St. Mary's Church of England Primary School, Fownhope

The Teaching of English

A rich education is more than simply learning reading, writing and maths. It is about helping a child grow into their full potential as inquisitive, well balanced and cheerful adults. As a Christian school we nurture children to display the 'fruit of the Spirit', which is "love, joy, peace, patience, kindness, goodness, faithfulness, gentleness and self-control" (Galatians 5:22-23). At St Mary's you will find children growing in mind, body and spirit as they form good relationships with each other, the staff and discover a faith which will sustain them in a rapidly changing world. As our motto has it: "what we nurture today flourishes tomorrow".

Our philosophy for teaching English:
"Write to be understood, speak to be heard, read to grow." (Lawrence Clark Powell).
At St. Mary's Primary School, we strive for excellence in English achievement throughout the school. We aim to develop children's abilities within a cross-curricular programme of reading, writing, speaking & listening. Across all classes, pupils are given many opportunities to develop their knowledge, understanding and use of spoken and written English, within a balanced and exciting curriculum. Through a wide range of exciting activities we aim to instil a life-long love of reading in every child.

Year Group	Intent – what we want to achieve (National Curriculum objective)	Implementation - what it looks like in the classroom	Impact – how we measure success and what we will see
Early Years	**Communication and Language** **Early Learning Goal 1 – Listening and Attention** Children in Reception will be learning to:- • understand how to listen carefully and why listening is important • learn new vocabulary • listen carefully to rhymes and songs, paying attention to how they sound • engage in non-fiction books • listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary **Early Learning Goal 2 – Understanding** • ask questions to find out more and to check they understand what has been said to them • learn rhymes, poems and songs **Early Learning Goal 3 – Speaking** • articulate their ideas and thoughts in well-formed sentences • connect one idea or action to another using a range of connectives	Daily story time and circle time activities to promote good listening Provide objects, pictures and photographs to talk about, for example vegetables to taste, smell and feel. Constant modelling of words and phrases relevant to the area being taught, and of whole sentences. Modelling of whole sentences. Asking plenty of open questions to encourage thinking skills and use of vocabulary.	**What we will see:** Children speaking confidently and listening to one another A love of books and stories Children improving their reading and comprehension skills Children beginning to write recognisable letters and words with

	• describe events in some detail • use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen • develop social phrases • engage in story times • listen to and talk about stories to build familiarity and understanding • retell a story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words • use new vocabulary in different contexts. **Literacy** **Early Learning Goal 9 – Reading** • read individual letters by saying the sounds for them • blend sounds into words, so that they can read short words made up of known letter–sound correspondences • read some letter groups that each represent one sound and say sounds for them • read a few common exception words matched to the school's phonic programme • read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words • re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment **Early Learning Goal 10 – Writing** • form lower-case and capital letters correctly • spell words by identifying the sounds and then writing the sound with letter/s • write short sentences with words with known sound-letter correspondences using a capital letter and full stop. • re-read what they have written to check that it makes sense.	Draw up a list of books that we enjoy reading aloud to children, including traditional and modern stories. Send home familiar and good-quality books for parents to read aloud and talk about with their children. Discuss the plot and main characters in the story, talking about their feelings, actions and motives. Discuss rhyming words and how they end in the same sounds. Sing songs from memory, some with actions. Provide a wide range of stimulating equipment to encourage children's mark-making. Help children to become familiar with letter groups, such as 'th', 'sh', 'ch', 'ee' 'or' 'igh'. Listen to children read aloud, ensuring books are consistent with their developing phonic knowledge. Teach letter formation as they learn the sounds for each letter using a memorable phrase. Use of Read Write Inc synthetic phonics scheme and associated resources.	increasing confidence and independence Children answering open-ended questions with articulation and confidence Children able to transfer their literacy skills across their whole breadth of learning. **How we measure success:** Pupil observations Listening to readers Engagement in activities Marking and feedback Moderation of writing internally and with local schools and within our county Pupil progress meetings TA feedback Teacher assessment/ targets

