



Date Policy Agreed by Governors:		Date Policy to be Reviewed:	
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Our Intention

At Hallgate, our aim is that children leave our school with a love of reading and writing and the skills that they need to equip them for the next stage in their education. We believe that if we equip the children with the correct reading and writing tools, they will be able to use them effectively within a literate world. We want them to have experience of a wide range of high quality texts that will excite them and engage their interest. We recognise that reading development is closely linked to that of writing; it is by drawing upon examples from a wide range of texts that pupils come to understand how writers write and are able to develop as writers themselves. We strive to provide learning opportunities which are based on quality texts that engage the pupils, immersing them in a rich language environment. As teachers, we are responsible for providing children in Hallgate Primary School with a stimulating environment in which we offer opportunities to explore language in a cross-curricular manner.

Aims

We aim to:

- Develop children who love reading and get excited about books
- Give children the opportunity to listen to stories that are beyond their own reading ability, for enjoyment
- Give children the chance to participate in class reading sessions where literature is explored and discussed
- Promote reading for pleasure at home
- Equip children with the skills to read with confidence, fluency and understanding
- Expose children to a wide range of text types and genres
- Support children with acquiring a wide vocabulary and an understanding of grammar for reading, writing and the spoken language
- Enable children to write clearly, accurately and confidently-adapting their style to suit form, purpose and the audience
- Develop children who use the spoken form in order to learn; they should be able to elaborate and explain clearly their understanding, opinions and ideas

Implementation

Pedagogy

Books allow children to enter and experience new and imaginary worlds. We believe that regular exposure to a range of high quality books impacts significantly on children's knowledge and understanding of the world, their language development, their social, moral, spiritual and cultural development, their ability to communicate with others effectively and their competence as writers. In order to facilitate this, we are committed to a curriculum and a learning environment which have high quality books at the heart. We are committed to teaching children the skills that they require to become independent, fluent readers.



Through a rigorous approach to daily phonics teaching, children must first be taught to decode, segment and blend words. These skills will help them to read easily and fluently.

Once fluency is achieved, the higher order comprehension skills must be taught systematically to fully enable children to understand and appreciate what they are reading. Underpinning this is the acquisition of a rich vocabulary. At Hallgate, we firmly believe that children are inspired to write by firstly engaging in good quality texts which act as a model for what the children will be asked to write later in the unit. A designed progression throughout the school ensures that children build on previous years' skills in order to become proficient writers.

Implementation of Reading

Objectives

In order to develop fluent, confident readers, teachers at Hallgate are expected:

- To follow Bug Club Phonics scheme
- To discreetly teach reading skills (VIPERS) through quality whole class direct teaching and guided group teaching
- To teach a range of strategies which children can use independently to tackle problems when applying the skills of reading (VIPERS)
- To actively promote and foster a love of reading by reading for pleasure to their own class
- To provide regular opportunities for children to read books of their own choosing for pleasure within the school day, including across the curriculum
- To regularly use class texts as an inspiration for writing
- To further develop children's vocabulary by reading, discussing and analysing high quality texts during English lessons, other subjects and class reads

Teaching and learning

The programmes of study for reading at EYFS, KS1 and KS2 consist of two dimensions:

- Word reading
- Comprehension (both listening and reading)

Word Reading

Phonics is taught in Foundation Stage and Key Stage 1 in daily phonics groups, using the Bug Club phonics scheme. Teaching of phonics continues into Key Stage 2 for children who are not yet confident. (See further phonics information p5)

VIPERS

Children take part in regular guided reading sessions, with a range of text types read and discussed using the V.I.P.E.R.S. reading skills (vocabulary, inference, prediction, explaining, retrieving, summarising). With guidance, they work to identify and comment on features of different genres (structure, characterisation, general comprehension and exploring inference within the text), and complete post-reading tasks to demonstrate their understanding. We use a variety of teaching and learning styles in whole-class guided reading lessons, underpinned by a commitment to developing a greater understanding of vocabulary to unlock a variety of texts.



Planned use of talk and discussion, alongside opportunities to work collaboratively in pairs or groups on a shared task, are an essential part of learning at Hallgate. Children use a variety of stimuli to develop their understanding of different reading skills (pictures, videos and written texts).

