



# English Policy

## September 2019

Approved by Chair \_\_\_\_\_

Review Date \_\_\_\_\_

Within Shine Academy schools, we believe that a high-quality education will teach pupils to speak, write, listen and read fluently so that they can communicate their ideas and emotions to others.

Reading allows pupils to develop in a cultural, emotional, intellectual, social and spiritual way. Additionally, they acquire knowledge to build on what they have already learnt.

All skills of the English language are essential to participating fully as a member of society.

## **Aims**

The national curriculum aims to ensure all pupils:

- Read easily, fluently, and with a strong understanding.
- Develop a habit of reading widely and often, for both pleasure and information.
- Acquire a wide vocabulary, an understanding of grammar, and knowledge of linguistic conventions for reading, writing, and spoken language.
- Appreciate our rich and varied literary heritage.
- Write clearly, accurately, and coherently, adapting their language and style in and for a range of contexts, purpose and audiences.
- Use discussion to learn, including elaborating and explaining to get their understanding and ideas across.
- Are competent in speaking, in listening, making formal presentations, demonstrating to others and participating in debate.

English is developed through four key areas:

- Spoken Language
- Reading – Word Reading & Comprehension
- Writing – Transcription & Composition
- Spelling, Vocabulary, Grammar & Punctuation

### **1. Spoken language**

The national curriculum for English highlights the importance of spoken language in pupils' development across the whole curriculum – cognitively, socially, and linguistically. As spoken language underpins the development of reading and writing, the quality and variety of language that pupils hear and speak are vital for developing their vocabulary and grammar. Therefore, teachers should ensure that pupils' confidence and competence is continually developed in speaking and listening skills. Pupils must be assisted in making their thinking clear to themselves, others, and teachers, as well as being taught to understand and use the conventions for discussion and debate.

We believe pupils should be enabled to participate in drama, and adopt, create, and sustain a range of roles. With opportunities to improvise, devise, and script drama, as well as to rehearse, refine, share, and respond thoughtfully to drama, workshop and theatre performances. Assemblies play a big role in ensuring the pupils are given opportunities to recite poems and participate in dramatic performances such as role play etc.

Statutory requirements, which underpin all aspects of spoken language across primary schools, form part of the national curriculum. These are reflected and contextualised within the reading and writing sections within this policy.

## 2. Reading

The programmes of study in key stage 1 and 2 consist of:

- Word reading.
- Comprehension (both listening and reading).

It is essential that teaching focuses on developing competence in both ways; different teaching is required for each.

Skilled word reading involves quickly working out the pronunciation of unfamiliar words and speedily recognising familiar words. Underpinning both is the understanding that the letters represent sounds in spoken words. This is why phonics is emphasised in the early teaching of reading to beginners (i.e. unskilled readers) when they start school.

Good comprehension draws from knowledge of linguistics and the world. Comprehension skills develop through pupils' experience of high-quality discussion with their teachers, as well as from reading and discussing a range of stories, poems and non-fiction: it is with this in mind that we allow plenty of opportunity for reading and discussion of class novels within our Reading lessons ensuring pupils – particularly those who struggle to comprehend texts – are given access to many points of view and are exposed to the reasoning skills of their peers.

All pupils are encouraged to read widely across both fiction and non-fiction to develop their knowledge of themselves and the world in which they live, to establish an appreciation and love of reading, and to gain knowledge across the curriculum. Reading widely and often increases pupils' vocabulary because they encounter words they would rarely hear or use in everyday speech. Reading also feeds pupils' imagination and opens up a treasure-house of wonder and joy for curious young minds. It is essential that, by the end of their time with us, all pupils with the Trust are able to read fluently, and with confidence, in any subject in their forthcoming secondary education. (Please also refer to our **Reading Policy**)

### **3. Writing**

The programmes of study in key stage 1 and 2 consist of:

- Transcription (spelling and handwriting)
- Composition (articulating ideas and structuring them in speech and writing)

It is vital that teaching focuses on developing competence in both skills, and in addition, that pupils are taught how to plan, revise and evaluate their writing.

Writing ideas down fluently depends on spelling words quickly and accurately through knowing the relationship between sounds and letters (phonics), morphology (word structure) and orthography (spelling structure) of words. Additionally, effective composition involves forming, articulating, and communicating ideas, then organising them for a reader in a coherent manner. Writing needs to be fluent and legible, as well as requiring clarity, awareness of audience, purpose and context, and a wide, broad knowledge of vocabulary and grammar.

### **4. Spelling, vocabulary, grammar, punctuation, and glossary**

From reading and writing, chances arise naturally to learn more vocabulary. We encourage our pupils to understand the relationships between words, nuances in meaning, and how to understand and use figurative language. Additionally, they should teach pupils how to work out and clarify meanings of unknown words, and words with more than one meaning.

