



# **English Policy**

September 2022

*English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society; pupils, therefore, who do not learn to speak, read and write fluently and confidently are effectively disenfranchised. (DfE – National Curriculum, 2014)*

**The aims of the 2014 National Curriculum are for our pupils to:**

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

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

- Assessment Policy
- Marking Policy

## **Curriculum drivers:**

The Schools' curriculum drivers underpin every subject with the curriculum design, teaching and assessment. The curriculum drivers are embedded in our curriculum approach to English as can be seen below.

### **Understanding how special each child is.**

Children will be exposed to a variety of high-quality texts and authors and will learn to develop their own thoughts and opinions on these. Children will be given a range of opportunities to showcase their writing, through speaking and listening activities, across school, assemblies and within class in order to celebrate their successes with others.

### **Secure learning in working and long term memory.**

The writing journey follows a poetry, fiction, non-fiction sequence. This allows children to develop rich language and vocabulary and explore features through poetry, which can be transferred in to fiction writing. The knowledge developed through fiction can then be transferred in to the non-fiction. Each term Teachers will support the retrieval of previously learnt skills. The use of gamification is used to reinforce learning and support working memory of grammatical features.

### **The development of reading, language and vocabulary:**

The writing journey focuses on develop rich, varied and ambitious vocabulary so that children have a wide language to express their ideas, thoughts and creativity in writing. Gamification through 'play with it' also supports developing vocabulary through short burst recall or generation games. Reading takes place throughout every school day, through guided reading sessions, independent reading, reading for pleasure and reading to others. It is through reading that language is encountered the most therefore, key language is highlighted through reading sessions by Teachers in order to discuss and for older children teach the structure origin and meaning.

### **Remove barriers to learning.**

When planning lessons Teacher's will build on the children's learning progressively using the key skills documentation. This ensures that the children's skills, knowledge and understanding is formed in a logical and progressive way in order to build and deepen previous learning. The repetition of "poetry" each term supports the development of new and relevant vocabulary that will be used within later writing tasks.

### **Experiential, learning opportunities to enthuse, excite, engage learners and raise aspirations.**

Through the Path to Success, Teachers are encouraged to engage the children through real purposes for writing. Children are engaged through writing for meaning. Having a purpose to the piece of writing the children are creating adds value and a deeper understanding. Additional experience such as trips to experience settings and surroundings as a stimulus will be utilised. In addition, through the use of excited, engaging, high quality texts children are exposed a breadth of authors to support and develop the children's love of reading.

### **Social and emotional learning (SEL) is at the heart of our curriculum.**

Through celebrating writing across school, within assemblies, across classes and with peers we support the children's personal development. We encourage our children to develop communication skills through exposure to a breadth of vocabulary, speaking and listening

activities and guided reading activities. We value our children's views and ideas and encourage them to share these with others within a supportive environment

## **Intent**

*Why do we teach this? Why do we teach it in the way we do?*

At Elm Tree Community Primary school we believe in the importance of clear and effective communication to build positive relationships. We aim to deliver quality English sessions that support children to communicate confidently within speaking and writing as well as interpret communication through reading. Using these skills, our children are supported across the whole curriculum to build upon their personal knowledge and prepare for the world beyond Elm Tree, gaining independence in effective communication. We work particularly hard to develop a love of literature, and in effect language, so that children can access many levels of learning.