Home Reading

Throughout the school, we have an emphasis on reading for enjoyment and understanding. Children are provided with home reading books appropriate to their level of ability incorporating a range of books. Once children are confident readers they take part in the Accelerated Reading Scheme which encourages reading for pleasure and reading for understanding.

Shared Reading

Shared Reading plays a prominent part in the teaching of English, with class books chosen to link into themes and provides an integral part of the teaching of writing and forming the basis of the curriculum themes. Children read across the curriculum for research and information-gathering. All classes have regular opportunities to listen to and enjoy texts that are beyond their own reading ability during the reading of class novels. During these sessions, the teacher will pause to further develop pupils' vocabulary and comprehension skills, as well as imparting a love for reading.

Guided Reading

Guided reading is taught in whole classes from Foundation Stage to Year 6.

Foundation Stage and Year 1

Children access guided reading in whole classes. They read books as a class and verbally discuss the story. All texts that are read directly link to the children's current phonics learning.

Year 2 - Year 6

Planning

The responsibility for planning is in line with our Curriculum Policy.

- Phase leaders work with their team to provide information on their phase's **medium term plan** which ensures coverage and progression of skills in line with the national curriculum for reading for each unit of work, ready for the start of each half term.

Making appropriate choices for reading texts

The reading demands will suit most of the class, offer some challenge, and be within the reach of weaker readers if they are well supported. Texts must:

- Be of high quality
- Have relevance to wider curriculum content or be engaging in their own right
- Enable the study of a number of reading skills and address current reading priorities
- Foundation and Year 1 books should directly link to phonics sounds that are taught during that week

Classroom Environment

All classrooms should have;

- Vocabulary working walls
- High quality dictionaries
- Phonics working wall (Foundation & Year One)



Year 2 - Year 6: Key requirements of weekly overview planning:

- Clear learning objectives linked to an identified National Curriculum objective
- Differentiated tasks for different groups of children
- Each week guided reading should consist of 5 sessions including; a vocabulary session, a reading & summary session, teaching of a specific VIPER skill and an application of a VIPER skill. (See Appendix 1)

Differentiation

We recognise that children have a wide range of reading abilities, and we ensure that we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this in a variety of ways:

- setting tasks/questions in a variety of styles
- breaking down tasks into manageable steps;
- using classroom assistants to support the work of individual children or groups of children.

Wider curriculum opportunities

- Shared Reading plays a prominent part in the teaching of English, with class books chosen to link into themes and it provides an integral part of the teaching of writing and forming the basis of the curriculum themes.
- Opportunities for cross curricular learning are encouraged: Children read across the curriculum for research and information-gathering.
- Regular library sessions including class and lunchtime sessions.
- Reading assemblies
- Reading events such as World Book Day, National Poetry Day etc

Impact of reading

Assessment

Reading is primarily assessed against the VIPERS objectives. Opportunities for assessment are identified as an integral part of curriculum planning, with specific assessment criteria included in all lesson plans.

Formative assessment

Formative assessments are used to inform planning, teaching and learning. Written or verbal feedback is given to the child in line with the school marking policy, to help guide his/her progress. Teachers are expected to track the progress of each lesson in order to help make clearer judgements and inform planning more precisely

Summative assessment

At the end of each half term, children are assessed against the reading criteria. Evidence is gathered with reference to:

- testing (Collins and NFER)
- observations in lessons
- written records in books



- feedback from formative assessment
- individual, paired, group and whole class discussions

Refer to the reading assessment timetable (Appendix 2) for further details on testing and expectations for analysing the results. Half termly summative assessments are recorded on O track for each pupil in line with the whole school assessment timetable.

Implementation of Phonics

Teaching and learning

All of our phonics teaching and learning is based on Bug Club phonics. Children are taught in class size ability groups and led by the main class teacher. Teaching Assistants support lower ability learners within the group setting. We ensure that the teaching of phonics is progressive throughout EYFS, KS1 and KS2 for those children needing interventions to support phonetic knowledge and understanding.

Planning

Teachers are responsible for all phonics planning. Phonics planning is provided as part of the Bug Club phonic scheme. Teachers use regular assessment to inform effective provision for all children. Assessment for learning in phonics sessions is used to identify children who need to access catch up afternoon phonics sessions in order to keep them in line with the rest of their peers.