Regardless of local dialect, Standard English is modelled by teachers and actively corrected and encouraged. Pupils are taught to control their speaking and writing consciously for different audiences and purposes. Spelling, grammar, punctuation, and ‘language about language’ is also be taught to them. These guidelines are intended to help our teachers with structure, not constrain or restrict their creativity.

Throughout the programmes of study, we try to teach pupils the vocabulary they need to discuss their reading, writing and spoken language. Teachers introduce a “Word of the Day” to pupils and encourage them to include this word in their written work, helping to expand their vocabulary.

It is important that pupils learn the correct grammatical terms in English and that these terms are integrated within teaching.

**Appendix 1** provides an overview of Grammar terminology taught per year group.

## **School Curriculum**

The key stage 1 programme of study for English is set out year-by-year, and in key stage 2 it is set out two-yearly. There is rapid development over the two years in word reading in key stage 1; however, schools are only required to teach the programme of study by the end of the key stage. This gives our schools the flexibility to introduce content earlier or later than set out in the programme of study. Within the Trust, we set out our curriculum on a year-by-year basis and make this information available to via our websites and through our termly curriculum information leaflets set to parents.

## **Attainment targets**

At the end of each year, pupils are expected to know, apply, and understand the skills specified in the relevant programme of study ensuring they meet their Age Related Expectation.

## **The Early Years Foundation Stage**

English in Early Years is based upon the Foundation Stage Profile for:

### **Communication, Language & Literacy**

Communication, language and literacy depend on learning and being competent in a number of key skills, together with having the confidence, opportunity, encouragement, support and disposition to use them. This area of learning includes communication, speaking and listening in different situations and for different purposes, being read a wide range of books and reading simple texts and writing for a variety of purposes. To give all pupils the best opportunities for effective development and learning in communication, language and literacy, practitioners should give particular attention to:

- Providing opportunities for pupils to communicate thoughts, ideas and feelings and build up relationships with adults and each other;
- Incorporating communication, language and literacy development in planned activities in each area of learning;
- Giving opportunities to share and enjoy a wide range of rhymes, music, songs, poetry, stories and non-fiction books;
- Giving opportunities for linking language with physical movement in action songs and rhymes, role play and practical experiences
- Planning an environment that reflects the importance of language through signs, notices and books;

- Providing opportunities for pupils to see adults writing and for pupils to experiment with writing for themselves through making marks, personal writing symbols and conventional script;
- Providing time and opportunities to develop spoken language through conversations between pupils and adults, both one-to-one and in small groups, with particular awareness of, and sensitivity to, the needs of pupils for whom English is an additional language, using their home language when appropriate.

## **Spoken language – years 1 to 6**

Pupils should be taught to:

- Listen and respond appropriately to all teachers and pupils.
- Ask relevant questions to develop knowledge and understanding.
- Build their vocabulary via relevant strategies.
- Articulate and justify answers, arguments, and opinions.
- Structure coherent descriptions, explanations, and narratives for different purposes (for example, expressing feelings).
- Be attentive and participate in collaborative conversations, while staying on topic and initiating and responding to comments.
- Speculate, hypothesise, imagine, and explore ideas using spoken language.
- Speak audibly and fluently in Standard English.
- Participate in debates, discussions, presentations, improvisations, performances, and role-play.
- Gain, maintain, and monitor the interest of the listener(s).
- Consider and evaluate differing viewpoints, while attending to and building on the contributions of others.
- Use appropriate registers for effective communication.

## **Year 1 Programme of Study:**

Building on working from the Early Years Foundation Stage (EYFS) is important, as well as making sure pupils can sound and blend unfamiliar printed words quickly and accurately using phonic knowledge and skills they have already learnt. Our structured Phonics sessions are taught daily following the Letters & Sounds scheme.

Grapheme-phoneme correspondences (GPCs) should be continued to be learnt by pupils. The understanding that the letters on a page represent sounds in spoken words should support

spelling and reading of all words; this includes common words containing unusual GPCs. (The term 'Common exception words' is used throughout the programme of study for such words.)

Additionally, pupils need to develop the skill of blending the sounds into words and apply this skill whenever they encounter new words. Reading, sharing, and discussing a wide range of books, helps pupils to develop a love of reading and broaden their vocabulary. Pupils are helped to progress through our Reading Scheme by being heard read regularly and those who are slow to develop this skill are given extra one to one sessions.

If pupils entering year 1 have not yet met the early learning goals for literacy, they should continue to follow the EYFS curriculum in order to develop their reading, spelling, and language skills. However, these pupils should follow the year 1 programme of study so that they can also develop their vocabulary and understanding of grammar. We try to identify pupils who are struggling with spelling and decoding early, to ensure they are given extra support so that they have a chance to catch-up quickly ensuring the gap closes.

Whilst assessing, teachers assess whether pupils' oral vocabulary, ability to understand, and grammatical structures are developing as they should, and give extra support to those who need to develop more.

