xxiii. Discuss the purpose of note taking.</p> <p>xxiv. Distinguish between fact and opinion.</p> <p>xxv. Prepare poems and plays to read aloud and to perform showing understanding through intonation, tone and volume so that the meaning is clear to an audience.</p> <p>xxvi. Learn a wider range of poetry by heart.</p>	<p>xvi. Further predict what might happen from details stated and implied.</p> <p>xvii. Ask questions to improve understanding.</p> <p>xviii. Provide reasoned justifications for their views.</p> <p>xix. Identify how language, structure and presentation contribute to meaning, exploring the meaning of the words in context.</p> <p>xx. Participate in discussion about both books that are read to them and those that they can read for themselves, building on their own and others' ideas and challenging views courteously.</p> <p>xxi. Make comparisons within and across books, comparing such things as characters, settings and themes.</p> <p>xxii. Summarise the main idea down from more than one paragraph, identifying key details that support the main ideas.</p> <p>xxiii. Learn a wider range of poetry by heart, confidently preparing poems and plays to read aloud and to perform so as to communicate the meaning of the text effectively building in intonation, tone and volume alongside a wide range of devices to further engage the audience and for effect.</p> <p>xxiv. Show evidence that they are able to retrieve and collate information from a range of sources.</p> <p>xxv. Secure skills of skimming, scanning and effective reading so that research is fast and effective.</p> <p>xxvi. Retrieve, record and present information from non-fiction texts.</p> <p>xvii. Use non-fiction materials for purposeful information retrieval (e.g. in reading history, geography and science textbooks) and in</p>
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			<p>contexts where pupils are genuinely motivated to find out information (e.g. reading information leaflets before a gallery or museum visit or reading a theatre programme review).</p> <p>viii. Distinguish between statements of fact and opinion, providing reasoned justifications for their views.</p> <p>xix. Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.</p> <p>xxx. Listen to guidance and feedback on the quality of their explanations and contributions to discussions and to make improvements when participating in discussions.</p>
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## Skills Progression Map: English WRITING