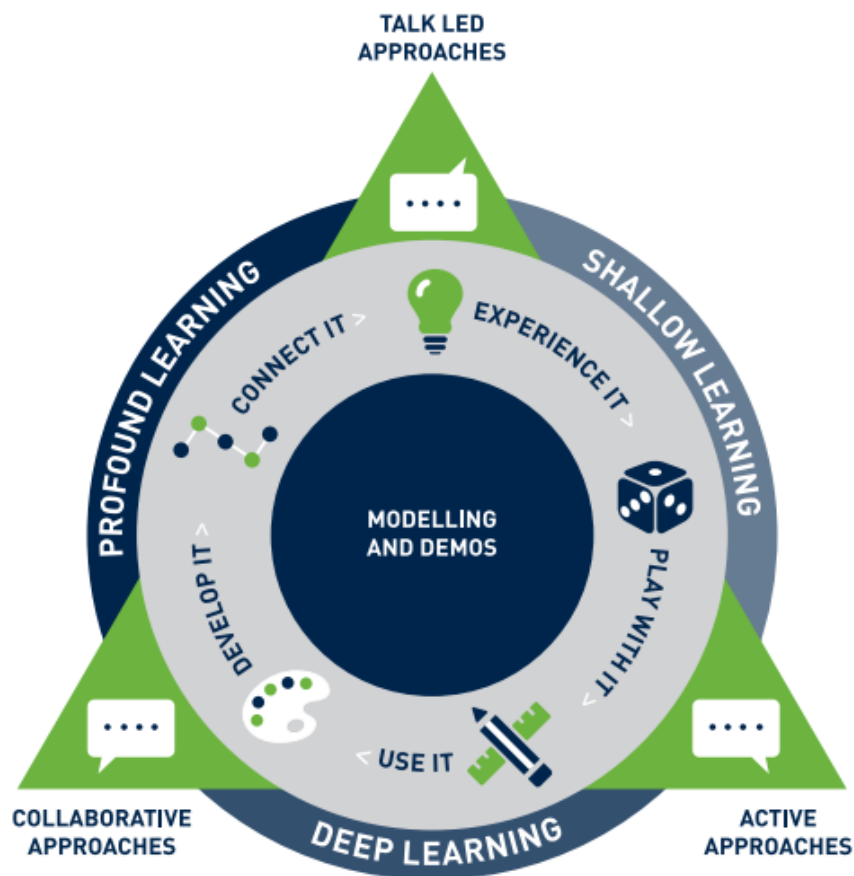
In teaching children English, we aim for our children to have:

- To present ideas with confidence, whilst respecting the views of others.
- Express their opinions and feelings confidently
- To develop a love of reading for pleasure
- For children to feel excitement and ownership over what they are reading, so that they become willing and confident to engage in reading.
- A positive attitude towards writing for different purposes
- Exposure to a breadth and depth of vocabulary

## **Implementation**

*What do we teach? What does it look like?*

At Elm Tree we use the TT Education 'Path 2 Success' to progress our children from shallow learning, to deep learning and ultimately profound learning.



The three cornerstones of our pedagogy allow for effective and engaging learning. Talk led approaches allow the children to discuss and question their ideas, vocabulary and writing in order to deepen their understanding. Discussions around stories and texts with members of staff and peer to peer discussions permit the children to develop their thinking, their understanding and helps expand their vocabulary. Active approaches engage the children through the use of play and games. When learning a new concept, the children recognise and respond positively to games. Through repetitive, quick play the children are exposed to new terminology, grammar, punctuation and vocabulary. The used of games allow the children to generate their own ideas and cultivate their creativity. Collaborative approaches and working together removes the barrier of failure for our children, the children are able to share ideas and input their own contributions which in turn stimulates creativity. Working together to generate ideas and discuss new vocabulary builds the children's self-worth and importance and ultimately engages the children leading to a deeper level of understanding. These cornerstones are key to long term memory.

### **Stage 1- Experience It**

Children need rich experiences which they can relate to in order to support them in developing their writing for a range of purposes. This stage involves a “hook” to engage, excite and inspire. Experiences or replications of experiences help support Imagination and develops a rich bank of vocabulary. By linking writing to real life situations, the children have a clear purpose to their writing.

### **Stage 2- Play with It**

This stage refers to the gamification of learning which can be seen through a multitude of ways; through playing games with vocabulary, phonics and grammar, punctuation and spelling. These games are repetitive and open ended to support cognitive learning. These games engage our children and provide them with a conceptual understanding.

### **Stage 3- Use It**

This stage refers to the practical application of learnt key skills and learnt vocabulary. These new skills are applied through writing for a range of purposes. Through guided reading and reading to others the children’s skills will also be used through comprehension and by answering VIPERS based questions. This stage allows the children to embed the key skills on which they have been working.