Progression

Children will progress through the five phonics phases, beginning with phase one in Foundation Stage 1. By the end of Foundation Stage 2, children should have completed phase three and four. By the end of Year 1, children should have completed phase five of the Letters and Sounds Programme and be confident to use all phonemes when reading and writing. Children in Year 2 who did not meet the required standard for phonics and need more work on 'decoding' and 'word reading' skills, will have opportunities to practise this by accessing extra daily phonics sessions. Children in Year 3 and older who need further phonic intervention work will do so through daily catch up phonics sessions.

Organisation

Phonics is taught daily for at least 25 minutes for all children.

Foundation Stage 1	Phase 1
Foundation Stage 2	Phase 2, 3 and 4
Year 1	Phase 5 (successfully passing the phonics screening test)

Children who do not pass the phonics screening check in Year 1 will access daily phonics teaching in Year 2. If children do not pass the phonics screening check in Year 2 they will continue to access small intervention groups for phonics, reading and spelling on a regular basis.

Resources

All differentiated groups should:

- Have access to a quiet space
- Have an up-to-date working wall concentrating on taught phonemes and keywords
- Use interactive resources to access Bug Club Phonics
- Have a clipboard or book for every child with handwriting lines



- Have an alphabet arch for every child

Phonics at home

Parents in Foundation Stage and Year 1 are invited to reading sessions to show them how their children will learn to read and how they are able to support them at home. Parents will be encouraged to read and share lots of different books. Staff will also share phonics specific terminology and language during these sessions and given a handout to refer back to. The parents reading session should be led by the EYFS and KS1 lead, this must happen during Autumn 1 and should not be replaced by a written handout.

Phonics screening check information should be shared with parents during reading information sessions.

Reading books should be given out on a regular basis, it is crucial that these books match children's current phonics teaching. Children have access to Bug Club phonics at home to play phonics games, these are set by the class teacher to ensure that they match phonics teaching.

Impact of phonics

Formative Assessment

Formative Assessment is used on a daily basis to inform planning, teaching and learning - including differentiation and access to intervention groups. Verbal feedback is given to the pupil in line with school Marking and Feedback policy, to help guide their progress.

Summative Assessment

All children are assessed at the end of each phase by the member of staff on a 1:1 basis. Information from the assessments is used to place children into catch up intervention sessions.

In KS1 children are assessed at the end of each term using a previous phonics screening check to ensure children are making good progress towards the end of Year 1 phonics screening check.

Phonics Screening Check

All Year 1 children take the 'Phonics Screening Check' - a statutory assessment required by legislation. Those who do not meet the pass mark will access phonics and weekly interventions in Year 2 to provide them with sufficient knowledge and understanding to retake the 'Phonics Screening Check' and obtain a pass mark. Those children who do not obtain the required level set by the 'Phonics Screening Check' in Year Two will receive phonics intervention teaching in Year Three. Staff will report the results of the 'Phonics Screening Check' within the end of year reports.

Implementation of Writing

The Programmes of Study for writing at KS1 and KS2 consist of two dimensions:

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

At Hallgate Primary School, we believe that children need to develop competency in both these skills in order to be confident writers. We must therefore ensure that they:



- Read and write with confidence, fluency and understanding
- Understand the sound and spelling structure and use this to read and spell accurately
- Have fluent and legible handwriting
- Have an interest in words and their meaning and a wide vocabulary
- Know, understand and be able to write in a range of genres in fiction, non-fiction and poetry
- Plan, draft, revise, orally rehearse and edit their own writing
- Have a suitable technical vocabulary through which to understand and discuss their reading and writing
- Have a secure understanding of grammar and linguistic conventions
- Through reading and writing, develop their powers of imagination, inventiveness and critical awareness
- Be confident speakers who can take part in discussions and debates

Planning

The responsibility for planning is in line with our Curriculum Policy. English units should directly link with curriculum topics and must link with a high quality text. English long term plans have been devised by the English Subject Leader; they should be used by phase leaders to provide information on their phase's **medium term plan** which ensures coverage and progression of skills in line with the national curriculum for writing for each unit of work in the Hallgate planning format, ready for the start of each half term. Phase leaders should not change the texts or genres in the English long term plan without checking with the English Subject Leader.