	Y3	Y4	Y5	Y6
Punctuation & Grammar	<p>Pupils should be taught to:</p> <p><u>Word</u></p> <ul style="list-style-type: none"> <li>i. Formation of nouns using a range of prefixes, such as <i>super-</i>, <i>anti-</i>, <i>auto-</i></li> <li>ii. Correct use of ‘a’ and ‘an’. Use of the forms <i>a</i> or <i>an</i> according to whether the next word begins with a consonant or a vowel (e.g. <i>a rock</i>, <i>an open box</i>)</li> <li>iii. A greater understanding of how words are related in form and meaning. Word families based on common words, showing how words are related in form and meaning (e.g. <i>solve</i>, <i>solution</i>, <i>solver</i>, <i>dissolve</i>, <i>insoluble</i>)</li> </ul> <p><u>Sentence Structure</u></p> <ul style="list-style-type: none"> <li>i. Expressing time, place and course using conjunctions (e.g. <i>when</i>, <i>before</i>, <i>after</i>, <i>while</i>, <i>so</i>, <i>because</i>), adverbs (e.g. <i>then</i>, <i>next</i>, <i>soon</i>, <i>therefore</i>), or prepositions (e.g. <i>before</i>, <i>after</i>, <i>during</i>, <i>in</i>, <i>because of</i>).</li> </ul> <p><u>Text Structure</u></p> <ul style="list-style-type: none"> <li>i. Introduction to paragraphs as a way to group related material.</li> <li>ii. Headings and sub-headings to aid presentations.</li> <li>iii. Use of the present perfect form of verbs instead of the simple past (e.g. <i>He has gone out to play</i> contrasted with <i>He went out to play</i>)</li> </ul> <p><u>Punctuation</u></p> <ul style="list-style-type: none"> <li>i. Introduction to inverted commas to punctuation direct speech.</li> </ul>	<p>Pupils should be taught to:</p> <p><u>Word</u></p> <ul style="list-style-type: none"> <li>i. Understand the difference between plural and possessive ~s.</li> <li>ii. Be aware of Standard English forms for verb inflections instead of local spoken forms (e.g. <i>we were</i> instead of <i>we was</i>, or <i>I did</i> instead of <i>I done</i>)</li> </ul> <p><u>Sentence Structure</u></p> <ul style="list-style-type: none"> <li>i. Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. <i>the teacher</i> expanded to: <i>the strict maths teacher with curly hair</i>).</li> <li>ii. Fronted adverbials (e.g. <i>Later that day</i>. <i>I heard bad news</i>).</li> </ul> <p><u>Text Structure</u></p> <ul style="list-style-type: none"> <li>i. Use paragraphs to organise ideas around a theme.</li> <li>ii. Appropriate choice of <b>pronoun</b> and <b>noun</b> within and across sentences to aid cohesion and avoid repetition.</li> </ul> <p><u>Punctuation</u></p> <ul style="list-style-type: none"> <li>i. Use of inverted commas and other punctuation to indicate direct speech, e.g. a comma after the reporting clause; end punctuation within inverted commas (e.g. <i>The conductor shouted, “Sit down!”</i>)</li> <li>ii. Apostrophes to mark singular and plural possession (e.g. <i>the girl’s name</i>, <i>the girls’ names</i>)</li> <li>iii. Use of commas after fronted adverbials.