

Manor Hall Academy



English Policy and Review

CICELY HAUGHTON SCHOOL

Building Relationships

Celebrating Success

Promoting Change

Amendments

CICELY HAUGHTON SCHOOL

ENGLISH POLICY

Introduction

We believe that English is a fundamental life skill. English develops children's ability to listen, speak, read and write for a wide range of purposes. Children are enabled to express themselves creatively and imaginatively as they become enthusiastic and critical readers of stories, poetry and drama, as well as of non-fiction and media texts. Children gain an understanding of how language works by looking at its patterns, structures and origins. Children use their knowledge, skills and understanding in speaking and writing across a range of different situations.

Aims and Objectives

- To develop enthusiastic and reflective readers, through contact with relevant texts;
- To enable children to speak clearly and audibly and to take account of their listeners
- To encourage children to listen with concentration, in order to identify the main points of what they have heard
- To show children how to adapt their speech to a wide range of circumstances and demands
- To teach children effective communication, both verbal and non-verbal, through a variety of drama activities, including the communication of their ideas, views and feelings.
- To help them become confident, independent readers, through an appropriate focus on word, sentence and text-level knowledge
- To foster the enjoyment of reading and writing, and a recognition of its value
- To encourage accurate and meaningful writing, be it narrative or non-fiction
- To improve the planning, drafting and editing of their written work.

Teaching and Learning

At Cicely Haughton School teaching our children to read and write accurately, fluently and confidently is one of the most important thing we will do.

Read Write Inc. is the Phonics and Literacy programme that we use across the school to maximise reading and writing results. Read Write Inc. programmes combine into a complete literacy programme which we run from the moment new pupils arrive, until they leave us at the end of Year 6. These programmes are designed to stimulate and challenge children's thinking and create enthusiastic, life-long readers and writers in them all.

At Cicely Haughton we recognise that reading was often a barrier for some children's learning prior to joining us; as such we see a child's achievement with reading as an integral and fundamental part of their wider success in school life. Reading enriches their vocabulary, their grammar, their writing and their spelling. The more quickly they learn to read, the more they want to read and the more they understand; the less they struggle with spelling, the more capacity they have for writing what they want to say.

The five key principles of all the Read Write Inc. programme are:

Participation, Praise, Pace, Purpose and Passion

Broken down this means that children:

- actively participate in each lesson through partner work
- that praise is paramount for success
- the pace of the lessons move the children on as quickly as possible
- each activity within a lesson has a very clear purpose
- the teachers at Cicely Haughton are passionate about teaching reading and writing.

How we organise RWI at Cicely Haughton

RWI is divided into two distinct programmes- Phonics and Literacy and Language. All the children are assessed on their phonic knowledge through a RWI Phonics Assessment when they arrive at the school. If they require further phonics teaching they will be placed in a RWI Phonic group according to their ability. If they are successful with their phonic knowledge their reading ability will be assessed using the Salford Reading Test; they will then be grouped in a RWI Literacy and Language class for their ability.

RWI Phonics

Throughout the week the children participate in variety of enriching activities. Each day they practice their speed sounds, and read green and red words, as well as speed words, they read the story book associated with their writing activity and have to answer questions about the story. There are regular vocabulary checks through the week to ensure that the children understand the new and rich vocabulary they are expected to use. They also practice reading with fluency and expression. During the writing part of RWI Phonics children regularly carry out a spelling check, edit work for spelling and punctuation, hold sentences (dictation), and build sentences. Towards the end of the week children write a composition based on picture prompts.

RWI Literacy and Language

The Literacy and Language programme runs from Year 2- Year 6. There are 6 units of work per year, broken down into roughly two per term. Each unit starts with a fiction reading focus, then a fiction writing focus and finally reading and writing non-fiction.

What to expect in Literacy and Language: For each fiction reading focus the children hear and read three versions of the story, a bare bones version, a more detailed version and finally the full version. At this stage of the programme children make predictions about what to expect in the story, answer questions about the text and focus their attention on the subtleties and nuances of the stories.

For each fiction writing focus the children build up their writing skills through a three stage process. Initially they mirror the writing through drafting and revising their own writing, and then through role play, partner work, children build on these story frameworks by adding their own ideas, developing sentences and planning their own plots and scripts.

There are 5 core activities throughout the Literacy and Language programme-

- Word power- powerful and evocative vocabulary is explained, explored and used before children encounter it in the texts.
- Think and link- the children are encouraged to question what they are reading and make links to their wider reading experiences.
- What if not- this gives the children the chance to speculate on how the story might change under different circumstances.
- Build a sentence- this is used to build a vivid and engaging description through teacher modelling.
- Jump in- this is an opportunity for children to use the power words and special phrases accurately in their own reading and writing.

During the non- fiction reading and writing focus children are expected to look at the different audiences, purposes, styles and forms. They follow a three stage deconstruction process which reveals the conventions of different text types, building up to the children writing a similar text type.