Teaching and Learning

Writing is taught through:

- Shared writing that is modelled by the teacher as the expert writer with contributions from the children. This is teacher-led writing with children watching and contributing ideas. Shared writing is not exclusive to literacy sessions and can be taught across the curriculum. The emphasis may be on the generation of ideas, grammatical awareness, spelling and phonics, compositional, transcriptional, presentational and text level skills or other key strategies needed in writing. Not all of these can be modelled in one session, but the teacher as the expert writer leads the cumulative writing process.
- Cross curricular writing is given a priority and high quality writing is expected to emerge through many different areas of the curriculum but especially through history, geography and science.
- Guided writing takes place in small groups with a teaching focus using targets and writing already modelled.
- In EYFS children receive more individualised support from the teacher at the point of writing during adult led activities.

Key Grammatical Elements

We have chosen some key 'grammatical' elements of writing we want to ensure are mastered in every year group before children progress to future years. These skills are to be a real focus at the start of each year and throughout all writing sessions. The four areas to be focused on are:

- Word Structure



- Sentence Structure
- Text Structure
- Punctuation

All staff have a consistent approach across the school and all staff agree to use the same terminology to refer to sentences. Sentence types must be modelled and applied as Steps to Success in writing sessions. A breakdown for the progression of sentence structures and punctuation document has been devised - Appendix 3

English Teaching Approaches

These approaches have been chosen to support children's engagement, enthusiasm and outcomes in the English curriculum. The approaches should be built into each unit of work, where applicable, from EYFS through to Year 6, so children quickly embed their structures and understand their purpose.

These strategies include:

- Responding to illustrations and visual approaches
- Story mapping
- Role on the wall
- Drama and role play:
 - Visualising
 - Freeze-frame
 - Thought tracking
 - Hot seating
- Conscience alley

Opportunities for developmental writing

In the initial stage, children should experience writing in a range of settings and opportunities for developmental writing should be available through all areas of learning and throughout the learning environment. Children's own attempts at early writing should be celebrated and promoted, alongside the direct teaching of the key skills that will enable the children to progress through the stages of writing development.

Independent writing

Throughout the school children need opportunities to develop their confidence and practise their writing skills. All writing activities should have a purpose, and quality should be promoted through bookmaking, topic folders, publication or presentation to another audience. Writing is modelled and supported from immersion to quality writing. Independent writing is supported through the use of dictionaries, word banks and writing frames. Effective composition is encouraged by teachers teaching how to articulate and communicate ideas, and then organise them coherently for a reader. Children are also taught how to develop an awareness of the audience, write for a purpose and context, and have an increasingly wide knowledge of vocabulary and grammar. Emphasis is also put on oral rehearsal and re-drafting in order to promote good quality work. Grammar and punctuation is taught alongside English lessons.



Steps to success

Steps to success are used to support children's learning. They should be accessible and support the lowest learner and extend the highest learner's skills/knowledge. All steps to success are set out in a grid which uses child friendly age appropriate language. Steps to success grids are split up into working towards, meeting and exceeding, in Foundation and KS1 this will be shown through colour coding. From Year 2, children should mark off their own steps to success in the lesson by ticking what they think they have achieved. After the lesson, the class teacher should highlight the steps to success that the child has successfully used in the lesson. (See Appendix 5)

Writing environment

The school environment celebrates quality writing through displays of work and our weekly Awards Assembly in both handwritten and typed form as well as signs and labels. All classrooms should have attractive and well-equipped resources for writing that children can access easily, as well as writing prompts and language at an age-appropriate level. Opportunities for writing are planned for throughout the whole curriculum.

Spelling

The teaching of spelling has been given considerable thought at Hallgate Primary School as it is an important aspect of writing. Although spelling must not be allowed to dominate our responses to children's writing, it is still important for children to show a competent level of spelling knowledge.

In Foundation Stage leading into KS1, children are encouraged to try spelling words and phonetic plausibility is acceptable when the children have not yet been taught the spelling. Spelling is taught through daily phonics sessions teaching phonetical spelling patterns that match taught phonics teaching.