## **Reading – word reading**

Pupils should be taught to:

- Apply phonic knowledge and skills to decode words.
- Respond quickly with the correct sound to graphemes for all 40+ phonemes, including 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 contains taught GPCs.
- Read words with contractions and understand that the apostrophe represents the omitted letter(s).
- Read accurately aloud books that are consistent with the pupils' developing phonic knowledge and that do not require strategies to work out words.
- Re-read the previously stated books to build up fluency and confidence in word reading.

## Reading – comprehension

Pupils should be taught to:

- 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 specific 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 both the books they can already read accurately and fluently and those 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.
  - 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.

## Writing – transcription

**Spelling (See Appendix 2)** Pupils should be taught to:

- Spell:
  - Words containing each of the 40+ phonemes already taught.
  - Common exception words.
  - The days of the week.
- Name the letters of the alphabet:
  - Naming the letters of the alphabet in order.
  - Using letter names to distinguish between alternative spellings of the same sound.
- Add prefixes and suffixes:
  - Using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs.
  - Using the prefix un–.



- Using -ing, -ed, -er and -est where no change is needed in the spelling of root words.
- Apply simple spelling rules and guidance, as listed in the grammar list.
- Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.

## **Handwriting**

Pupils should be taught to:

- Sit correctly at a table, holding a pencil comfortably and correctly.
- Begin to form lower-case letters in the correct direction, starting and finishing in the right place.
- Form capital letters.
- Form digits 0-9.
- Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.

## **Writing – composition**

Pupils should be taught to:

- Write sentences by:
  - Saying out loud what they are going to write about.
  - Composing a sentence orally before writing it.
  - Sequencing sentences to form short narratives.
  - Re-reading what they have written to check that it makes sense.
- Discuss what they have written with the teacher or other pupils.
- Read aloud their writing clearly enough to be heard by their peers and the teacher.

## **Writing – vocabulary, grammar and punctuation**

Pupils should be taught to:

- Develop their understanding of the concepts set out in the grammar list by:
  - Leaving spaces between words.
  - Joining words and joining clauses using and
  - Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark.
  - Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I.'
  - Learning the grammar for year 1 in the grammar list.
- Use the grammatical terminology in grammar list in discussing their writing.

## **Year 2 Programme of Study:**

By the beginning of year 2, pupils should be able to read all common graphemes, and read unfamiliar words containing these graphemes by sounding them out in books that are matched closely to each pupil's level of word reading knowledge. They should also be able to read many common words containing GPCs taught so far, without blending the sounds out loud first. Pupils' reading of common exception words should be confident. Finally, pupils should be able to retell some stories that they have remembered during year 1.

During year 2, teachers should focus on establishing pupils' accurate and quick word reading skills. They should also make sure that pupils listen to and discuss a wide range of stories, poems, plays and non-fiction, including whole books. In writing, pupils at the beginning of year 2 should compose individual sentences orally and write them down. They should be able to spell correctly many of the words covered in year 1. They should also be able to make phonically plausible attempts to spell words they have not yet learnt. Finally, they should form individual letters correctly.

It is vital to know that pupils meet extra spelling challenges during year 2. Therefore, they should learn that there is not always an obvious connection between the way a word is said and the way it is spelt. Variations include different ways of spelling the same sound, the use of so-called silent letters and groups of letters in some words and spelling that has become separated from the way that words are now pronounced, such as the 'le' ending in table. Pupils' motor skills also need to be sufficiently advanced for them to write down ideas that they may be able to compose orally.

Teachers should use the year 1 programme of study for pupils who do not have the phonic knowledge and skills they need for the year. However, teachers should use the year 2 programme of study also, so that these pupils hear and talk about new books, poems, other writing, and vocabulary with the rest of the class.

### **Reading – word reading**

Pupils should be taught to:

- 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.

## Reading – comprehension

Pupils should be taught to:

- 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.

## Writing – transcription

**Spelling (See Appendix 2)** Pupils should be taught to:

- Spell by:
  - Segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly.
  - Learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones.
  - Learning to spell common exception words.
  - Learning to spell more words with contracted forms.
  - Learning the possessive apostrophe (singular).
  - Distinguishing between homophones and near-homophones.
- Add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly.
- Apply spelling rules and guidance.
- Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.

## Handwriting

Pupils should be taught to:

- Form lower-case letters of the correct size relative to one another.
- Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.
- Write 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.

## Writing – composition

Pupils should be taught to:

- Develop positive attitudes towards and stamina for writing by:
  - Writing narratives about personal experiences and those of others.
  - Writing about real events.
  - Writing poetry.
  - Writing for different purposes.
- Consider what they are going to write before beginning by:
  - Planning or saying out loud what they are going to write about.
  - Writing down ideas and/or key words, including new vocabulary.
  - Encapsulating what they want to say, sentence by sentence.
- Make simple additions, revisions and corrections to their own writing by:

- Evaluating their writing with the teacher and other pupils.
- Re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form.
- Proof-reading to check for errors in spelling, grammar and punctuation.
- Read aloud what they have written with appropriate intonation to make the meaning clear.