Spelling and Grammar

We use the RWI Spelling programme daily for 20 minutes across the school for those accessing Year 2- Year 6 level spelling. Each week the children have a different spelling pattern to learn. Throughout the week the children learn to identify the different sounds in a word using the dots and dashes technique, they learn to use the words in context, they practice dictation using that week's focus words and above all they practice!

Contribution of English in other Curriculum areas

The skills that children develop in English are linked to, and applied in, every subject of our curriculum. The children's skills in reading, writing, speaking and listening enable them to communicate and express themselves in all areas of their work at school.

Mathematics

The teaching of English contributes significantly to children's mathematical understanding, in a variety of ways. Children in the Foundation Stage develop their understanding of number, pattern, shape and space by talking about these matters with adults and other children. Children experience stories and rhymes that involve counting and sequencing. They focus on new mathematical vocabulary according to the topic. Children are also encouraged to read and interpret problems, in order to identify the mathematics involved. They explain and present their work to others during plenary sessions, and they communicate mathematically through the developing use of precise mathematical language.

Personal, social and health education (PSHE)

English contributes to the teaching of PSHE and citizenship by encouraging children to take part in class and group discussions on topical issues. Older children also research and debate topical problems and events. They discuss lifestyle choices, and meet and talk with visitors who work within the school community. Planned activities within the classroom also encourage children to work together and to respect each other's views.

Spiritual, moral, social and cultural development

English contributes to all these areas: The children can offer critical responses to the moral questions they meet in their work. Their understanding and appreciation of a range of texts brings them into contact with their own literary heritage and with texts from a diverse range of cultures. The organisation of our lessons allows children to work together, and gives them the chance to discuss their ideas and results in a nurturing and encouraging environment.

ICT

The use of information and communication technology, with clear learning objectives, will promote, enhance and support the teaching of English at word, sentence and text level. ICT is used at whole-class, group and independent level. The screen projection of text enables it to be read and shared. The projection of a word processor permits the writing process to be modeled effectively. Groups can work at a computer and input text. A range of software is used to develop specific grammatical and spelling skills. Lessons can focus on what pupils have achieved using ICT, or ICT can provide the means of presenting their outcomes (via multimedia presentation or the school website).

A range of equipment such as digital cameras, digital camcorders are used to promote speaking and listening and also prepare children for writing experiences. The Interactive Whiteboard is used regularly to model writing and use at an independent level and allows children to interact and engage with the writing process.

English and inclusion

At our school we teach English to all children, whatever their ability. It is part of the school Curriculum policy to provide a broad and balanced education to all children. We provide learning opportunities that are matched to the needs of children with learning difficulties and those learning English as an additional language, as well as providing appropriate, challenging planned work for those children who are Gifted and Talented.

Assessment for learning

We assess children's work in English from three aspects (long-term, medium-term and short-term)

We make short-term assessments which we use to help inform our short-term planning.

These are closely matched to the teaching objectives/ learning outcomes and key performance indicators and will often be made from day to day observation.

We make medium-term assessments to measure the progress against the key objectives and to help us plan the next unit of work. We make these judgments with the help of EAZ online, RWI assessments and guides and half termly writing assessments.

We make long-term assessments towards the end of the school year and use them to assess progress against school and national targets. We can then set targets for the next school year and make a summary of each child's progress before discussing it with parents and collating it in the child's end of year report. We assess children's reading ages three times a year and put strategies in place to support children where necessary.

We make these assessments with the help of on-going Teacher Assessment/use of toolkits and the end of key stage SATs tests in year 6.

Cicely Haughton School also uses YARC and single word spellings test to assess reading, comprehension and spelling ability and SALFORD reading tests for those children not accessing the RWI scheme. Children accessing RWI will be assessed half termly to monitor progress and inform class setting choices

Resources

There are a wide range of resources to support the teaching of English across the school. Every child has access to an individual chrome book. All classrooms have access to dictionaries and a thesaurus. Each classroom has sets of anthologies appropriate to their year group. The library has a wide selection of fiction and non-fiction texts, both for individual use as well as guided reading. The Library also contains a range of books to support children's individual research and a range of text for different reading abilities, using the Big Cat scheme. There are a range of ICT equipment which can be used e.g digital cameras. We utilise RWI Online which is a fully digital aid to teaching and learning RWI Phonics, Spelling and Literacy and Language.

Roles and Responsibilities

Head Teacher and Governing Body

- Support the use of appropriate teaching strategies by allocating resources effectively
- Ensure that the school buildings and premises are best used to support successful teaching and learning
- Monitor teaching strategies in the light of health and safety regulations
- Monitor how effective teaching and learning strategies are in terms of raising pupil attainment
- Ensure that staff development and performance management policies promote good quality teaching

Subject Leader

- To have an impact on raising standards of attainment for English across the whole school.
- Ensure the effective implementation of the Statutory National Curriculum for English.
- Adapt and use the Primary Framework for English across the whole school that meets the needs of our children.
- To monitor the whole school and individual needs to be able to assess individual professional development opportunities and needs.
- To maintain the availability of high quality resources and effectively manage any funding designated to English
- To maintain an overview of current trends and developments within the subject.
- To ensure, together with the Head Teacher, a rigorous and effective program of lesson observation monitoring.
- To ensure a regular and effective program of analysis of children's work sample monitoring is in place.
- To ensure a regular and effective program of analysis of short-term planning is in place.
- To ensure there is regular reviewing and monitoring of Layered Curriculum Targets.