Year 1	**Reading: Word Reading** • apply phonic knowledge and skills as the route to decode words • respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes • read accurately by blending sounds in unfamiliar words containing GPCs that have been taught • read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word • read words containing taught GPCs and –s, – es, –ing, –ed, –er and –est endings • read other words of more than one syllable that contain taught GPCs • read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s) • read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words • re-read these books to build up their fluency and confidence in word reading.	• Daily phonics sessions - whole class, using interactive and mini-whiteboards • Whole school bookmark scheme • Weekly spelling lesson for *common exception words*, learning 4 words per week. Display words in the classroom. • Whole class spelling lesson • Daily phonics lesson • Whole class lesson on contractions – record in books or on worksheets • Daily reading in school with teacher/TA/parent helper/volunteer.	• Teacher assessment - *can children say the sounds correctly/ apply the sounds in their reading of unfamiliar words?* • Listen to children read • Phonics check • Listen to children read and assess their sight vocabulary • Reading records in class reading folder. • Reading targets set in reading diaries which children take home.
	Reading: Comprehension Develop pleasure in reading, motivation to read, vocabulary and understanding by: • listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently • being encouraged to link what they read or hear read to their own experiences • becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics • recognising and joining in with predictable phrases • learning to appreciate rhymes and poems, and to recite some by heart • discussing word meanings, linking new meanings to those already known Understand what they read, in books they can read independently, by: • drawing on what they already know or on background information and vocabulary provided by the teacher • checking that the text makes sense to them as they read and correcting inaccurate reading	• Teacher reading whole class story. Discuss story during and after story. • Re-reading favourite stories, poems and tales • Literacy lessons based on a story • World Book Day and National Storytelling week activities	• Questioning children when something has been read to or with them (verbal earlier in the year) • Records in reading folder • Assess use of vocabulary in writing or

	• discussing the significance of the title and events • making inferences on the basis of what is being said and done • predicting what might happen on the basis of what has been read so far • participate in discussion about what is read to them, taking turns and listening to what others say • explain clearly their understanding of what is read to them.	• Word of the week – introducing new vocabulary and learning how to use the word in different contexts • Daily reading of colour coded books • Regular reading with teacher 1:1 and setting targets in reading diaries • Questioning children during 1:1 reading time • Comprehension sheets.	spoken language • Ability to self-correct • Informal assessment during story time • Comprehension sheets
	Writing: Composition • To write sentences in order to create short narratives and non-fiction texts • To use some features of different text types (although these may not be consistent) • To reread their writing to check that it makes sense and make suggested changes • To use adjectives to describe. **Writing: Grammar** • To use simple sentence structures • To use the joining word (conjunction) 'and' to link ideas and sentences • To have an awareness of: capital letters for names, places, the days of the week and the personal pronoun 'I'/ finger spaces / full stops to end sentences / question marks / exclamation marks. **Writing: Spelling** • To spell most words containing previously taught phonemes and GPCs accurately • To spell most Y1 common exception words and days of the week accurately (from English Appendix 1) • To use -s and -es to form regular plurals correctly • To use the prefix 'un' • To add the suffixes –ing, -ed, -er and –est to root words (with no change to the root word). **Writing: Handwriting** • To write lower case and capital letters in the correct direction, starting and finishing in the right place • To write lower case and capital letters in the correct direction, starting and finishing in the right place with a good level of consistency.	• Recount • Writing instructions • Writing based on stories • Cross curricular writing • Dictation • Up-levelling with word choice improvement • Dictation • Structured writing lessons • Cross curricular writing • Use grammar worksheets • Writing checklists • Uplevelling with grammar focus • Dedicated phonics sessions, using whiteboards • Spelling phonetically plausible words in independent writing • Learn year 1 common exception words - 4 per week • Plural, prefix and suffix worksheets. • Letterjoin handwriting lessons	• Teacher assessment • Progress in writing books • Writing in topic, science and RE books • Independent writing assessments • Whole class writing moderation on a theme, e.g. WW1 • Work in dictation books • Pupils' work is assessed through independent writing