From Year 2 spelling sessions are delivered for 20 minutes at least 3 times a week. Teachers teach specific spelling rules and conventions which is progressive throughout the school, following the Spelling Shed scheme of work. Children practise spelling rules throughout the week using a rotation of spelling activities. There is then an expectation that children use these new words in their independent writing and spell words correctly.

Children are given 10 spellings from the Spelling Shed scheme to learn throughout the week and at home. In addition, children are given 2 year group statutory words to learn to spell. At the end of each half term, children are tested on all of the spelling patterns that have been taught that half term.

Spelling Shed should be used to set weekly spellings for children to practise at home, these should be consistently kept up to date. Spelling Bees are awarded every week in special mention assembly to the highest scoring class in each phase group.

Handwriting

Hallgate School has chosen the Nelson handwriting style which is a plain, modern and upright style that is accessible from Foundation Stage to Key Stage 2. The majority of letters start at the top and no capital letters join the rest of the word. It provides a clear, practical framework for implementing and developing a whole-school handwriting policy. Pupils are actively encouraged to explore different styles of handwriting and develop their own style. Joining is introduced midway through Year 2 for



most children. Children in EYFS and Year 1 are taught to include a flick at the end of each letter but are not taught to use a lead in until they are ready to learn to join. Children **should not** be taught to join until they are able to form all their letters using the correct letter formation and orientation.

When teaching handwriting teachers should ensure that:

- Children have adequate space to write. (see Nelson guidelines on left handed children)
- Tables are free from clutter
- Equipment is ready and available for children to use.
- Children are writing in quiet conditions where they are able to concentrate fully.

When teaching handwriting children should:

- Be sitting with both feet on the floor, back and bottom on the chair and tummy near the table
- Be holding the pencil or pen correctly
- Have their paper or book flat on the table and at the right angle
- Concentrate fully on the task in hand.

Organisation

Foundation, Year 1 and 2 should receive daily handwriting sessions following the 'Nelson Handwriting' scheme for at least 15 minutes. Year 3 and 4 should receive taught handwriting sessions at least 3 times a week for 15 minutes. Year 5 and 6 should identify children that will benefit from handwriting intervention and deliver as necessary. Foundation and KS1 should always use guided lines. Year 3 and 4 may use guided lines if necessary.

Writing Equipment

At Hallgate we ensure that all children are provided with good quality writing equipment throughout the school. Children are not allowed to bring in their own pencil cases or writing equipment. School provides appropriate pencils and pens for children to use to write and ensures that all classrooms are well equipped.

- Pencils: should be kept sharpened and should be discarded when they are less than half size.
- Pens: Children write in black pen. Blue pen is used for editing and corrections.
- Pen licences are awarded in KS2. In KS1, all children write in pencil.

Qualifying for a pen licence

To earn a pen licence children must meet the following criteria:

- All letters must be formed correctly in the correct orientation.
- All writing must be on the line.
- All handwriting must be the correct size and not too big or too small.
- All handwriting must be joined up where appropriate.
- Children are able to write correctly without the support of handwriting line guides.



- Children should have a good degree of fluency.

To be awarded a pen licence, the child MUST meet these criteria consistently across the curriculum for a period of half a term. Pen licences are awarded in assembly.

Impact of Writing

Assessment

At the end of EYFS children will be assessed as to whether they have met the Early Learning Goal in writing and reading. At the end of KS1 and KS2 pupils will be given a scaled score and a 'performance descriptor' against the expected standard. We will assess pupils progress towards the end of year expectations for each year group using the terms; Working Towards, Meeting and Exceeding within their year group.

Assessment for Learning

At the end of each unit of writing, children will produce an independent piece of work which will be assessed using our assessment grids specific to each year group. This will build up a bank of evidence so that an assessment can be made at the end of each term to assess whether they are working towards, meeting or exceeding expectations.

Marking

Marking will be in line with the schools marking policy.

Monitoring and Evaluation

Monitoring for English is carried out in line with the school Curriculum Policy. The English leader is responsible for keeping up to date with developments in English and organising CPD as required. Best practice for English is identified and shared amongst practitioners as part of:

- phase meetings
- staff meetings

The English Leader, supported by the Curriculum Leader, is responsible for monitoring and evaluating standards in English across the school. It is the English Leader's responsibility to evaluate standards in English and provide an annual report to the Headteacher and Governors to inform the School SEF, using evidence gathered from:

- planning
- books
- displays
- learning walks
- pupil discussions
- data



Inclusion

Our inclusive approach allows all pupils to learn, regardless of ethnicity, gender, faith or none, culture, ability or disability. We select and use resources that positively reflect all of the above. We recognise that pupils have a wide range of reading and writing abilities, and we ensure that we provide suitable learning opportunities for all children to ensure that all children reach their full potential.