Class Teachers

- Ensure the effective implementation of the Statutory National Curriculum for English.
- Adapt the English curriculum across the whole school that differentiates for meets the needs of all of our children
- Make effective use of Assessment for learning within English.

Parents / Carers

We believe that parents have a fundamental role to play in helping children to learn. We do all we can to inform parents about what and how their children are learning by:

- holding parents' evenings to discuss children's progress
- Sending an annual report to parents in which we explain the progress made by each child and indicate how the child can develop their learning
- Explaining to parents how they can support their children with homework

We believe that parents have the responsibility to support their children and the school in implementing school policies where possible.

We would like parents to:

- Do their best to keep their child healthy and fit to attend school and ensure that their child has the best attendance record possible
- Ensure that their child is equipped for school for taking part in activities
- Inform us if there are matters outside school that are likely to affect a child's performance or behaviour at school
- promote a positive attitude towards school and learning in general

In addition to this as a means of offering outside agency support the school and its staff expect Parents/carers and guardians to fully engage in any specific support programmes aimed at helping their child with their emotional and academic progress.

The school has achieved dyslexia friendly full status and as such will give due regard to dyslexia friendly strategies and objectives.

How English links to the whole School Intentions

Our Intentions

Intent	
<p>How is our school’s intent represented throughout the curriculum for this subject?</p>	<p style="text-align: center;"><u>With improved positive physical and mental health</u></p> <p>To provide children with the opportunities to build self-esteem and confidence to acquire and enhance reading and writing skills.</p> <p style="text-align: center;"><u>With life skills enabling them to access the world around them</u></p> <p>To enable children to speak clearly and audibly in ways which take account of their listeners. For children to have obtained a level in reading and writing that will provide them with as many opportunities as possible beyond Cicely Haughton.</p> <p style="text-align: center;"><u>As enriched individuals</u></p> <p>To encourage children to become enthusiastic and reflective readers through contact with challenging and lengthy texts. Appreciate our rich and varied literary heritage.</p> <p style="text-align: center;"><u>With improved self-regulation</u></p> <p>To encourage children to listen with concentration in order to be able to identify the main points of what they have heard.</p> <p style="text-align: center;"><u>With improved independence</u></p> <p>To develop confident, independent readers through an appropriate focus on word, sentence and text-level knowledge. To increase the children’s ability to use planning, drafting and editing to improve their work.</p> <p style="text-align: center;"><u>As responsible and respectful citizens</u></p> <p>To enable children to evaluate their own and others’ contributions through a range of drama activities</p>

Strategies for the Teaching of the English Curriculum

- All staff are RWI trained and underpin planning and delivery using a synthetic Phonics approach.
- Resources are engaging, bright current and relevant to children at that age.
- All children are aware of their reading ability and book bands.
- All groups are designed with similar reading ability through screening using RWI and or SALFORD reading tests. RWI is screened and regrouped half termly and SALFORDS are completed on a termly basis and groups changed if required.
- All children access English at the first point in the morning when their concentration and focus is at its optimum.
- Children are screened using LUCID for dyslexia and access one to one interventions if required.

How is the English Curriculum Implemented?

Implementation	
<p>How is the subject timetabled? How do we know this happens?</p>	<p>RWI Phonics is delivered for 1 hour every morning to those children on the programme.</p> <p>RWI Spelling is delivered to streamed group for 20 minutes each morning. Children then move on their English class for a further 40 minutes of RWI Literacy and Language.</p> <p>All teachers provide a weekly timetable on the shared area, which is mirrored by all classrooms having a visual timetable displayed. Informal chats and learning walks, as well as talks with children, ensure that lessons are being taught and taught in a sequence according to either RWI phonics or RWI Literacy and Language dependant on children’s abilities. Work in books provides further evidence of daily lessons, these will be routinely checked.</p>
<p>How is the subject mapped out? How are we ensuring coverage?</p>	<p>All teachers share long, medium and short term planning on the shared area, allowing subject leaders to follow progress. Children working up to year 2 level access RWI which is a synthetic phonics scheme which is extremely prescriptive and has to be taught in a specific way in a specific order and sequence of learning. This feeds into the RWI spelling scheme which is utilised past this point. Children assessed as being above year 2 level access the RWI Literacy and Language programme which follows a specific learning journey through progression skills, with detailed long, medium and short term planning to ensure entire coverage of the National Curriculum.</p>
<p>Can we see progression across the school within pupils’ books?</p>	<p>Children’s books for RWI Phonics, Spelling and Literacy and Language, demonstrate progress not only in the letter formation and presentation aspect of the children but also in the quality and stamina for writing which is evident. There is clear evidence that the children are making progress with the content of their writing and understanding of use punctuation, spelling and grammar.</p>
<p>How is assessment used to impact learning? How do we know it is accurate?</p>	<p>Assessment of children’s reading ability is through use of standardised SALFORD Reading test and the official RWI phonics screen. All teachers’/Teaching assistants who complete the SALFORD Reading test, have completed initial training on how to administer the test. Lead for RWI Phonics completes the RWI Phonics screen every half term.</p> <p>Writing is assessed by English/RWI teachers throughout the academic year and recorded on EAZ. Every half term as RWI Literacy and Language Progress Test is carried out. Children’s attainment informs any one to one interventions and highlights gaps in children’s knowledge allowing staff to recap certain aspects if any deficits are evident. This will inform Teachers of</p>