</li> </ul>	<p>Pupils should be taught to:</p> <p><u>Word</u></p> <ul style="list-style-type: none"> <li>i. Convert nouns or adjectives into verbs using suffixes (e.g. <i>-ate</i>; <i>-ise</i>; <i>-ify</i>) and verb prefixes (e.g. <i>dis-</i>, <i>de-</i>, <i>mis-</i>, <i>over-</i> and <i>re-</i>)</li> </ul> <p><u>Sentence Structure</u></p> <ul style="list-style-type: none"> <li>i. Relative clauses beginning with: <i>who</i>, <i>which</i>, <i>where</i>., when, whose, that, or an omitted relative pronoun indicating degrees of possibility using adverbs (e.g. <i>perhaps</i>, <i>surely</i>) or modal verbs (e.g. <i>might</i>, <i>should</i>, <i>will</i>, <i>must</i>)</li> <li>ii. Indicating degrees of possibility using adverbs (e.g. <i>perhaps</i>, <i>surely</i>) or modal verbs (e.g. <i>might</i>, <i>will</i>, <i>should</i> <i>must</i>)</li> </ul> <p><u>Text Structure</u></p> <ul style="list-style-type: none"> <li>i. Devices to build cohesion within a paragraph using adverbials of time (e.g. <i>later</i>), place (e.g. <i>nearby</i>) and number (e.g. <i>secondly</i>) or tense choices (e.g. <i>he had seen her before</i>).</li> <li>ii. Layout devices such as headings, sub-headings, columns, bullets, tables, to structure text.</li> </ul> <p><u>Punctuation</u></p> <ul style="list-style-type: none"> <li>i. Brackets, dashes or commas to indicate parenthesis.</li> <li>ii. Use of commas to clarify meaning or avoid ambiguity.</li> </ul> <p><b>modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity</b></p>	<p>Pupils should be taught to:</p> <p><u>Word</u></p> <ul style="list-style-type: none"> <li>i. Acknowledge the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (e.g. <i>find out</i> – <i>discover</i>; <i>ask for</i> – <i>request</i>; <i>go in</i> – <i>enter</i>)</li> <li>ii. Show an awareness as to how words are related by meaning as synonyms and antonyms (e.g. <i>big</i>, <i>large</i>, <i>little</i>).</li> </ul> <p><u>Sentence Structure</u></p> <ul style="list-style-type: none"> <li>i. Use of the passive voice to affect the presentation of information in a sentence (e.g. <i>I broke the window in the greenhouse</i> versus <i>The window in the greenhouse was broken [by me]</i>).</li> <li>ii. The difference between structures typical of informal speech and structures appropriate for formal speech and writing (such as the use of question tags, e.g. <i>He’s your friend, isn’t he?</i> or the use of subjunctive forms such as <i>I were</i> or <i>Were they</i> come in some very formal writing and speech).</li> </ul> <p><u>Text Structure</u></p> <ul style="list-style-type: none"> <li>i. Linking ideas across paragraphs using a wider range of cohesive devices: repetition of word or phrases, grammatical connections (e.g. the use of adverbials such as <i>on the other hand</i>, <i>in contrast</i>, or <i>as a consequence</i>) and ellipsis.</li> <li>ii. Layout devices such as headings, sub-headings, columns, bullets, or tables, to structure text.</li> </ul> <p><u>Punctuation</u></p>