		• Use of letter join app on iPad.	• Use correct spellings in independent writing • Neat, distinguishable capital and lower case letter formation.
Year 2	**Reading: Word Reading** • continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent • read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes • read accurately words of two or more syllables that contain the same graphemes as above • read words containing common suffixes • read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word • read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered • read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation • re-read these books to build up their fluency and confidence in word reading.	• Daily whole class reading from passages of text on the IWB. Practising decoding skills. Reading instructions on whiteboard – cross curricular • Whole class lessons on vowel sounds and letter names • Reading own work aloud to the class • Daily reading in school with teacher/TA/parent helper/volunteer • Whole school bookmark scheme • RWI spelling and grammar programme • Spelling tests for common exception words • Whole class reading book once a week.	• *Can they apply the sounds in their reading of unfamiliar words?* • Listen to children read • Phonics check – where appropriate • Listen to children read and assess their sight vocabulary • Reading records in class reading folder • Reading targets set in reading diaries which children take home • Reading records.

	Reading: Comprehension Develop pleasure in reading, motivation to read, vocabulary and understanding by: • listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently • discussing the sequence of events in books and how items of information are related • becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales • being introduced to non-fiction books that are structured in different ways • recognising simple recurring literary language in stories and poetry • discussing and clarifying the meanings of words, linking new meanings to known vocabulary • discussing their favourite words and phrases • continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear Understand both the books that they can already read accurately and fluently and those that they listen to by: • drawing on what they already know or on background information and vocabulary provided by the teacher • checking that the text makes sense to them as they read and correcting inaccurate reading • making inferences on the basis of what is being said and done • answering and asking questions • predicting what might happen on the basis of what has been read so far • participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say • explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.	• Teacher reading whole class story. Discuss story during and after story • Rereading favourite stories, poems and tales • Literacy lessons based on a story • Daily whole class reading from passages of text on the IWB • Word of the week – introducing new vocabulary and learning how to use the word in different contexts • listening to each other's work read aloud • Whole class guided reading book once a week. • Reading VIPERS (vocabulary, inference, prediction, explain, retrieve, summarise) • Teacher questioning, drawing inferences from pictures/ films- observe/ wonder/ infer activities. • Daily reading in school with teacher/TA/parent helper/volunteer	• Questioning children when something has been read to or with them. • Records in reading folder • Assess use of vocab in writing or spoken language. • Reading comprehension papers. • Assessment during whole class reading • Informal assessment during story time
	Writing – Composition • write simple, coherent narratives about personal experiences and those of others (real or fictional) • write about real events, recording these simply and clearly.	• Weekend/holiday news • Writing based on stories • Cross curricular writing • Up levelling with word choice improvement	• Independent writing assessments.

	Writing – Grammar • demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required • use present and past tense mostly correctly and consistently • use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses **Writing – Spelling** • segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others • spell many common exception words* **Writing - Handwriting** • form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters • use spacing between words that reflects the size of the letters • add suffixes to write most words correctly in their writing.	• Read aloud writing to whole class to check sense • Word of the week – 'Vocabulary Ninja' • Structured writing lessons • Cross curricular writing • Literacy shed writing activities • 'The Write Stuff' writing focus. • Up levelling with grammar focus • All writing activities • Weekly spelling tests • RWI spelling programme • Dictation • Letterjoin handwriting lessons • Use of Letterjoin app on iPad	• Whole class writing moderation on a theme, e.g., WW1 • Work in dictation books • Pupils' work is assessed through independent writing • Weekly spelling test • Progress in independent writing
Year 3	**Reading: Word Reading** • apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet • read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.	• Link to spellings - RWI spelling scheme • Vocabulary Ninja • Grammar hammer - word families • Teacher and children use this language to familiarise • RWI spellings- orange words • Spelling lists available in blue box in the corner • Guided reading • 1:1 reading with teachers, teaching assistants and volunteers • Phonics interventions for some children - practise reading graphemes and orange/ red words	• Weekly spelling tests • Use of spelling words/ vocabulary Ninja in independent writing • Teacher assessment • Spelling tests • Comprehension assessments • Whole class guided reading sessions • Teacher assessment