	<p>progress and inform future planning, it allows Teachers to determine children’s assessments using EAZ mag, with children assessed on learning objectives as either:</p> <p>Beginning Beginning + Meeting Meeting + Secure Secure +</p>
<p>How confident are staff with the subject? How do we know?</p>	<p>All staff are RWI trained and use this understanding of phonics to underpin their teaching and build upon prior knowledge to develop onto the RWI Literacy and Language and Spelling schemes. Staff are familiar with the expectations of English in the school and work hard to ensure exciting and relevant resources and activities are planned and delivered. This is evident through learning walks and the quality of feedback from moderation.</p>

Strategies for Ensuring Progress and Continuity

- Planning for English is from RWI Literacy and Language, Spelling and Phonics schemes providing high quality resources which meet the needs of National Curriculum.

The role of the English subject lead is to:

- Direct policy development and source schemes of work designed to ensure breadth of study in line with requirements of National Curriculum.
- Monitor progress in English and advise teachers on action needed.
- Take responsibility for the purchase/organization and updating of central resources for English.
- Keep up-to-date with developments in English and disseminate information to colleagues, as appropriate.
- Feedback to pupils about their own progress in English is achieved through the marking of work, verbal feedback to the individuals and peers feedback or discussions.

Health & Safety :

English although a non-practical subject staff ensure that the following aspects are always priorities-

- Safeguarding and protection
- General welfare
- H&S procedures for classrooms/work areas
- Tasks, materials and processes are risk assessed according to school policies and CLEAPPS

Equal Opportunities and Special Needs:

English is accessed by all children at Cicely Haughton School. Every child participates in daily lessons. Staff will work closely with individual children, encouraging, modelling, assisting their development of skills, achieving the task etc. Whilst staff will not do the work for the children there is always a delicate balance of when to step in and assist those children who are trying but for whatever reason not succeeding in the task. Staff will always support the children with their self esteem and confidence to break down the learning barriers.

Effective marking

- Aims to help children learn, not to find fault, and comments aim to be positive and constructive.
- Is often done while a task is being carried out through discussion between child and teacher
- Formative and summative assessment is used within English is used to guide the progress of individual pupils in English. It involves identifying each child's progress in each aspect of reading, writing and GPS, determining what each child has learned and what therefore should be the next stage in his learning. Formative assessment is mostly carried out informally by teachers in the course of their teaching. Summative assessment is done through EAZ assessment and trackers.

Suitable tasks for assessment and future discussion will include:

- Should we be considering grouping children based more on their writing ability ?
- Specific assignments for individual pupils (written/spoken/pictorial).
- Individual discussions in which children are encouraged to appraise their own work and progress; this may be done in groups or pairs when collective tasks have been undertaken.

Strategies for Recording and Reporting

- Recording of attainment is kept for each child on EAZ.
- A formal section for all children is reported on as part of their annual report to parents/carers.
- Formative assessment is ongoing.
- Resources for English/RWI are the responsibility of the English subject lead.

Writing Skills progressions

	Phonic/whole word spelling	Other word building /spelling	Transcription	Handwriting	Grammar (edited to reflect content in Appendix 2)
Year 1	<ul style="list-style-type: none"> •spell words containing each of the 40+ phonemes taught •spell common exception words •spell the days of the week •name the letters of the alphabet in order •using letter names to distinguish between alternative spellings of the same sound 	<ul style="list-style-type: none"> •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 from Appendix 1 	<p>write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far. •</p>	<p>sit correctly at a table, holding a pencil comfortably and correctly</p> <ul style="list-style-type: none"> •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' and to practise these 	<ul style="list-style-type: none"> •regular plural noun suffixes (-s, -es) •verb suffixes where root word is unchanged (-ing,-ed,,er) •un- prefix to change meaning of adjectives/adverbs •to combine words to make sentences, inc using "and" •Sequencing sentences to form short narratives •separation of words with spaces •sentence demarcation (. ! ?) •capital letters for names and pronoun 'I')
	Planning writing	Drafting writing	Editing writing	Performing writing	Vocabulary
	<ul style="list-style-type: none"> •saying out loud what they are going to write about •composing a sentence orally before writing it 	<p>sequencing sentences to form short narratives</p> <ul style="list-style-type: none"> •re-reading what they have written to check that it makes sense. 	<p>discuss what they have written with the teacher or other pupils</p>	<p>read their writing aloud clearly enough to be heard by their peers and the teacher.</p>	<ul style="list-style-type: none"> •leaving spaces between words •joining words and joining clauses using "and"
	Contexts for writing			Punctuation (edited to reflect content in Appendix 2)	
N/A			<ul style="list-style-type: none"> •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' 		<p>letter, capital letter, word, singular, plural, sentence punctuation, full stop, question mark, exclamation mark</p>