## **Writing – vocabulary, grammar and punctuation**

Pupils should be taught to:

- Develop their understanding of the concepts by:
  - Learning how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular).
- Learn how to use:
  - Sentences with different forms: statement, question, exclamation, command.
  - Expanded noun phrases to describe and specify.
  - The present and past tenses correctly and consistently including the progressive form.
  - Subordination and co-ordination.
  - The grammar for year 2.
  - Some features of written Standard English.
- Use and understand grammatical terminology.

## **Lower Key Stage 2 Programme of Study – Years 3 and 4**

At the beginning of year 3, pupils should be able to read books written at an age-appropriate interest level. They should be able to read them correctly and at a speed that is sufficient for them to focus on understanding what they read rather than on deciphering individual words. They should be able to decode most new words outside their spoken vocabulary, making a good estimate to the word's pronunciation. As their deciphering skills become more secure, teachers should focus more on developing their pupils' vocabulary, including the breadth and depth of their reading, becoming independent, fluent and enthusiastic readers. They should develop their understanding and enjoyment of stories, poetry, plays and non-fiction, and learn to read silently. They should also develop their knowledge and skills in reading a wide range of non-fiction. Justifying their views about what they have read should be important, with support at the start of year 3 and increasing independence by the end of year 4.

Pupils should write down their ideas with a reasonable degree of precision and with good punctuation. Teachers should therefore be joining pupils' writing skills, their vocabulary, their grasp of sentence structure and their knowledge of terminology. Developing as writers involves teachers teaching them to enhance the effectiveness of what they write as well as increasing their proficiency. Pupils should build on what they have learnt, particularly in terms of the range of their writing, grammar, vocabulary and narrative structures. Pupils should begin to understand how writing can be different from speech. Joined handwriting should be the norm, and they should be able to use it fast enough to keep pace with what they want to say.

Spelling of common words should be correct, including common exception words and other words that they have learnt. Pupils should spell words as accurately as possible.

Most pupils will not need further direct teaching of word reading skills: they are able to decipher unfamiliar words accurately, and need very few repeated experiences of this before the word is stored in such a way that they can read it without overt sound-blending. They should demonstrate understanding of figurative language, distinguish shades of meaning among related words and use age-appropriate, academic vocabulary.

As in key stage 1 however, pupils who are still struggling to decipher need to be taught to do this urgently through a rigorous and systematic phonics programme so that they catch up rapidly. If they cannot decipher independently and fluently, they will find it increasingly difficult to understand what they read and to write down what they want to say. As far as possible, however, these pupils should follow the year 3 and 4 programme of study.

Specific requirements for pupils to discuss what they are learning and to develop their wider skills in spoken language form part of this programme of study. In years 3 and 4, pupils should become more familiar with using language in a greater variety of situations, for a variety of audiences and purposes, including through drama, formal presentations and debate.

## **Reading – word reading**

Pupils should be taught to:

- Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) 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.

## **Reading – comprehension**

Pupils should be taught to:

- 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.
- 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.

## **Writing – transcription**

**Spelling (See Appendix 2)** Pupils should be taught to:

- Use further prefixes and suffixes and understand how to add them.
- Spell further homophones.
- Correctly spell words that are often misspelt.
- Place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals.
- Use the first two or three letters of a word to check its spelling in a dictionary.
- From memory, write simple sentences, dictated by the teacher, that include words and punctuation taught so far.

## **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.
- Increase the legibility, consistency and quality of their handwriting.

## **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, progressively building a varied and rich vocabulary and an increasing range of sentence structures.
  - Organising paragraphs around a theme.
  - In narratives, creating settings, characters and plot.
  - In non-narrative material, using simple organisational devices.
- 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.
  - Proof-reading for spelling and punctuation errors.
  - Reading aloud their writing using appropriate intonation and controlling the tone and volume so that the meaning is clear.

## **Writing – vocabulary, grammar and punctuation**

Pupils should be taught to:

- Develop their understanding of the concepts set out in the grammar list 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 the grammar list.
- 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 the grammar list accurately and appropriately when discussing their writing and reading.

## **Upper Key Stage 2 Programme of Study – Years 5 and 6**

By the beginning of year 5, pupils should read a wider range of poetry and books aloud which are written at an age-appropriate interest level with accuracy and at a reasonable speaking pace. Reading most words should be effortless, and they should be able to work out how to pronounce unfamiliar written words more easily. Help should be asked for if the pronunciation sounds unfamiliar.

Preparing readings, summarising, and presenting a familiar story in their own words should be increasingly easy. Reading widely and frequently, outside as well as in school, for pleasure and information should be commonplace. They should read silently with a good understanding, infer the meanings of unfamiliar words, and then discuss what they have read.

Pupils should be able to write down their ideas quickly. Their grammar and punctuation should be broadly accurate. Pupils' spelling of most words taught so far should be accurate, and spelling words that they have not yet been taught by using what they have learnt about how spelling works in English should be simpler.