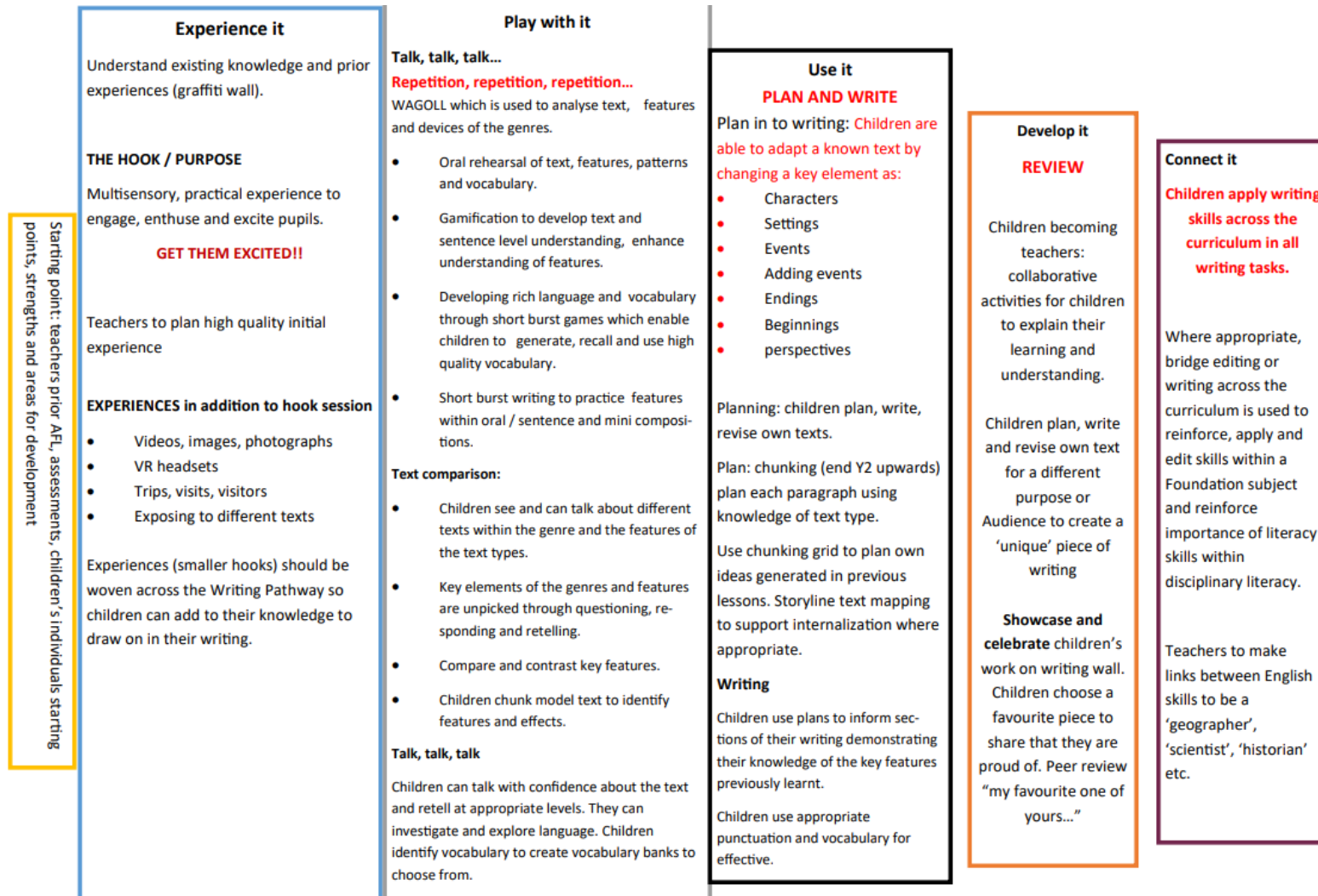
### **Stage 4- Develop It**

Children need the opportunity to continue to develop the skill in context. This stage is underpinned by an active, talk-led, collaborative learning climate as this way children will be more likely to remember it. Children are given opportunities to discuss their work with peers, showcase their work across school and read their work aloud within assemblies. Through this, the children are explaining their learning and teaching their learning to others. Through this, the children are demonstrating that their initial learning has been internalised and embedded and are more likely to remember it long term.

### **Stage 5- Connect It**

During this stage children are making connections across the curriculum. Children will be able to utilise their skills through reading and writing across the curriculum, making links with how to transfer their key skills into other pieces of writing within different subjects and understanding the need to read for a variety of reasons.

**At Elm Tree, we teach writing using the following Pathway:**



## **Impact**

*What will this look like? By the time children leave our school they will:*

By the end of KS2 we aim for children to have developed culturally, emotionally, intellectually, socially and spiritually through the implementation of our “path to success” and the three cornerstones of our pedagogy. Our children will be able to express their feelings and opinions whilst appreciating the thoughts, opinions and feelings of others in order to participate as a member of society. Children will have had exposure to key skills which focus on both transcription and composition in addition to a wide variety of vocabulary and be able to apply this within their writing for a range of purposes.



## **Developing Cultural Capital within English**

“It is the essential knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said, and helping to engender an appreciation of human creativity and achievement.”