Year group	Phonic and whole word spelling	Other word building /spelling	Transcription	Handwriting	Contexts for writing
Year 2	<ul style="list-style-type: none"> segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly learning new ways of spelling phonemes for which 1 or more spellings are already known, and learn some words with each spelling, including a few common homophones learning to spell common exception words distinguishing between homophones and near-homophones 	<ul style="list-style-type: none"> learning the possessive apostrophe (singular) learning to spell more words with contracted forms add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly apply spelling rules and guidelines from Appendix 1 	<ul style="list-style-type: none"> write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> writing narratives about personal experiences and those of others (real and fictional) writing about real events writing poetry writing for different purposes
	Planning writing	Drafting writing	Editing writing	Performing writing	Vocabulary
	planning or saying out loud what they are going to write about	<ul style="list-style-type: none"> writing down ideas and/or key words, including new vocabulary encapsulating what they want to say, sentence by sentence 	<ul style="list-style-type: none"> evaluating own writing with the teacher and other pupils rereading to check that their writing makes sense and that verbs to indicate time are used correctly/consistently, inc verbs in the continuous form proofreading to check for errors in SPAG. 	<ul style="list-style-type: none"> read aloud what they have written with appropriate intonation to make the meaning clear 	<ul style="list-style-type: none"> expanded noun phrases to describe and specify
	Grammar (edited to reflect content in Appendix 2)		Punctuation (edited to reflect content in Appendix 2)		Grammatical Terminology

	<p>sentences with different forms: statement, question, exclamation, command</p> <ul style="list-style-type: none"> • the present and past tenses correctly and consistently including the progressive form • subordination (using when, if, that, or because) and co-ordination (using or, and, or but) • some features of written Standard English • suffixes to form new words (-ful, -er, -ness) • sentence demarcation • commas in lists • apostrophes for omission & singular possession. 	<ul style="list-style-type: none"> • 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) 	<p>noun, noun phrase, statement, question, exclamation, command, compound, adjective, verb, suffix, adverb tense (past, present), apostrophe, comma</p>
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Year group	Phonic and whole word spelling	Other word building /spelling	Transcription	Handwriting	Contexts for writing
Year 3	<p>Spell further homophones.</p> <ul style="list-style-type: none"> • Spell words that are often misspelt (Appendix 1) 	<p>Use further prefixes and suffixes and understand how to add them</p> <ul style="list-style-type: none"> • Place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals • Use the first 2 or 3 letters of a word to check its spelling in a dictionary. 	<ul style="list-style-type: none"> • Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. 	<p>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</p> <ul style="list-style-type: none"> • Increase the legibility, consistency and quality of their handwriting 	<p>Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</p>
	<p>Planning writing</p> <ul style="list-style-type: none"> • Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar 	<p>Drafting writing</p> <ul style="list-style-type: none"> • Organise paragraphs around a theme • In narratives, creating settings, characters and plot • In non-narrative material, using simple organisational devices (headings & subheadings) 	<p>Editing writing</p> <ul style="list-style-type: none"> • Assessing the effectiveness of their own and others' writing and suggesting improvements • Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences • Proofread for spelling and punctuation errors. 	<p>Performing writing</p> <ul style="list-style-type: none"> • Read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. 	<p>Vocabulary</p> <p>Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</p> <ul style="list-style-type: none"> • Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition • Using conjunctions, adverbs and prepositions to express time and cause (and place)

Grammar (edited to reflect content in Appendix 2)	Punctuation (edited to reflect content in Appendix 2)	Grammatical Terminology
Using the present perfect form of verbs in the contrast to the past tense •Form nouns using prefixes (super, anti) •Use the correct form of 'a' or 'an' •Word families based on common words (solve, solution, dissolve, insoluble)	•Using and punctuating direct speech (i.e inverted commas)	adverb, preposition, conjunction, word family, prefix, clause, direct speech, consonant letter vowel, vowel letter, inverted commas ('speech marks')