	Reading: Comprehension *Develop positive attitudes to reading and understanding of what they read by:* • listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks • reading books that are structured in different ways and reading for a range of purposes • using dictionaries to check the meaning of words that they have read • increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • identifying themes and conventions in a wide range of books • preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action • discussing words and phrases that capture the reader's interest and imagination • recognising some different forms of poetry [for example, free verse, narrative poetry] *Understand what they read, in books they can read independently, by:* • checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context • asking questions to improve their understanding of a text • drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • predicting what might happen from details stated and implied • identifying main ideas drawn from more than one paragraph and summarising these • identifying how language, structure, and presentation contribute to meaning • retrieve and record information from non-fiction • participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.	• Class story time, listening to each other in whole class guided reading, Literacy and language scheme - covers wide range of genres, listening to each other's work read aloud, assemblies, special days- World Book Day share a story/ Hay Festival/ National Poetry Day • Children taught how to use dictionaries - use these to edit spellings and check meanings • Link to topic work e.g. Viking sagas, Greek myths. Story maps for oral retelling. Summarising the story. • Identify key features of texts. Teacher modelling. Checklists. • Children n given time to read own work aloud, topic work, helping with assemblies in school and Church festivals • Performance poetry/ calligrams module. • Dictionary/ thesaurus work to check definitions and think of synonyms. Sentence stretchers/ uplevelling work to think of ways to improve sentences • Reading VIPERS (vocabulary, inference, prediction, explain, retrieve, summarise) questions - whole class guided reading • Teacher questioning	• Comprehension assessments • Whole class guided reading sessions • Teacher assessment • Comprehension assessments • Whole class guided reading sessions • Teacher assessment

		• Drawing inferences from pictures/ films -observe/ wonder/ infer activities • Making notes • 1:1 reading and discussion/ comprehension questions with teachers, teaching assistants and volunteers.	

Year 4	**Reading: Word Reading** • apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet • read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.	• Link to spellings - RWI spelling scheme • Vocabulary Ninja • Grammar Hammer - word families • Teacher and children use this language to familiarise • RWI spellings- orange words • Spelling lists available on tables • Guided reading • 1:1 reading with teachers, teaching assistants and volunteers • Phonics interventions - practise reading graphemes and orange/ red words	• Weekly spelling tests • Use of spelling words/ vocabulary Ninja in independent writing • Teacher assessment • Spelling tests • Comprehension assessments • Whole class guided reading sessions • Teacher assessment
Year 3 and Year 4	**Writing - Spelling** Pupils should be taught to: • use further prefixes and suffixes and understand how to add them - see English appendix 1 • spell further homophones • spell words that are often misspelt - see English appendix 1 • place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's] • use the first 2 or 3 letters of a word to check its spelling in a dictionary • write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far **Writing - Handwriting** Pupils should be taught to: • use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined	• Oxford Owl Read Write Inc. spelling scheme covers all spelling requirements for the National curriculum • Orange word spelling booklets - written spelling activities to help children practise/ recap common exception words • Spelling lists available on desks/ in resources box • Oxford Primary Dictionaries available in book corners • Purple 'polishing pens' - children use these to underline and check spellings that they think are misspelled in their independent compositions • Certain spelling errors are written put 3 times correctly to practise • Spellings and handwriting practice linked • Teacher marking - teachers use personal judgement to underline spelling errors to be	• Weekly spelling tests • Marking independent work • Becoming a pen writer when all written work joined correctly

	• increase the legibility, consistency and quality of their handwriting, [for example, by ensuring that the downstrokes of letters are parallel and equidistant, and that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]
	
	Writing - Composition
	Pupils should be taught to:
	
	• 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
	  • discussing and recording ideas
	• draft and write by:
	  • composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures English appendix 2
	  • organising paragraphs around a theme
	  • in narratives, creating settings, characters and plot
	  • in non-narrative material, using simple organisational devices [for example, headings and sub-headings]
	• evaluate and edit by:
	  • assessing the effectiveness of their own and others' writing and suggesting improvements
	  • proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
	• proofread for spelling and punctuation errors
	• read their own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.
	
	Writing - Vocabulary, Grammar and Punctuation
		checked in books. Sometimes children check spelling themselves, sometimes teacher corrects
		• Spelling frame and units of sound are used as an intervention
		
		• Letterjoin scheme of work - cursive handwriting
		
		• Weekly handwriting lessons
		
		• Dough disco to help with fine motor skills
		
		• Emphasis on neat, well-presented work at all times.
		