	<p><b>adverb, preposition conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter inverted commas (or ‘speech marks’)</b></p>	<p><b>determiner, pronoun, possessive pronoun, adverbial</b></p>		<ul style="list-style-type: none"> <li>i. Use of semi-colon, colon and dash to mark the boundary between independent clauses (e.g. <i>It's raining; I'm fed up</i>)</li> <li>ii. Use of the colon to introduce a list and use of semi-colon within lists.</li> <li>iii. Punctuation of bullet points to list information.</li> <li>iv. How hyphens can be used to avoid ambiguity (e.g. <i>man eating shark</i> versus <i>man-eating shark</i>, or <i>recover</i> versus <i>re-cover</i>)</li> </ul> <p><b>subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points</b></p>
<p><b>Composition</b></p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>i. Plan their writing by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar, recording ideas.</li> <li>ii. Create settings, characters and plot within narratives.</li> <li>iii. Compose and rehearse sentences orally, developing a varied and rich vocabulary.</li> <li>iv. Organise paragraphs around a theme.</li> <li>v. Evaluate and edit by peer assessing the effectiveness of their own and others' writing, suggesting improvements, as well as suggesting changes to grammar and vocabulary to improve consistency.</li> <li>vi. Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although.</li> <li>vii. Choose nouns or pronouns for clarity and to avoid repetition.</li> <li>viii. Proof read for spelling and punctuation errors.</li> <li>ix. Use simple organisational devices in non-narrative material.</li> <li>x. Read aloud their writing using appropriate intonation and controlling the tone and volume so that the meaning is clear.</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>i. Plan their writing by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.</li> <li>ii. Plan their writing by discussing and recording ideas.</li> <li>iii. Create settings, characters and plot within narratives.</li> <li>iv. Organise paragraphs around a theme.</li> <li>v. Compose and rehearse sentences orally, further developing a varied and rich vocabulary and an increasing range of sentence structures.</li> <li>vi. Use conjunctions, adverbs and prepositions to express time and cause.</li> <li>vii. Extend the range of sentences with more than one clause by using a wider range of conjunctions.</li> <li>viii. Choose nouns or pronouns for clarity and to avoid repetition.</li> <li>ix. Evaluate and edit by peer assessing the effectiveness of their own and others' writing, suggesting improvements, as well as suggesting changes to grammar and vocabulary to improve consistency.</li> <li>x. Read aloud their writing using appropriate intonation and controlling the tone and volume so that the meaning is clear.</li> <li>xi. Proofread for spelling and punctuation errors.</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>i. Plan their writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models.</li> <li>ii. Note and develop initial ideas, drawing on reading and research where necessary.</li> <li>iii. Consider how authors have developed characters and settings in what pupils have read, listened to or seen performed, when writing narratives.</li> <li>iv. Describe settings, characters and atmosphere, integrating dialogue to convey character and advance the action within narratives.</li> <li>v. Use a wide range of devices to build cohesion within and across paragraphs.</li> <li>vi. Use expanded noun phrases to convey complicated information concisely.</li> <li>vii. Use further organisational and presentational devices to structure text and guide the reader (e.g. headings, bullet points, underlining).</li> <li>viii. Draft and write by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.</li> <li>ix. Precis longer passages.</li> <li>x. Select appropriate grammar and vocab, understanding how such choices can change and enhance meaning.</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>i. Identify audience and purpose, selecting appropriate form and use other similar writing as models.</li> <li>ii. Note and develop initial ideas, drawing on reading and research where necessary.</li> <li>iii. In writing narratives, consider how authors have developed characters and settings in what pupils have read, listened and seen performed.</li> <li>iv. In narratives, describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action.</li> <li>v. Select appropriate grammar and vocabulary understanding how such choices can change and enhance meaning, proposing changes to enhance effects and clarify meaning.</li> <li>vi. Use a wide range of devices to build cohesion within and across paragraphs.</li> <li>vii. Ensure the consistent and correct use of tense throughout a piece of writing.</li> <li>viii. Precis longer paragraphs.</li> <li>ix. Ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register.</li> <li>x. Continue to use further organisational and presentational devices to structure text and guide the reader (e.g. headings, bullet points, underlining).</li> </ul>