Equality Duty

Special Educational Needs

In each class, it is standard practice that teachers will differentiate work to suit the ability of children within the class. Groups are often ability set and the focussed writing and guided reading sessions are planned to each group's ability. Steps to success are differentiated to ensure that all children can make progress at their ability. Assessments are very carefully analysed in order to identify children that may be either developing or enhancing in writing. Class teachers will ensure that they are appropriately accommodated within all reading and writing lessons.



Appendix 1 - Guided Reading Weekly Overview

Each session should be around 30 minutes long.

Vocabulary	
Aim	To find definitions of keywords
Session 1/2	<ul style="list-style-type: none"> ● Children are introduced to approximately 12 words over two days (see below for more details on selecting words) ● Words must come from the text that the children will be reading ● Children use dictionaries to investigate these words, other useful resources may include: <ul style="list-style-type: none"> ○ Visuwords.com ○ Online etymology online dictionary ○ Word microscope (app) ○ Lexipedia ○ Word spy ○ Free rice ● Vocabulary activities (see separate document) ● Consolidate learning of this vocabulary include these words into sentences or one single sentence

Read & Summarise	
Aim	To read the entire text
Session 2	<ul style="list-style-type: none"> ● Read the extract/chapter ● Children must read out loud either as a group or in partners ● Children summarise what they have read briefly (e.g. order statements)

VIR skills	
Aim	To teach a specific skill
Session 3/4	<ul style="list-style-type: none"> ● Use the same text from throughout the week ● Specifically teach ONE reading skill (VIR) <p>Expected progression:</p> <ol style="list-style-type: none"> 1. an explicit description of the strategy and when and how it should be used; 2. modelling of the strategy in action by teachers and/or pupils; 3. collaborative use of the strategy in action; 4. guided practice using the strategy with gradual release of responsibility; 5. independent use of the strategy (Friday or at the end of the process).



VIR skills	
Aim	To apply a specific skill independently
Session 5	<ul style="list-style-type: none">● Use the same text from throughout the week● Recap on skills/strategy from the previous lesson● Apply independently● Peer assess● Teacher feedback (verbal & written)● Improve● Rework and complete answers



Appendix 2 - Reading assessment Timetable

All tests come complete with assessment grids. All data must be inputted into these spreadsheets before the end of each half term and analysis feedback forms completed.

The formal testing and data analysis must be completed at the following points:

KS1

Year group	Term	Test
1	Baseline	Fluency & Decoding. Phonics Y1 statutory baseline check
	End of Autumn 2	Ongoing weekly teacher assessment
	End of Spring 1	Ongoing weekly teacher assessment
	Mid-point	Collins (Spring 1) Fluency & Decoding
	End of Spring 2	Collins
	End of Summer 2	NFER Fluency & Decoding

Year group	Term	Test
2	Baseline	Past SATS paper Fluency & Decoding
	End of Autumn 2	Collins
	Mid-point	Past SATS paper Fluency & Decoding
	End of Spring 2	Collins or Past SATS
	End of Summer 1	KS1 SATS
	End of Summer 2	Fluency & Decoding

Year group	Term	Test
3/4/5	Baseline	NFER Fluency & Decoding
	End of Autumn 2	Collins
	Mid-point	Collins or NFER Fluency & Decoding
	End of Spring 2	Collins
	End of Summer 2	NFER Fluency & Decoding

Year group	Term	Test
6	Baseline	Past SATS paper Fluency & Decoding
	End of Autumn 2	Collins
	End of Spring 1	Collins or Past SATS
	Mid-point	Past SATS paper Fluency & Decoding
	End of Spring 2	Collins or Past SATS
	End of Summer 1	KS2 SATS