		• Teacher modelling
		
		• Taking stimuli from books, pictures, articles and other model texts
		
		• 'Boxing up' using model texts
		
		• Story mountains
		
		• Grammar hammer and sentence stretchers/ up-levelling based on key texts
		
		• Note taking
		
		• DADWAVERS slow writing template
		
		• Use of literacy shed film units
		
		• Use of drama/ role play
		
		• Hold a sentence
		
		• Vocabulary ninja/ power words
			• Whole school writing focus followed by staff meeting for moderation
			
			• Teacher marking
			
			• Checklists
			
			• Rising stars and RWI written assessments for grammar and punctuation
			
			• Checklists

	Pupils should be taught to:
	
	• develop their understanding of the concepts set out in English appendix 2 by:
	  • extending the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although
	  • using the present perfect form of verbs in contrast to the past tense
	  • choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
	  • using conjunctions, adverbs and prepositions to express time and cause
	  • using fronted adverbials
	  • learning the grammar for years 3 and 4 in [English appendix 2]/government/uploads/system/uploads/attachment_data/file/335190/English_Appendix_2_-_Vocabulary_grammar_and_punctuation.pdf)
	• indicate grammatical and other features by:
	  • using commas after fronted adverbials
	  • indicating possession by using the possessive apostrophe with plural nouns
	  • using and punctuating direct speech
	• use and understand the grammatical terminology in English appendix 2 accurately and appropriately when discussing their writing and reading
		• ICT- Espresso, word publishing, internet research
		• Performance poetry
		• Peer/ teacher evaluation
		• Editing stations
		• Rainbow editing
		• Purple polishing pens - edit grammar and vocabulary omissions. Purple/ green/ pink pen for improvements
		• Mini plenaries to share written work out loud
		• Checklists
		• Grammar Hammer and up-levelling/ sentence stretchers
		• Espresso
		• Warm-ups and recaps
		• Working walls
		• Resources box
		• Correcting sentences - children as teachers
		• Discrete grammar teaching to embed knowledge and understanding
		• Specific vocabulary, grammar and punctuation sessions
		• Pink/ green highlighters to show improvement.
			• Writing moderation

Year 5 and Year 6	**Reading: Word Reading** • apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet **Reading: Comprehension** Pupils should be taught to: • maintain positive attitudes to reading and understanding of what they read by: • continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks • reading books that are structured in different ways and reading for a range of purposes • increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions. • recommending books that they have read to their peers, giving reasons for their choices • identifying and discussing themes and conventions in and across a wide range of writing • making comparisons within and across books • learning a wider range of poetry by heart • preparing 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 • understand what they read by: • checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context • asking questions to improve their understanding • drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • predicting what might happen from details stated and implied • summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas • identifying how language, structure and presentation contribute to meaning • discuss and evaluate how authors use language, including figurative language, considering the impact on the reader • distinguish between statements of fact and opinion • retrieve, record and present information from non-fiction • participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously • 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 • provide reasoned justifications for their views.	• RWInc spelling scheme focussing on root words, prefixes and suffixes • Read Theory, 1 to 1 reading sessions with an adult, e.g. Fresh Start, Spelling Frame • Time given for quiet reading, shared reading of own work as well as books • Books used related to topic • Fownhope Library promoted • Whole school bookmark scheme • English planning shows a range of genres • Stories chosen to link across topics • Book reviews at the end of each class story and for other books of choice • All classes learn plays, poetry and service scripts for performance in church and productions • Perform in assemblies • Comprehension – Twinkl comprehension • 10-minute SATS Busters comprehension • VIPERS, Classroom Secrets, Read Theory • Texts used to support writing and discussed • Whole class reading sessions • Topic work and computing promote retrieving facts etc. • Working walls – vocabulary • Presentations and debates across subjects.	• Year 5 – Twinkl / Rigby etc. comprehensions each term • Listening to children reading during whole class reading time • Year 6 – past SATs papers at start, middle and end of year • Listening to children reading during whole class reading time • Assessment record - Read Theory.