During years 5 and 6, teachers should continue to emphasise pupils' enjoyment and understanding of language, especially vocabulary, to support their reading and writing. Pupils' knowledge of language, gained from stories, plays, poetry, non-fiction and textbooks, will support their increasing fluency as readers, their facility as writers, and their comprehension. As in years 3 and 4, pupils should be taught to enhance the effectiveness of their writing as well as their competence.

It is vital that pupils who are struggling are taught through a rigorous and systematic phonics programme so that they catch-up rapidly with their peers in terms of their decoding and spelling. However, as far as possible, these pupils should also follow the upper key stage 2 programme of study by listening to books and other writing that they have not come across before, hearing and learning new vocabulary and grammatical structures, and having a chance to talk about all of these.

By the end of year 6, pupils' reading and writing should be satisfactorily fluent and effortless for them to manage the general demands of the curriculum in year 7. Understanding of the audience and purpose of writing is important for their writing, by selecting appropriate vocabulary and grammar. Consciously controlling sentence structure should be important for teachers to focus on in their pupils' writing, and pupils should understand why sentences are constructed as they are. Pupils should understand nuances in vocabulary choice and age-appropriate, academic vocabulary. This involves consolidation, practice and discussion of language.

Specific requirements for pupils to discuss what they are learning and to develop their wider skills in spoken language form part of this programme of study. Public speaking, performance, and debate should be trialed.

## **Reading – word reading**

Pupils should be taught to:

- Apply their growing knowledge of root words, prefixes and suffixes as listed in the grammar list, 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 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 add to meaning.
- Discussing and evaluating how authors use language, including figurative language, considering the impact on the reader.
- Distinguishing between statements of fact and opinion.
- Retrieving, recording and presenting information from non-fiction.
- Participating in discussions about books that are read to them/ by themselves and those they can read for themselves, building on their own and others' ideas and challenging views courteously.
- Explaining and discuss their understanding of what they have read, through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.
- Providing reasoned justifications for their views.

## **Writing – transcription**

**Spelling (See Appendix 2)** Pupils should be taught to:

- Use further prefixes and suffixes and understand the guidance for adding them.
- Spell some words with 'silent' letters.
- 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 the grammar list.
- Use dictionaries to check the spelling and meaning of words.
- Use the first three or four letters of a word to check spelling, meaning, or both of these in a dictionary.
- Use a thesaurus.

## **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 tool 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.
  - Describing settings, characters, atmosphere, and integrating dialogue to convey character and advance the action in narratives.
  - Summarising longer passages.
  - Using a wide range of devices to build consistency within and across paragraphs.
  - Organising and presenting text to guide the reader.
- Evaluate and edit by:
  - Assessing the effectiveness of their own and others' writing.
  - Suggesting changes to vocabulary, grammar and punctuation to make the piece more effective and clarify meaning.
  - Ensuring 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.
- Proof-read 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 the grammar list 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 complex 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 relative pronoun.
- Learning the grammar for years 5 and 6.
- Indicate grammatical and other features by:
  - Using commas to clarify meaning or avoid vagueness in writing.
  - Using hyphens to avoid vagueness.
  - Using brackets, dashes or commas to show parenthesis.
  - Using semi-colons, 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 accurately and appropriately in discussing writing and reading.

## **Timetabling**

A considerable number of areas within the English Curriculum are discrete subjects and will be taught within English lessons and across the whole primary curriculum such as: Spoken Language, Handwriting, Grammar & Punctuation.

Letters & Sounds is taught regularly to all pupils in EYFS and KS1. This is taught within classes. (Please refer to the **Phonics Policy**).

Independent reading sessions take place regularly on the timetable in KS1 & KS2. The specific purpose is to develop word reading skills, vocabulary development and comprehension skills.

Handwriting is taught regularly on the timetable and within all subjects, including Maths. We use the PenPals Handwriting Scheme. Pupils are encouraged to earn a pen license; this is awarded by the English co-ordinator during Achievement assembly and expires each July. (Please refer to the **Handwriting Policy**).

Spelling is taught and tested weekly. It is also taught discretely across the curriculum. Spellings are sent home to learn on a weekly basis following the Rising Stars Spelling Scheme based on statutory spelling requirements. Spelling rules and letter strings are taught and then tested – including other examples to those sent home to be learnt.

Spoken Language is taught throughout all subjects and is assessed across the curriculum. There are also opportunities to develop language during our reading sessions where teachers require children to work in groups to discuss questions based on their reading.

English is taught daily. Within these sessions all aspects of English are taught. Years 1 – 6 have two English lessons dedicated to Reading. The first day involves reading the class novel (which is closely linked to each year group's topic, where possible – **See Appendix 3**) with pupils working in groups to answer specific questions about the text. This provides pupils with

speaking and listening opportunities which enhances their ability to answer further comprehension questions on the second day of Reading.