### Essential knowledge that pupils need to be educated citizens

Our curriculum seeks to instill a love and passion for reading and literacy within our children. Children will write for real reasons and learn to write for a range of different purposes. Essential knowledge is mapped out through the Elm Tree writing progression framework and reading curriculum. This ensures children acquire the skills to become proficient readers and writers. Children are exposed to cultural literacy such as studying texts from different cultures and authors from a wide range of backgrounds.

### Introducing to the best that has been thought and said

Children are exposed to a wide variety of genres and authors from modern and classical literature. Children also have opportunity to consider high quality speeches and engage in discussions, to consider the best that has been thought and said. Children are encouraged to take part in debates, discussions and collaborative activities, to share their own thoughts and engage in high quality oracy to understand the importance of sharing their views, being respectful to others and acknowledging others points of view.

### Helping to engender an appreciation of human creativity and achievement

Within English, children will be exposed to a breadth and depth of key authors and texts. Through doing so the children will learn to develop an appreciation of others work as well as question and examine the texts in a respectful way. Children will also be encouraged to peer and self-assess writing, to develop an appreciation of their own writing creativity as well as others and be able to edit and re-draft to ‘publish’ a final piece. We find opportunities to showcase children’s literary talents through productions, events, festivals, performances and other ways to share their ideas.

## Writing progression essential skills

	Step 1
<b>Punctuation</b>	Uses a single word, sign, or symbol to name an object
<b>handwriting</b>	Imitates circular strokes Imitates horizontal strokes Imitates vertical strokes
<b>Text construction: sentence level</b>	Responds to questions about familiar events Asks a simple 'What ...?' question
<b>Text construction: text level</b>	Separates pictures and writing Puts illustrations to their writing Describes a character or object from a story using a single descriptive word, e.g. boy, red, etc.
<b>Planning</b>	Chooses their own name for a character in a story Uses words, signs or symbols to identify a word they would like written
<b>Evaluating</b>	Responds to questions about familiar events
<b>Editing</b>	Copies underneath from left to right
<b>Terminology</b>	Word, symbol, sign, picture, writing
<b>Conjunctions and adverbials</b>	Where, what, who

	Step 2
<b>Punctuation</b>	Spacing varies in length
<b>handwriting</b>	Makes marks for name with some recognisable letters Holds pencil correctly and with sufficient grip, most of the time
<b>Text construction: sentence level</b>	Expresses the conjunction 'and' when adding information during a discussion Answers simple questions about their writing with some prompting
<b>Text construction: text level</b>	Dictates a narrative for their story Creates their own narrative when reading a book
<b>Planning</b>	Suggests a phrase to include in their work
<b>Evaluating</b>	Adds simple details to another person's retelling of a story
<b>Editing</b>	'Reads' their writing aloud
<b>Terminology</b>	Letters, story, phrases
<b>Conjunctions and adverbials</b>	And

	Step 3
<b>Punctuation</b>	Start to use finger spaces, inconsistently, so their phrases can be read.
<b>handwriting</b>	Write recognisable letters, most of which are correctly formed. May be inconsistent.

<b>Text construction: sentence level</b>	<p>Order pictures in time sequence.</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters</p> <p>Write caption or short phrase using graphemes known.</p> <p>Orally / writing offer a simple phrases or sentences.</p>
<b>Text construction: text level</b>	<p>Retell stories and narratives using their own words and sometimes as exact repetition.</p> <p>Reports experiences and events orally.</p>
<b>Planning</b>	Express their ideas and feelings... using full sentences; past, present and future tenses
<b>Evaluating</b>	Read aloud words or phrases created
<b>Editing</b>	Understand that they can have another go
<b>Terminology</b>	Page, story, book, character, finger space, phoneme, grapheme, digraph, trigraph, blend, blending
<b>Conjunctions and adverbials</b>	And, then, but, one day

	<b>Step 4</b>
<b>Punctuation</b>	<p>Start to use finger spaces so their simple phrases and sentences... can be read by others</p> <p>Uses capital letters for names and start of a sentence.</p> <p>Capitals for proper nouns, sometimes, after discussion.</p> <p>Full stops, question marks and exclamation marks with support.</p>
<b>handwriting</b>	<p>Write recognisable letters, most of which are correct.</p> <p>Use finger spaces more consistently.</p>