Year group	Phonic and whole word spelling	Other word building /spelling	Transcription	Handwriting	Contexts for writing
Year 4	<ul style="list-style-type: none"> • Spell further homophones Spell words that are often misspelt (Appendix 1) 	<ul style="list-style-type: none"> • Use further prefixes and suffixes and understand how to add them • Place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals • Use the first 2 or 3 letters of a word to check its spelling in a dictionary 	<ul style="list-style-type: none"> • Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
	<p>Planning writing</p> <ul style="list-style-type: none"> • Discussing and recording ideas • Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures 	<p>Drafting writing</p> <ul style="list-style-type: none"> • Organising paragraphs around a theme • In narratives, creating settings, characters and plot • In non-narrative material, using simple organisational devices 	<p>Editing writing</p> <ul style="list-style-type: none"> • Assessing the effectiveness of their own and others' writing and suggesting improvements • Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences • Proofread for spelling and punctuation errors 	<p>Performing writing</p> <p>Read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</p>	<p>Vocabulary</p> <ul style="list-style-type: none"> • Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although • Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition

Grammar (edited to reflect content in Appendix 2)	Punctuation (edited to reflect content in Appendix 2)	Grammatical Terminology
<ul style="list-style-type: none"> • Using fronted adverbials • Difference between plural and possessive -s • Standard verb inflections(I did vs I done) • Extended noun phrases, including with prepositions • Appropriate choice of pronoun or noun to create cohesion 	<ul style="list-style-type: none"> • Using commas after fronted adverbials • Indicating possession by using the possessive apostrophe with singular and plural nouns • Using and punctuating direct speech (including punctuation within and surrounding inverted commas) 	determiner, pronoun, possessive pronoun, adverbial

Year group	Phonic and whole word spelling	Other word building /spelling	Editing writing	Handwriting	Contexts for writing
Year 5	<ul style="list-style-type: none"> • 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 Appendix 1 	<ul style="list-style-type: none"> • Use further prefixes and suffixes and understand the guidance for adding them • Use dictionaries to check the spelling and meaning of words • Use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary 	<ul style="list-style-type: none"> • Assessing the effectiveness of their own and others' writing • Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning • Ensuring the consistent and correct use of tense throughout a piece of writing • Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register • Proofread for spelling and punctuation errors 	<ul style="list-style-type: none"> • Choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters □ Choosing the writing implement that is best suited for the task 	<ul style="list-style-type: none"> • Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own • In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed
	Planning writing	Performing writing	Drafting writing	Transcription	Vocabulary
	<ul style="list-style-type: none"> • Noting and developing initial ideas, drawing on reading and research where necessary 	<ul style="list-style-type: none"> • Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear. 	<ul style="list-style-type: none"> • Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning • In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action • Précising longer passages • Using a wide range of devices to build cohesion within and across paragraphs • Using further organisational and presentational devices to structure text and to guide the reader 		<ul style="list-style-type: none"> • Use a thesaurus • Using expanded noun phrases to convey complicated information concisely • Using modal verbs or adverbs to indicate degree of possibility

	Grammar (edited to reflect content in Appendix 2)	Punctuation (edited to reflect content in Appendix 2)	Grammatical Terminology
	<ul style="list-style-type: none"> • Using the perfect form of verbs to mark relationships of time and cause • Using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun • Converting nouns or adjectives into verbs • Verb prefixes • Devices to build cohesion, including adverbials of time, place and number 	<ul style="list-style-type: none"> • Using commas to clarify meaning or avoid ambiguity in writing Using brackets, dashes or commas to indicate parenthesis	modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity

Year group	Phonic and whole word spelling	Other word building /spelling	Transcription	Handwriting	Contexts for writing
Year 6	<ul style="list-style-type: none"> • 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 Appendix 1 	<ul style="list-style-type: none"> • Use further prefixes and suffixes and understand the guidance for adding them • Use dictionaries to check the spelling and meaning of words • Use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary 		<ul style="list-style-type: none"> • Choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters • Choosing the writing implement that is best suited for the task 	<ul style="list-style-type: none"> • Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own • In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed
	Planning writing	Drafting writing	Editing writing	Performing writing	Vocabulary
	<ul style="list-style-type: none"> • Noting and developing initial ideas, drawing on reading and research where necessary 	<ul style="list-style-type: none"> • Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning • In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action • Précising longer passages • Using a wide range of devices to build cohesion within and across paragraphs • Using further organisational and presentational devices to structure text and to guide the reader 	<ul style="list-style-type: none"> • Assessing the effectiveness of their own and others' writing • Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning • Ensuring the consistent and correct use of tense throughout a piece of writing • Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register • Proofread for spelling and punctuation errors 	<ul style="list-style-type: none"> • Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear. 	<ul style="list-style-type: none"> • Use a thesaurus • Using expanded noun phrases to convey complicated information concisely • Using modal verbs or adverbs to indicate degree of possibility

	Grammar (edited to reflect content in Appendix 2)	Punctuation (edited to reflect content in Appendix 2)	Grammatical Terminology
	<ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • Differences in informal and formal language • Synonyms & Antonyms • Further cohesive devices such as grammatical connections and adverbials • Use of ellipsis 	<ul style="list-style-type: none"> • Using hyphens to avoid ambiguity • Using semicolons, colons or dashes to mark boundaries between independent clauses • Using a colon to introduce a list punctuating bullet points consistently 	subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points