Writing is taught three days a week from years 1 – 6. The New National Curriculum has been firmly implemented by all year groups with teachers having clear direction of where pupils need to be. Within Writing sessions, opportunities are provided for pupils to plan, draft and edit their work.

## **Recording of work**

All pupils in KS1 and KS2 will have one English book which will include all work. Reading comprehension activities are recorded in their English books. Teachers are encouraged to display examples of reading tasks from the Monday's lesson for the children to refer back to.

## **Planning**

All sessions should be planned using the schools planning proforma or via a SMART file. Weekly lessons should be planned for in advance using the intent, long term planning and target sheets to ensure full coverage of genres and skills.

Objectives for the lessons being taught should be taken straight from the English Assessment Grid which is appropriate for the child's ability.

All lessons should be fully differentiated and accessible to all pupils.

## **Marking**

Teachers mark pupil's writing throughout the lesson to ensure that errors and misconceptions are addressed as soon as possible, rather than a pupil complete a whole piece of writing incorrectly. Handwriting formation, size and spellings are also corrected as issues arise, with pupil's given the opportunity to practise during the lesson.

Please refer to our Marking Policy for further guidance on marking.

## **Assessment**

To ensure that we effectively track progress in Reading, pupils are given a number of additional assessments including assessing pupil's reading and comprehension age termly, as well as half termly formal assessments in the form of a SAT's style paper. (Please refer to the Assessment Policy and Assessment Calendar).

Further to the weekly spelling tests taken by pupils, a termly spelling test of 100 spellings is given (based on the Schonell Spelling Test) which give teachers a standardized spelling age of each pupil. (**Appendix 4**).

Each year group uses the Teacher Assessment Framework for Writing and teachers use the exemplification material to support their teacher assessment. (**Appendix 5**)

Teachers share pupil's progress with parents/carers through termly written reports and also during termly parent consultations and informal meetings which take place as the need arises.

## **Inclusion**

In planning work the teachers will aim:

- to provide breadth and balance of language activities for all pupils
- to provide a differentiated English curriculum to meet the needs of all the pupils through the continuity of experiences
- to set suitable learning challenges for individuals or small groups of pupils
- to respond to pupils diverse learning needs
- to liaise with the Special Needs Co-ordinator to ensure that provision is made for all pupils
- to ensure interventions are applicable with clear objectives set

Targets should be identified on short term planning to overcome potential barriers to learning and assessment for individuals and groups of pupils.

## **SEND Provision**

Pupils identified as needing extra support in English will be given the appropriate help in the classroom. Providing for pupils with special educational needs should take account of each pupil's particular learning and assessment requirements and incorporate specific approaches which will allow individuals to succeed, such as using texts at an appropriate level of difficulty and planning for additional support.

**All appendices are subject to change based on annual review by Subject Leaders.**

**This policy will be reviewed annually unless there are any changes within the Trust.**

# Appendix 1:



## Grammar Overview



# Appendix 2:



## Spelling Lists

# Appendix 3:



## Topic Overview

# Appendix 4:



## Spelling Test to determine spelling age

# Appendix 5:



## Writing Assessment Targets Yrs 1-6

### My Grammar and Writing Targets: Year 1

Vocabulary Grammar and Punctuation		Date	Writing Composition	Date
Year 1	I leave spaces between words.		I say out loud what I am going to write about.	
	I join words and clauses using <i>and</i>		I build a sentence (orally) before writing it down.	
	I have started to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark.		I sequence my sentences to form short narratives.	
			I re-read what I have written to check that it makes sense.	
			I discuss what I have written with my teacher and other children in my class.	
			I read aloud my writing clearly enough to be heard by my teacher and other children in my class.	
			<b>Handwriting</b>	
			I can sit correctly at a table, holding a pencil comfortably and correctly.	
			I can begin to form lower-case letters in the correct direction, starting and finishing in the right place.	
		I understand which letters belong to which handwriting families.		

### My Grammar and Writing Targets: Year 2

Vocabulary Grammar and Punctuation		Date	Writing Composition	Date
Year 2	I can use correctly: full stops, capital letters, exclamation marks and question marks		I have written narratives about personal experiences and those of others (real and fictional).	
			I can write about real events.	
	I can use commas for lists.		I have practised writing poetry.	
	I can use apostrophes for contracted forms and the possessive (singular). E.g. <i>the girl's name</i>		I am able to write for different purposes.	
			I plan or say out loud what I am going to write about before beginning writing.	
	I know the difference between sentences that are: statements, questions, exclamations, commands.		I write down ideas and/or key words, including new vocabulary before beginning writing.	
			I summarize what I want to say sentence by sentence before beginning my writing.	
	I can use expanded noun phrases to describe. E.g. <i>the blue butterfly</i> .		I evaluate my writing with the teacher and other pupils and then make simple additions, revisions and corrections to my writing.	
	I can consistently use the present and past tenses correctly.		I re-read to check that my writing makes sense and that verb tenses are used correctly.	
	I can use subordination (using <i>when, if, that, because</i> )		I proof-read to check for errors in spelling, grammar and punctuation (e.g. ends of sentences punctuated correctly).	
I can use and co-ordination (using <i>or, and, but</i> ).				
I can use some features of written Standard English.		I read aloud what I have written with expression to make the meaning clear.		
		<b>Handwriting</b>		
		I can form lower case letter of the correct size.		
		I can start using some of the diagonal and horizontal strokes needed to join letters and choose which joins are best.		
		I choose the correct spacing between words.		