		<p>xii. In non-narrative material, further develop the use of simple organisational devices such as headings and sub-headings.</p>	<p>xi. Recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms.  xii. Use the perfect form of verbs to mark relationships of time and cause.  xiii. Ensure correct subject and verb agreement, when using singular and plural, and that there is a consistent and correct use of tense throughout a piece of writing.  xiv. Choose the appropriate register in which to write.  xv. Evaluate and edit by assessing the effectiveness of their own and others' writing.  xvi. Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.  xvii. Proof read for spelling and punctuation errors.  xviii. Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</p>	<p>xi. Evaluate and edit by assessing the effectiveness of their own and others' writing.  xii. Proof read for spelling and punctuation errors.  xiii. Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</p>
Spelling	<p>Pupils should be taught to:</p> <ol style="list-style-type: none"> <li>Spell further homophones.</li> <li>Spell words that are often misspelt.</li> <li>Use the first two or three letters of a words to check its spelling in a dictionary.</li> <li>Use further prefixes and suffixes and understand how to add them.</li> <li>Write from memory simple sentences, dictated by the teacher, that include taught words and punctuation taught so far.</li> <li>Indicate possession by using the possessive apostrophe with singular and plural nouns.</li> </ol> <p><b><u>Progression in Spelling</u></b>  <b>Children should be taught to spell:</b>  <u>Words</u>  i. Words from the words from the National Curriculum word list for Years 3 and 4.  <u>Phonics</u>  i. The /i/ sound spelt 'y' elsewhere than at the end of words e.g. myth, pyramid, gym  ii. Words with the /ai/ sound spelt 'ei', 'eigh',</p>	<p>Pupils should be taught to:</p> <ol style="list-style-type: none"> <li>Spell further homophones.</li> <li>Spell words that are often misspelt.</li> <li>Use the first two or three letters of a word to check its spelling in a dictionary.</li> <li>Use further prefixes and suffixes and understand how to add them.</li> <li>Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</li> <li>Place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals.</li> </ol> <p><b><u>Progression in Spelling</u></b>  <b>Children should be taught to spell:</b>  <u>Words</u>  i. Words from the words from the National Curriculum word list for Years 3 and 4.  <u>Phonics</u>  i. The /i/sound spelt 'y' elsewhere than at the end of words e.g. myth, pyramid, gym  ii. Words with the /ai/ sound spelt 'ei', 'eigh',</p>	<p>Pupils should be taught to:</p> <ol style="list-style-type: none"> <li>Continue to distinguish between homophones and other words which are often confused.</li> <li>Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.</li> <li>Use dictionaries to check the spelling and meaning of words.</li> <li>Use a thesaurus.</li> <li>Use further prefixes and suffixes and understand the guidance for adding them.</li> <li>Spell some words with silent letters.</li> <li>Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically.</li> </ol> <p><b><u>Progression in Spelling</u></b>  <b>Children should be taught to spell:</b>  <u>Words</u>  i. Words from the National Curriculum word list for Years 5 and 6.  <u>Phonics</u>  i. Words containing the letter-string 'ough' e.g. bought, rough, cough, through, although, thorough, plough</p>	<p>Pupils should be taught to:</p> <ol style="list-style-type: none"> <li>Continue to distinguish between homophones and other words which are often confused.</li> <li>Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.</li> <li>Use dictionaries to check the spelling and meaning of words.</li> <li>Use a thesaurus.</li> <li>Use further prefixes and suffixes and understand the guidance for adding them.</li> <li>Spell a wider range of words with silent letters.</li> <li>Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically.</li> </ol> <p><b><u>Progression in Spelling</u></b>  <b>Children should be taught to spell:</b>  <u>Words</u>  i. Words from the National Curriculum word list for Years 5 and 6.  <u>Phonics</u>  i. Words containing the letter-string 'ough' e.g. bought, rough, cough, through, although, thorough, plough</p>