Reading Skills progression

Year group	Decoding	Range of reading	Familiarity with texts	Poetry and performance	
Year 1	<ul style="list-style-type: none"> •apply phonic knowledge to decode words •speedily read all 40+ letters/groups for 40+ phonemes •read accurately by blending taught GPC •read common exception words •read common suffixes (-s, -es, -ing, -ed, etc.) •read multisyllable words containing taught GPCs •read contractions and understanding use of apostrophe •read aloud phonically-decodable texts 	<ul style="list-style-type: none"> •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 	<ul style="list-style-type: none"> •becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics •recognising and joining in with predictable phrases 	<ul style="list-style-type: none"> •learning to appreciate rhymes and poems, and to recite some by heart 	
				Word meanings	
				<ul style="list-style-type: none"> •discussing word meanings, linking new meanings to those already known 	
		Understanding	Inference	Prediction	
		<ul style="list-style-type: none"> •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 	<ul style="list-style-type: none"> •discussing the significance of the title and events *making inferences on the basis of what is being said and done 	<ul style="list-style-type: none"> •predicting what might happen on the basis of what has been read so far 	
	Authorial intent	Non Fiction	Discussing reading		
	N/A	N/A	<ul style="list-style-type: none"> •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 		

Year group	Decoding	Range of reading	Familiarity with texts	Poetry and performance
Year 2	<ul style="list-style-type: none"> *secure phonic decoding until reading is fluent *read accurately by blending, including alternative sounds for graphemes *read multisyllable words containing these graphemes *read common suffixes *read exception words, noting unusual correspondences *read most words quickly & accurately without overt sounding and blending 	<p>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</p>	<ul style="list-style-type: none"> *becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales *recognising simple recurring literary language in stories and poetry 	<ul style="list-style-type: none"> *continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear
	Understanding	Inference	Word meanings	
	<ul style="list-style-type: none"> *discussing the sequence of events in books and how items of information are related *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 	<ul style="list-style-type: none"> *making inferences on the basis of what is being said and done *answering and asking questions 	<ul style="list-style-type: none"> *discussing and clarifying the meanings of words, linking new meanings to known vocabulary *discussing their favourite words and phrases 	
	Discussing reading	Non Fiction	Prediction	
<ul style="list-style-type: none"> *participate in discussion about books, poems & other works that are read to them & 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 	<ul style="list-style-type: none"> *being introduced to non-fiction books that are structured in different ways 	<ul style="list-style-type: none"> *predicting what might happen on the basis of what has been read so far 		

Year group	Decoding	Range of reading	Familiarity with texts	Poetry and performance
Year 3	apply their growing knowledge of root words, prefixes and suffixes, 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	*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	*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 *recognising some different forms of poetry <div style="background-color: #92d050; padding: 5px; text-align: center;">Word meanings</div> *using dictionaries to check the meaning of words that they have read
	Understanding	Inference	Prediction	
	*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 *identifying main ideas drawn from more than one paragraph and summarising these	*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	
	Authorial intent	Non Fiction	Discussing reading	
*discussing words and phrases that capture the reader's interest and imagination *identifying how language, structure, and presentation contribute to meaning	*retrieve and record information from non-fiction	*retrieve and record information from non-fiction		

Year group	Decoding	Range of reading	Familiarity with texts	Poetry and performance
Year 4	<ul style="list-style-type: none"> *apply their growing knowledge of root words, prefixes and suffixes, 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 	<ul style="list-style-type: none"> *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 	<ul style="list-style-type: none"> *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 	<ul style="list-style-type: none"> *preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action *recognising some different forms of poetry <div style="background-color: #00a0e3; color: white; text-align: center; padding: 2px;">Word meanings</div> <ul style="list-style-type: none"> *using dictionaries to check the meaning of words that they have read
	Understanding	Inference	Prediction	
	<ul style="list-style-type: none"> *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 *identifying main ideas drawn from more than one paragraph and summarising these 	<ul style="list-style-type: none"> *drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence 	<ul style="list-style-type: none"> *predicting what might happen from details stated and implied 	
	Authorial intent	Non Fiction	Discussing reading	
<ul style="list-style-type: none"> *discussing words and phrases that capture the reader's interest and imagination *identifying how language, structure, and presentation contribute to meaning 	<ul style="list-style-type: none"> *retrieve and record information from non-fiction 	<ul style="list-style-type: none"> *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 		