Appendix 4 - Taught Progression of Grammar and Punctuation

EYFS

<u>Word Structure</u>	<u>Sentence Structure</u>	<u>Text Structure</u>	<u>Punctuation</u>	<u>Terminology for Pupils</u>
Spell words by identifying sounds in them and representing the sounds by a letter or letters	Write simple phrases and sentences that can be read by others	Verbal retelling of stories	Write short sentences with words with known sound/letter correspondences using a capital letter and full stop	Phoneme, letter, word, caption, sentence, capital letter, full stop

Year 1

<u>Word Structure</u>	<u>Sentence Structure</u>	<u>Text Structure</u>	<u>Punctuation</u>	<u>Terminology for Pupils</u>
Regular plural noun suffixes -s or -es) e.g. dog, dogs; wish, wishes) Suffixes that can be added to verbs (e.g. helping, helped, helper) How the prefix un - changes the meaning of verbs and adjectives e.g. unkind or undoing)	How words can combine to make sentences How 'and' can join words and join sentences	Sequencing sentences to form short narratives	Separation of words with spaces Accurately use capital letters and full stops. Introduce question marks and exclamation marks to demarcate sentences Capital letters for names and for the personal pronoun I	Word, sentence, letter, capital letter, full stop, punctuation, singular, plural, question mark, exclamation mark

Year 2

<u>Word Structure</u>	<u>Sentence Structure</u>	<u>Text Structure</u>	<u>Punctuation</u>	<u>Terminology for Pupils</u>
Formation of nouns using suffixes such as -ness -er Formation of adjectives using suffixes such as -ful, -less Use of the suffixes -er and -est to form comparisons of adjectives and adverbs	Subordination (using when, if, that, or, because) and co-ordination (using or, and, but) Expanded noun phrases for description and specification Sentences with different forms; statement, question, exclamation, command	The consistent use of present tense versus past tense throughout texts Use of the continuous form of verbs in the present and past tense to mark actions in progress (e.g. she is drumming, he was shouting)	Capital letters, full stops, question marks and exclamation marks to demarcate sentences Commas to separate items in a list Apostrophes to mark contracted forms in spelling	Verb, tense (past, present), adjectives, noun, suffix, apostrophe, commas



Year 3

<u>Word Structure</u>	<u>Sentence Structure</u>	<u>Text Structure</u>	<u>Punctuation</u>	<u>Terminology for Pupils</u>
<p>Formation of nouns using a range of prefixes such as super-, anti-, auto-</p> <p>Use of the determiners a or an according to whether the next word begins with a consonant or a vowel (e.g. a rock, an open box)</p> <p>Word families based on common words</p>	<p>Expressing time and cause using conjunctions (e.g. when, before, after, while, because)</p> <p>adverbs (e.g. then, next, soon, so) or prepositions (e.g. before, after, during, in)</p>	<p>Introduction to paragraphs as a way to group related material</p> <p>Heading and subheadings to aid presentation</p> <p>Use of the perfect form of verbs to mark relationships of time and cause (e.g. I have written it down, so we can check what he said.)</p>	<p>Introduction to speech marks to punctuate direct speech.</p>	<p>Word family, conjunctions, adverb, preposition, direct speech, inverted commas, prefix, consonant, vowel, clause, subordinate clause</p>

Year 4

<u>Word Structure</u>	<u>Sentence Structure</u>	<u>Text Structure</u>	<u>Punctuation</u>	<u>Terminology for Pupils</u>
<p>The grammatical difference between plural and possessive -s</p> <p>Standard English forms for verb inflections instead of local spoken forms (e.g. we were instead of we was, or I did instead of I done)</p>	<p>Appropriate choice of pronoun or noun within a sentence to avoid ambiguity and repetition</p> <p>Fronted adverbials</p>	<p>Use of paragraphs to organise ideas around a theme</p> <p>Appropriate choice of pronoun or noun across sentences</p>	<p>Use of speech marks to punctuate direct speech</p> <p>Apostrophes to mark singular and plural possession (e.g. the girl's name, the boy's boots)</p> <p>Use of commas after fronted adverbials (e.g. Later that day, I heard the bad news)</p>	<p>Pronoun, possessive pronoun, adverbial</p>