	<p>or 'ey' e.g. vein, eight</p> <p>iii. Words containing the /u/ sound spelt 'ou' e.g. double, trouble</p> <p>iv. Homophones and near homophones e.g. affect/ effect, berry/bury, fair/ fare, male/mail</p> <p><u>Affixes and Roots</u></p> <p>i. Adding suffixes beginning with vowel letters to words of more than one syllable (words ending with a single consonant preceded by a short vowel double the consonant before adding 'ing')</p> <p>ii. Words using prefixes: un-, dis-, mis-, in-, im-, il-, ir-, re-, sub-, inter-, super-, anti-, auto-</p> <p>iii. Words using suffixes: -ly, -ation, -ous</p> <p>iv. Words with endings sounding / shun/: -tion, -sion, -ssion, -cian</p> <p>v. Words ending with the schwa sound: measure, creature</p> <p><u>Word Origins</u></p> <p>i. Words with the /k/ sound spelt 'ch' (Greek in origin) e.g. scheme, chemist</p> <p>ii. Words with the /sh/ sound spelt 'ch' (mostly French in origin) e.g. chef, machine</p> <p>iii. Words ending with the /g/ sound spelt -gue and the /k/ sound spelt -que (French in origin) e.g. league, unique</p> <p>iv. Words with the /s/ sound spelt 'sc' (Latin in origin) e.g. science, scene</p> <p><u>Grammar</u></p> <p>i. Possessive apostrophe with plural words e.g. girls' boys' babies' children's</p>	<p>or 'ey' e.g. vein, eight</p> <p>iii. Words containing the /u/ sound spelt 'ou' e.g. double, trouble</p> <p>iv. Homophones and near homophones e.g. affect/ effect, berry/bury, fair/ fare, male/mail</p> <p><u>Affixes and Roots</u></p> <p>i. Adding suffixes beginning with vowel letters to words of more than one syllable (words ending with a single consonant preceded by a short vowel double the consonant before adding 'ing')</p> <p>ii. Words using prefixes: un-, dis-, mis-, in-, im-, il-, ir-, re-, sub-, inter-, super-, anti-, auto-</p> <p>iii. Words using suffixes: -ly, -ation, -ous</p> <p>iv. Words with endings sounding / shun/: -tion, -sion, -ssion, -cian</p> <p>v. Words ending with the schwa sound: measure, creature</p> <p><u>Word Origins</u></p> <p>i. Words with the /k/ sound spelt 'ch' (Greek in origin) e.g. scheme, chemist</p> <p>ii. Words with the /sh/ sound spelt 'ch' (mostly French in origin) e.g. chef, machine</p> <p>iii. Words ending with the /g/ sound spelt -gue and the /k/ sound spelt -que (French in origin) e.g. league, unique</p> <p>iv. Words with the /s/ sound spelt 'sc' (Latin in origin) e.g. science, scene</p> <p><u>Grammar</u></p> <p>i. Possessive apostrophe with plural words e.g. girls' boys' babies' children's</p>	<p>ii. Homophones and other words that are often confused e.g. practise/ practice, advise/ advice, past/ passed</p> <p><u>Rules and Conventions</u></p> <p>i. Words with the /ee/ sound spelt 'ei' after 'c' e.g. receive, receipt, ceiling plus exceptions protein and seize</p> <p><u>Affixes and Roots</u></p> <p>i. Words with the ending /shus/ spelt -cious or -tious</p> <p>ii. Words with the ending /shul/ spelt -cial or -tial</p> <p>iii. Words with the endings -ant, -ance/-ancy, -ent, -ence/-ency</p> <p>iv. Words ending in -able and -ible</p> <p>v. Words ending in -ably and -ibly</p> <p>vi. Adding suffixes beginning with vowel letters to words ending in -fer (The 'r' is doubled if the -fer is still stressed when the ending is added. The 'r' is not doubled if the -fer is no longer stressed)</p> <p><u>Word Origins</u></p> <p>i. Words with silent letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word) e.g. doubt, island, lamb</p> <p><u>Grammar</u></p> <p>i. Words using a hyphen to link a prefix to a root word e.g. co-ordinate, re-iterate, co-own</p>	<p>ii. Homophones and other words that are often confused e.g. practise/ practice, advise/ advice, past/ passed</p> <p><u>Rules and Conventions</u></p> <p>i. Words with the /ee/ sound spelt 'ei' after 'c' e.g. receive, receipt, ceiling plus exceptions protein and seize</p> <p><u>Affixes and Roots</u></p> <p>i. Words with the ending /shus/spelt -cious or -tious</p> <p>ii. Words with the ending /shul/ spelt -cial or -tial</p> <p>iii. Words with the endings -ant, -ance/-ancy, -ent, -ence/-ency</p> <p>iv. Words ending in -able and -ible</p> <p>v. Words ending in -ably and -ibly</p> <p>vi. Adding suffixes beginning with vowel letters to words ending in -fer (The 'r' is doubled if the -fer is still stressed when the ending is added. The 'r' is not doubled if the -fer is no longer stressed)</p> <p><u>Word Origins</u></p> <p>i. Words with silent letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word) e.g. doubt, island, lamb</p> <p><u>Grammar</u></p> <p>i. Words using a hyphen to link a prefix to a root word e.g. co-ordinate, re-iterate, co-own</p>
Handwriting	<p>Pupils should be taught to:</p> <p>i. Use the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.</p> <p>ii. Increase the legibility, consistency and quality of handwriting e.g. by ensuring that down strokes of letters are parallel and equidistant: that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.</p>	<p>Pupils should be taught to:</p> <p>i. Use the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.</p> <p>ii. Increase the legibility, consistency and quality of handwriting e.g. by ensuring that down strokes of letters are parallel and equidistant: that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.</p>	<p>Pupils should be taught to:</p> <p>i. Write legibly, fluently with increasing speed by:</p> <ul style="list-style-type: none"> <li>- Choosing which shape of letter to use when given choices and deciding whether or not to join specific letters</li> <li>- Choosing the writing implement that is best suited for the task</li> </ul>	<p>Pupils should be taught to:</p> <p>i. Write legibly, fluently with increasing speed by:</p> <ul style="list-style-type: none"> <li>- Choosing which shape of letter to use when given choices and deciding whether or not to join specific letters</li> <li>- Choosing the writing implement that is best suited for the task</li> </ul>