### My Grammar and Writing Targets: Year 3

	Vocabulary Grammar and Punctuation	Date	Writing Composition	Date
Year 3	I can form nouns using prefixes – super – anti.		I can discuss writing similar to that which I am planning, identifying and naming key organisational and language features of a shared text in order to learn from its structure, vocabulary and grammar. E.g. Headings, sub-headings, paragraphs, conjunctions, fronted adverbials.	
	I can group words into Grammar Word families based on common words (solve, dissolve, insoluble).		I can discuss and record my ideas when planning my writing.	
	I can use inverted commas to punctuate direct speech.		I rehearse my sentences orally (including dialogue), progressively building a varied and rich vocabulary.	
	I can extend my sentences to include more than one clause by using a wider range of conjunctions, including <i>when, if, because, although</i> .		I rehearse my sentences orally building an increasing range of sentence structures.	
	I can use the present perfect form of verbs in contrast to the past tense. <i>I hoped my team would win last week and they did, and I am hoping they will win again tomorrow.</i>		I organise paragraphs around a topic and linked sentences.	
	I choose nouns or pronouns appropriately to avoid repetition.		In narratives, I create settings, characters and plot.	
	I can use conjunctions, adverbs and prepositions to express time and cause.		In non-narrative material, I use simple organisational devices such as headings and sub-headings.	
	I can use fronted adverbials.		I can assess the effectiveness of my own and others' writing and suggest improvements.	
	I use commas after fronted adverbials.		I can suggest changes to grammar and vocabulary, including the accurate use of pronouns in sentences. E.g. I wrote that I like 'nice stuff to eat' on my birthday and I could change that to 'delicious food'.	
	I can use the possessive apostrophe with plural nouns.		I can proof-read for spelling and punctuation errors.	
	I can use the correct form of <i>a</i> or <i>an</i> .		I read aloud my own writing, to a group or the whole class, using appropriate expression and controlling the tone and volume so that the meaning is clear.	
	<b>Handwriting</b>			
	I can use diagonal and horizontal strokes and can choose which joins are best.			
I ensure my handwriting is consistent and legible.				

### My Grammar and Writing Targets: Year 4

	Vocabulary Grammar and Punctuation	Date	Writing Composition	Date
Year 4	I can form nouns using prefixes – super – anti.		I can discuss writing similar to that which I am planning, identifying and naming key organisational and language features of a shared text in order to learn from its structure, vocabulary and grammar. E.g. Headings, sub-headings, paragraphs, conjunctions, fronted adverbials.	
	I can group words into Grammar Word families based on common words (solve, dissolve, insoluble).		I can discuss and record my ideas when planning my writing.	
	I can use inverted commas to punctuate direct speech.		I rehearse my sentences orally (including dialogue), progressively building a varied and rich vocabulary.	
	I can extend my sentences to include more than one clause by using a wider range of conjunctions, including <i>when, if, because, although</i> .		I rehearse my sentences orally building an increasing range of sentence structures.	
	I can use the present perfect form of verbs in contrast to the past tense. <i>I hoped my team would win last week and they did, and I am hoping they will win again tomorrow.</i>		I organise paragraphs around a topic and linked sentences.	
	I choose nouns or pronouns appropriately to avoid repetition.		In narratives, I create settings, characters and plot.	
	I can use conjunctions, adverbs and prepositions to express time and cause.		In non-narrative material, I use simple organisational devices such as headings and sub-headings.	
	I can use fronted adverbials.		I can assess the effectiveness of my own and others' writing and suggest improvements.	
	I use commas after fronted adverbials.		I can suggest changes to grammar and vocabulary, including the accurate use of pronouns in sentences. E.g. I wrote that I like 'nice stuff to eat' on my birthday and I could change that to 'delicious food'.	
	I can use the possessive apostrophe with plural nouns.		I can proof-read for spelling and punctuation errors.	
	I can use the correct form of <i>a</i> or <i>an</i> .		I read aloud my own writing, to a group or the whole class, using appropriate expression and controlling the tone and volume so that the meaning is clear.	
	<b>Handwriting</b>			
	I can use diagonal and horizontal strokes and can choose which joins are best.			
I ensure my handwriting is consistent and legible.				