Year 5

<u>Word Structure</u>	<u>Sentence Structure</u>	<u>Text Structure</u>	<u>Punctuation</u>	<u>Terminology for Pupils</u>
<p>Converting nouns or adjectives into verbs using suffixes (e.g. -ate, -ise, -ify)</p> <p>Verb prefixes (e.g. dis-, de-, mis-, over- and re-)</p>	<p>Relative clauses beginning with who, which, where, why or whose</p> <p>Indicating degrees of possibility using modal verbs (e.g. might, should, will, must) or adverbs (e.g. perhaps, surely)</p>	<p>Devices to build cohesion within a paragraph e.g. then, after that, this, firstly)</p> <p>Linking ideas across paragraphs using adverbials of time (e.g. later) place (e.g. nearby) and number (e.g. secondly)</p>	<p>Brackets, dashes or commas to indicate parenthesis</p> <p>Use of commas to clarify meaning or avoid ambiguity</p>	<p>Relative clause, modal verb, relative pronoun, parenthesis, bracket, dash, determiner, cohesion, ambiguity</p>

Year 6

<u>Word Structure</u>	<u>Sentence Structure</u>	<u>Text Structure</u>	<u>Punctuation</u>	<u>Terminology for Pupils</u>
<p>The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (e.g. said versus reported, alleged, or claimed in formal speech or writing)</p>	<p>Use of the passive voice to affect the presentation of information in a sentence (e.g. I broke the window in the greenhouse versus - The window in the greenhouse was broken)</p> <p>Expanded noun phrases to convey complicated information concisely (e.g. the boy that jumped over the fence is over there, or the fact that it was raining meant the end of sports day)</p> <p>The difference between structures typical of informal speech and structures appropriate for formal speech and writing (such as the use of question tags, e.g. He's your friend, isn't he?, or the use of the subjunctive in some very formal writing and speech)</p>	<p>Linking ideas across paragraph using a wider range of cohesive devices; semantic cohesion (e.g. repetition of a word or phrase), grammatical connections (e.g. the use of adverbials such as on the other hand, in contrast or as a consequence), and elision.</p> <p>Layout devices such as headings, subheadings, columns, bullets, or tables, to structure text</p>	<p>Use the semi-colon, colon and dash to indicate a stronger subdivision of a sentence than a comma.</p> <p>Punctuation of bullet points to list information</p> <p>How hyphens can be used to avoid ambiguity (e.g. man eating shark versus man eating shark, or recover versus re-cover)</p>	<p>Active and passive voice, subject and object, hyphen, synonym, colon, semi colon, bullet points</p>



Appendix 5 - Examples of steps to success

EYFS - Differentiated steps to success to share verbally with different abilities as children are always taught English in differentiated groups

LO: To be able to write simple sentences with capital letters and full stops.

Steps to Success	
Look at the picture and think of a sentence to describe the wolf.	
Segment all the sounds in each word carefully.	
Remember a capital letter at the start of your sentence.	
Remember a full stop at the end of your sentence.	
Have you left finger spaces between each word?	
Read your sentence, does it make sense?	

KS1 & LKS2 - Traffic light steps to success - one to be given to the whole class to ensure that no one has a ceiling put on their learning

LO: To be able to write sentences using a range of conjunctions

Use CL and .	
Check sentences make sense	
Neat handwriting	
Use and / because	
Use so, before, although, but	
Use if, since, when, until, whereas, for	
Use commas correctly	

UPK2

LO - To write effective sentences to describe a setting

Working towards	Meeting	Exceeding
<ul style="list-style-type: none"> ● Have I used the non-negotiables? <ul style="list-style-type: none"> - capital letters - full stops - sentences make sense ● Have I used adjectives to describe things other than size and colour? ● Have I used 2 adjectives to describe a noun? 	<ul style="list-style-type: none"> ● Have I used interesting adjectives to describe texture, shades of colour, smell, sounds etc? ● Have I used 2 adjectives to describe nouns? ● Have I used adjectives to describe all the senses? ● Have I used commas in a list? 	<ul style="list-style-type: none"> ● Have I used exciting vocabulary and descriptive phrases from my reading? ● Have I used a range of punctuation accurately?



<ul style="list-style-type: none">• Have I used adjectives to describe 3 different senses?• Have I written in the past tense?	<ul style="list-style-type: none">• Have I used a colon in my imagine sentence?• Have I used commas in an embedded clause?	
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