Year group	Decoding	Range of reading	Familiarity with texts	Poetry and performance
Year 5	<p>*apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet</p>	<p>*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 *making comparisons within and across books</p>	<p>*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 *identifying and discussing themes and conventions in and across a wide range of writing</p>	<p>*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</p>
	Understanding	Inference	Prediction	
	<p>* 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 *summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas</p>	<p>*drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p>	Discussing reading	
	Authorial intent	Non Fiction	<p>*recommending books that they have read to their peers, giving reasons for their choices *participate in discussions about books, building on their own and others' ideas and challenging views courteously *explain and discuss their understanding of what they have read, including through formal presentations and debates, *provide reasoned justifications for their views</p>	
	<p>*identifying how language, structure and presentation contribute to meaning *discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</p>	<p>*distinguish between statements of fact and opinion *retrieve, record and present information from nonfiction</p>		
	Word meanings			

Year group	Decoding	Range of reading	Familiarity with texts	Poetry and performance
Year 6	*apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet	*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 *making comparisons within and across books	*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 *identifying and discussing themes and conventions in and across a wide range of writing	*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
				Word meanings
	Understanding	Inference	Prediction	
	* 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 *summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas	*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	
Authorial intent	Non Fiction	Discussing reading		
*identifying how language, structure and presentation contribute to meaning *discuss and evaluate how authors use language, including figurative language, considering the impact on the reader	*distinguish between statements of fact and opinion *retrieve, record and present information from nonfiction	*recommending books that they have read to their peers, giving reasons for their choices *participate in discussions about books, building on their own and others' ideas and challenging views courteously *explain and discuss their understanding of what they have read, including through formal presentations and debates, *provide reasoned justifications for their views		

RWI Spelling progression skills	Year 1/2	Year3/4	Year5/6
	<p>The /dʒ/ sound spelt as ge and dge at the end of words, and often spelt g elsewhere in words before e, i and y.</p> <p>The /s/ sound spelt c before e, i and y.</p> <p>The /n/ sound spelt kn and (less often) gn at start of words.</p> <p>The /r/ sound spelt wr at the beginning of words.</p> <p>The /l/ or /əl/ sound spelt -le at the end of words.</p> <p>The /l/ or /əl/ sound spelt -el at the end of words.</p> <p>The /l/ or /əl/ sound spelt -al at the end of words.</p> <p>Words ending -il.</p> <p>The /aɪ/ sound spelt -y at the end of words.</p> <p>Adding -es to nouns and verbs ending in -y.</p> <p>Adding -ed, -ing, -er and -est to a root word ending in -y with a consonant before it.</p> <p>Adding the endings -ing, -ed, -er, -est and -y to words ending in -e with a consonant before it.</p> <p>Adding -ing, -ed, -er, -est and -y to words of one syllable ending in single consonant letter after single vowel letter.</p> <p>The /ɔ:/ sound spelt a before l and ll.</p> <p>The /ʌ/ sound spelt o.</p> <p>The /i:/ sound spelt -ey.</p> <p>The /ɒ/ sound spelt a after w and qu.</p> <p>The /ɜ:/ sound spelt or after w.</p> <p>The /ɔ:/ sound spelt ar after w.</p> <p>The /z/ sound spelt s.</p> <p>The suffixes -ment, -ness, -ful, -less and -ly.</p> <p>Contractions.</p> <p>Possessive apostrophe (singular nouns).</p> <p>Words ending in -tion.</p> <p>Homophones and near-homophones.</p> <p>Common exception words.</p>	<p>Adding suffixes beginning with vowel letters to words of more than one syllable</p> <p>The /ɪ / sound spelt y elsewhere than at the end of words</p> <p>The /ʌ/ sound spelt ou</p> <p>More prefixes</p> <p>The suffix -ation</p> <p>The suffix -ly</p> <p>Words with endings sounding like /ʒə/ or /tʃə/</p> <p>Endings which sound like /ʒən/</p> <p>The suffix -ous</p> <p>Endings which sound like /ʃən/, spelt -tion, -sion, -ssion, -cian</p> <p>Words with the /k/ sound spelt ch (Greek in origin)</p> <p>Words with the /ʃ/ sound spelt ch (mostly French in origin)</p> <p>Words ending with the /g/ sound spelt -gue and the /k/ sound spelt -que (French in origin)</p> <p>Words with the /s/ sound spelt sc (Latin in origin)</p> <p>Words with the /eɪ/ sound spelt ei, eigh, or ey</p> <p>Possessive apostrophe with plural words</p> <p>Homophones and near-homophones</p> <p>Years 3 and 4 word list</p>	<p>Endings which sound like /ʃəs/ spelt -cious or -tious.</p> <p>Endings which sound like /ʃəl/.</p> <p>Words ending in -ant, -ance/-ancy, -ent, -ence/-ency.</p> <p>Words ending in -able and -ible.</p> <p>Words ending in -ably and -ibly.</p> <p>Adding suffixes beginning with vowel letters to words ending in -fer.</p> <p>Use of the hyphen.</p> <p>Words with the /i:/ sound spelt ei after c.</p> <p>Words containing the letter-string ough.</p> <p>Words with 'silent' letters.</p> <p>Homophones.</p> <p>Years 5 and 6 word list.</p>