**My Grammar and Writing Targets: Year 5**

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	Vocabulary Grammar and Punctuation	Date	Writing Composition	Date
Year 5	I can use a thesaurus.		I identify the audience and purpose of the writing, and write accordingly, using other similar writing as models for my own.	
	I can use expanded noun phrases to convey complicated information concisely.		I plan my writing by making notes and developing my ideas, drawing on reading and research where necessary.	
	I can use a relative clauses beginning with <i>who</i> , <i>which</i> , <i>where</i> , <i>when</i> , <i>whose</i> , <i>that</i> .		In writing narratives, I think about how authors have developed characters and settings in what I have read, listened to or seen performed.	
	I can use modal verbs or adverbs to indicate degrees of possibility. E.g. <i>there might be</i> , <i>it could be</i> , <i>possibly</i> , <i>occasionally</i> .		I select the correct grammar and vocabulary, understanding how my choices can change and enhance meaning. E.g. make deliberate language choices for effect.	
	I can use the perfect form of verbs to mark relationships of time and cause. E.g. <i>The coach has left without you (because you have just arrived late)</i> .		In narratives, I describe settings, characters and atmosphere and use dialogue to explore character and move the action forward.	
	I can convert nouns or adjectives into verbs using suffixes, for example: <i>-ate</i> , <i>-ise</i> , <i>-ify</i> . E.g. <i>terrific</i> into <i>terrify</i> .		I can précis longer passages. E.g. Identify key points from a passage and reformulate coherently in my own words.	
	I can use prefixes to generate new verbs.		I use a wide range of devices to build cohesion within and across paragraphs. E.g. pose questions as heading, bullet points, sub-headings, diagrams.	
	I can use brackets, dashes or commas to indicate parenthesis.		I use further devices to organise text and to guide the reader (e.g. headings, bullet points, underlining).	
	I can use grammar devices to build cohesion, including adverbials of time, place and number. E.g. <i>later</i> , <i>nearby</i> , <i>secondly</i> .		I can assess the effectiveness of my own and others' writing.	
			I can suggest changes to vocabulary, grammar and punctuation to make my writing more effective and to clarify meaning.	
			I keep to the correct tense throughout a piece of writing.	
			I correct subject and verb agreement when necessary.	
		I proof-read my work for spelling and punctuation errors.		
		I perform my own writing, using expression, volume, and movement so that the meaning is clear.		
		<b>Handwriting</b>		
		I can write legibly, fluently and with increasing speed.		

**My Grammar and Writing Targets: Year 6**

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	Vocabulary Grammar and Punctuation	Date	Writing Composition	Date
Year 6	I can use a thesaurus.		I identify the audience and purpose of the writing, and write accordingly, using other similar writing as models for my own.	
	I can use expanded noun phrases to convey complicated information concisely.		I plan my writing by making notes and developing my ideas, drawing on reading and research where necessary.	
	I can use a relative clauses beginning with <i>who</i> , <i>which</i> , <i>where</i> , <i>when</i> , <i>whose</i> , <i>that</i> .		In writing narratives, I think about how authors have developed characters and settings in what I have read, listened to or seen performed.	
	I can use modal verbs or adverbs to indicate degrees of possibility. E.g. <i>there might be</i> , <i>it could be</i> , <i>possibly</i> , <i>occasionally</i> .		I select the correct grammar and vocabulary, understanding how my choices can change and enhance meaning. E.g. make deliberate language choices for effect.	
	I can use the perfect form of verbs to mark relationships of time and cause. E.g. <i>The coach has left without you (because you have just arrived late)</i> .		In narratives, I describe settings, characters and atmosphere and use dialogue to explore character and move the action forward.	
	I can use the passive voice to affect the presentation of information in a sentence.		I can précis longer passages. E.g. Identify key points from a passage and reformulate coherently in my own words.	
	I can convert nouns or adjectives into verbs using suffixes, for example: <i>-ate</i> ; <i>-ise</i> ; <i>-ify</i> . E.g. <i>terrific</i> into <i>terrify</i> .		I use a wide range of devices to build cohesion within and across paragraphs. E.g. pose questions as heading, bullet points, sub-headings, diagrams.	
	I can use prefixes to generate new verbs.		I use further devices to organise text and to guide the reader (e.g. headings, bullet points, underlining).	
	I can use grammar devices to build cohesion, including adverbials of time, place and number. E.g. <i>later</i> , <i>nearby</i> , <i>secondly</i> .		I can assess the effectiveness of my own and others' writing.	
	I can use the semi-colon, colon and dash to mark the boundary between independent clauses.		I can suggest changes to vocabulary, grammar and punctuation to make my writing more effective and to clarify meaning.	
	I can use the colon to introduce a list and the semi-colon within lists.		I keep to the correct tense throughout a piece of writing.	
	I punctuate bullet points accurately.		I correct subject and verb agreement when necessary.	
			I proof-read my work for spelling and punctuation errors.	
			I perform my own writing, using expression, volume, and movement so that the meaning is clear.	
		<b>Handwriting</b>		
		I can write legibly, fluently and with increasing speed.		