### Word list for year 3

(Words in bold can be learnt within the objectives above)

<b>accident(ally)</b>	century	February	length	popular	strange
<b>actual(ly)</b>	circle	forward(s)	library	<b>potatoes</b>	<b>thought</b>
address	decide	fruit	<b>minute</b>	promise	through
answer	describe	<b>heard</b>	naughty	purpose	<b>weight</b>
arrive	early	heart	<b>notice</b>	quarter	<b>woman/women</b>
believe	earth	height	occasion(ally)	question	
bicycle	<b>eight / eighth</b>	history	often	<b>reign</b>	
centre	enough	learn	perhaps	sentence	

### Word list for year 4

(Words in bold can be learnt within the objectives above)

appear	continue	grammar	material	possible	suppose
breath	different	group	medicine	pressure	surprise
breathe	difficult	guard	<b>mention</b>	probably	therefore
build	disappear	guide	natural	recent	though/although
busy/business	exercise	imagine	opposite	regular	
calendar	experience	important	ordinary remember	remember	
caught	experiment	increase	particular	separate	
certain	extreme	interest	peculiar	special	
complete	famous	island	<b>position</b>	straight	
consider	favourite	knowledge	<b>possess(ion)</b>	strength	

### Word list for year 5

(Words in bold can be learnt within the objectives above)

<b>apparent</b>	<b>cemetery</b>	determined	explanation	interfere	occupy	rhythm
amateur	communicate	develop	familiar	language	occur	<b>secretary</b>
ancient	community	<b>dictionary</b>	<b>foreign</b>	leisure	persuade	shoulder
<b>available</b>	<b>conscience</b>	environment	forty	lightning	<b>physical</b>	soldier
<b>average</b>	<b>convenience</b>	equip(-ped, -ment)	<b>government</b>	muscle	programme	stomach
bargain	curiosity	excellent	<b>hindrance</b>	neighbour	queue	<b>temperature</b>
bruise	<b>desperate</b>	<b>existence</b>	individual	<b>nuisance</b>	recognise	twelfth
					rhyme	<b>vegetable</b>

**Word list for year 6**  
(Words in bold can be learnt within the objectives above)

accommodate	<b>category</b>	disastrous	<b>immediate(ly)</b>	privilege	sincere(ly)
accompany	committee	embarrass	interrupt	<b>profession</b>	sufficient
<b>according</b>	<b>competition</b>	<b>especially</b>	marvellous	pronunciation	suggest
achieve	<b>conscious</b>	exaggerate	<b>mischievous</b>	recommend	symbol
aggressive	controversy	<b>frequently</b>	<b>necessary</b>	relevant	system
appreciate	correspond	guarantee	opportunity	restaurant	thorough
<b>attached</b>	<b>criticise (critic + ise)</b>	harass	parliament	sacrifice	variety
awkward	<b>definite</b>	identity	prejudice	<b>signature</b>	vehicle
					yacht

## Appendix B – Strands of Work

**Long Term Planning:** A cycle of topics which detail the key-areas of work that are to be covered within each year group.

**Year 3**

**Autumn**

**Spring**

**Summer**

(Lengths of terms may result in certain units being interchangeable.)

<b>Narrative</b>	<b>Baseline</b> Garden Description	<b>Setting</b> <b>Description</b> How to Skin a Bear	<b>Narrative</b> How to Skin a Bear	<b>Playscript</b> Ice Palace	<b>Character</b> <b>Description</b> Ice Palace	<b>Persuasive</b> <b>Poster</b> Chances Park	<b>Narrative</b> Traditional Tales	<b>Narrative</b> <i>Stories which raise issues</i>
<b>Non-fiction</b>		<b>Instructions</b> - Stone Age Boy		<b>Letter</b> Ice Palace		<b>Diary</b> <i>Leon and the Place Between</i>	<b>Explanation</b> <i>Plants</i>	<b>Report</b> <i>Book/film</i>
<b>Poetry</b>		<b>Descriptive Poetry</b>						

**Year 4**

**Autumn**

**Spring**

**Summer**

(Lengths of terms may result in certain units being interchangeable.)