	Writing - Spelling Pupils should be taught to: • use further prefixes and suffixes and understand the guidance for adding them • spell some words with 'silent' letters [for example, knight, psalm, solemn] • continue to distinguish between homophones and other words which are often confused • use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English appendix 1 • use dictionaries to check the spelling and meaning of words • use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary • use a thesaurus **Writing - Handwriting and Presentation** Pupils should be taught to: write legibly, fluently and with increasing speed by: • choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters • choosing the writing implement that is best suited for a task **Writing - Composition** Pupils should be taught to: • plan their writing by: • identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own • noting and developing initial ideas, drawing on reading and research where necessary • in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed • draft and write by: • selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning • in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action	• RWINC spelling scheme used for the majority of children • www.spellingframe.co.uk and Units of Sound used to support / intervention • Graffiti spelling and doodle books • Multi–sensory spelling approach e.g. plasticine • Orange word books / rainbow words • Word banks / word mats available in lessons • Weekly spelling tests • Dictionaries and thesauruses used in editing lessons • Year 6 spag.com and SATS Busters 10-minute grammar, punctuation and spelling books • Word processing used to support children with spelling difficulties so spell check can be used. • Weekly handwriting using www.letterjoin.co.uk • Intervention groups using online Letterjoin • Motor control exercises as a class e.g. with plasticine, finger control and Go Noodle • Children given option for writing implement e.g. biro or handwriting pen • Word processing used to support children with additional needs • Use of WAGOLLs to identify features of writing e.g. Grammarsaurus, pobble365, Literacy Shed	• Weekly spelling tests • Self and peer assessment in RWInc books • End of KS2 SATS • Units of Sound automatically assessed • Assessment grids at end of term include spelling • Teacher assessment – progress in books • Assessment grids at end of term include handwriting • Whole school writing focus and moderation • End of term teacher assessment

	• précising longer passages • using a wide range of devices to build cohesion within and across paragraphs • using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] • evaluate and edit by: • assessing the effectiveness of their own and others' writing • proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning • ensuring the consistent and correct use of tense throughout a piece of writing • ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register • proofread for spelling and punctuation errors • perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear. **Writing - vocabulary, grammar and punctuation** Pupils should be taught to: • develop their understanding of the concepts set out in English appendix 2 by: • recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms • using passive verbs to affect the presentation of information in a sentence • using the perfect form of verbs to mark relationships of time and cause • using expanded noun phrases to convey complicated information concisely • using modal verbs or adverbs to indicate degrees of possibility • using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun • learning the grammar for years 5 and 6 in English appendix 2	• Use of different planning structures: frames, story mountains, mind maps • Structured discussion of text types • Carefully selected texts, video clips, images and live performances • Knowledge organisers used to focus on writing types • Grammar and vocabulary selected from WAGOLLS and taught appropriately for text types • A range of writing covered e.g. Literacy Shed units on pathetic fallacy for atmosphere • Writing based on whole class text which is often cross-curricular • Whole school writing focus • Editing sessions focussed e.g. using editing stations or giving and editing focus • Children read out loud to edit • Peer / self-assessment focusses given • Reading work out loud • Uplevelling sentences to improve word choice • Grammar Hammer to revise grammar • Uplevelling sentences to include punctuation / grammar focus • Grammar focus linked to composition • Vocabulary lists linked to writing e.g. Literacy Shed and Vocabulary Ninja. • DADWAVERS used to include a range of sentence openings • FANTASTICS used to improve word choices	• Progression and marking in books • Cross-school moderation of writing e.g. with cluster group • Year 6 spag.com assessments and grammar and punctuation SATS paper • Termly grammar and punctuation assessment.

	• indicate grammatical and other features by:
	  • using commas to clarify meaning or avoid ambiguity in writing
	  • using hyphens to avoid ambiguity
	  • using brackets, dashes or commas to indicate parenthesis
	  • using semicolons, colons or dashes to mark boundaries between independent clauses
	  • using a colon to introduce a list
	  • punctuating bullet points consistently
	  • use and understand the grammatical terminology in English appendix 2 accurately and appropriately in discussing their writing and reading
		• Punctuation focussed lessons using Twinkl, TES, Classroom Secrets, Espresso and other teaching websites
		• Year 6 spag.com and SATS Busters 10 minute grammar, punctuation and spelling books
		• SATS Companion Spag Mats used in class
		• Laminated grammar lists.	