<p><b>Narrative</b></p>	<p><b>Mystery</b> - Setting Description</p>	<p><b>Issues and Dilemmas (Oracy)</b> E.g. -Climate Change -Plastic Pollution -Deforestation</p>	<p><b>Science Fiction - The Iron Man</b></p>	<p><b>Fantasy</b> - Fantasy World Setting Description</p>	<p><b>Novel as a theme (Harry Potter)</b> - Fantasy World Character Description</p>	<p><b>Fairy Tales</b> - Ancient Egypt</p>
<p><b>Non-fiction</b></p>	<p><b>Persuasive Letter</b> - Plastic Pollution (letter)</p>	<p><b>Debates (Oracy)</b> - E.g. -Climate Change -Plastic Pollution Deforestation</p>	<p><b>Newspaper Report</b> - Vikings (Beowulf)</p>	<p><b>Non-chronological report</b> Viking Mythical Monster</p>	<p><b>Explanation Text</b> - The Iron Man</p>	
<p><b>Poetry</b></p>	<p><b>Poems on a theme</b> - Animals</p>	<p><b>Poems, e.g. kennings</b></p>				

**Year 5**

**Autumn**

**Spring**

**Summer**

(Lengths of terms may result in certain units being interchangeable.)

<p><b>Narrative</b></p>	<p><b>Novel as a theme</b> - Stormbreaker</p>	<p><b>Older Literature,</b> e.g. Shakespeare</p>	<p><b>Film and Playscript</b></p>	<p><b>Myths, Fables</b> - Ancient Greece</p>	<p><b>Historical narrative</b> - Titanic</p>	<p><b>Reports</b></p>	<p><b>Stories from other cultures</b> - Maya</p>
<p><b>Non-fiction</b></p>	<p><b>Information booklet with range of text types</b> - magazine - Maya</p>			<p><b>Persuasion - Radio or TV broadcast</b> - adverts</p>		<p><b>Discussion - formal debate</b> - graffiti</p>	
<p><b>Poetry</b></p>	<p><b>Poems with a structure, e.g. haiku, limericks</b></p>		<p><b>Poems with figurative language</b>- Pie Corbett</p>		<p><b>Classic narrative poetry</b> - The Highwayman</p>		

**Year 6**

**Autumn**

**Spring**

**Summer**

(Lengths of terms may result in certain units being interchangeable.)

<p><b>Narrative</b></p>	<p><b>Mystery</b> (Flashbacks/Time shift)</p>		<p><b>Third person narrative</b> - <i>Evacuation link</i></p>		<p><b>Historical</b> - <i>Windrush link</i></p>		<p><b>Mini Saga</b> - <i>SATs based</i></p>		<p><b>Historical Film Narrative</b> - The Windermere Children/After The War: From Auschwitz to Ambleside</p>					
<p><b>Non-fiction</b></p>	<p><b>Discussion</b> - <i>balanced arguments</i> - <i>one-sided arguments</i> - <i>debates</i> (<i>Earthquake link</i>)</p>		<p><b>Recount</b> - - <i>diaries, newspaper report</i> (<i>World War II</i>)</p>		<p><b>Descriptive writing</b> - <i>Favourite meal</i></p>		<p><b>Formal Impersonal writing</b> - <i>Leaflet</i></p>		<p><b>Explanation text</b> - <i>Hybrid animal</i></p>		<p><b>Complaint</b> - <i>letter (formal)</i> (<i>Windrush link</i>)</p>		<p><b>Biography</b></p>	
<p><b>Poetry</b></p>	<p><b>Classic narrative poetry</b> (<i>similes, metaphors, personification, alliteration</i>) - <i>Alice in Wonderland</i></p>				<p><b>Performance Poetry</b> - <i>Free verse</i></p>				<p><b>Poetry for Transition</b> - <i>If Children Ruled The World</i></p>					

*(This policy will be reviewed every three years or in the light of changes to legal requirements.)*