	Forming digits 0 – 9 Position words appropriately on the line.
<b>Text construction: sentence level</b>	Express their ideas and feelings... using full sentences; past, present and future tenses; and making use of conjunctions Spell words by identifying sounds in them and representing the sounds with a letter or letters. Compose short sentences (groups of words) independently, that can be read by others. Recognise the features of some forms of writing, e.g. stories and poems. Attempts to use features of narrative.
<b>Text construction: text level</b>	Begin to group words and ideas (orally or in simple sentences). Use simple sentences to share ideas orally.
<b>Planning</b>	Writes sentences which have been orally rehearsed. Say aloud what they intend to write.
<b>Evaluation</b>	Read aloud words and short sentences that they have written, discussing this in small group, class and one-to-one discussions, using recently introduced vocabulary.
<b>Editing</b>	Upon re-reading and discussing their work, understand that they can 'have another go' at writing a word or sentence. Makes some amendments after discussion.
<b>Terminology</b>	Beginning, middle, end, rhyme, poem, poetry, word, sentence.
<b>Conjunctions and adverbials</b>	And, next, one day, then, once upon a time, so

	<b>Step 5</b>
<b>Punctuation</b>	Capital letters for names and for the personal pronoun Capital letters at the beginning of sentences Full stops Question marks Exclamation marks Consistent separation of words with spaces Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns (with support)
<b>handwriting</b>	Write recognisable letters, most of which are correct. Handwriting is legible, unjoined, correct size and when writing starts in the right places.

	Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and practise these.
<b>Text construction: Sentence level</b>	Write sentences which convey ideas without support, with more than one sentence. Join words and clauses using the conjunction 'and' and other simple conjunctions. Compose sentences orally and write them down, recognising sentence boundaries in spoken sentences. Begin to use imperative sentences in instructions. Writes sentences using different forms – questions, commands, statements.
<b>Text construction: text level</b>	Writes simple structures for text types e.g. instructions, narratives. Begin to group related words and ideas. Begin to record sentences that have been created orally.
<b>Planning</b>	Say out loud what they are going to write about in advance. Orally compose sentences and/or whole texts. Recognise the features of different forms of writing, e.g. instructions, information books, stories and poems.
<b>Evaluation</b>	Discuss own writing with a friend or adult. Read own writing aloud, clearly enough to be heard by peers and the teacher.
<b>Editing</b>	Re-read what they have written and check it makes sense to them.
<b>Terminology</b>	Letter, Capital letter, Singular, Plural, Sentence, Punctuation, Full stop, Question mark, Exclamation mark, Joining word
<b>Conjunctions and adverbials</b>	As, because, now, soon, or, but, when

	<b>Step 6</b>
<b>Punctuation</b>	Sentences correctly punctuated with capital letters, full stops and question marks when required. Commas to separate items in a list. Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl's name] Apostrophes to mark common contracted forms.
<b>handwriting</b>	Join two letters in a word with some success. Adjust style to purpose and considering the way a piece of work is presented. Form lower-case letters of the correct size relative to one another. Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.

	<p>Use spacing between words that reflects the size of the letters.</p> <p>NB: As soon as pupils are able to form letters securely, with the correct orientation, they should be taught to write with a joined style</p>
<b>Text construction: sentence level</b>	<p>Commas to separate words in a list (with support).</p> <p>Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far, to help develop stamina for writing.</p> <p>Use appropriate subordinating and co-ordinating conjunctions.</p> <p>Begin to choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.</p> <p>Use expanded noun phrases more consistently, incorporating modifying adjectives and nouns.</p> <p>Use sentences with different forms and recognise how the grammatical patterns in a sentence indicate its function as a statement, question, exclamation, command (e.g. It has an exclamation mark, so it's an exclamation or It starts with a questioning word - 'how' - so it's a question).</p> <p>Draw on and use new vocabulary from their reading, their discussions about it (one-to-one and as a whole class) and from their wider experiences (e.g. newly learnt subject-specific terminology from classwork, descriptive language used by classmates.)</p> <p>Use expanded noun phrases to describe and specify [for example, the blue butterfly] Construct similes using 'like' (e.g. He's very grumpy like a bear).</p> <p>Use a pattern of three for description (e.g. He was old, bald and smiley).</p> <p>Incorporate some simple time adverbials into their compositions (e.g. He woke up the next morning... She went as soon as she could... Later on they found out...).</p>
<b>Text construction: text level</b>	<p>Use the present and past tenses correctly and consistently, including the progressive form.</p> <p>Begin to recognise and understand the use of paragraphs to group information.</p> <p>Develop positive attitudes towards and stamina for writing by:</p> <ul style="list-style-type: none"> <li>• writing narratives about personal experiences and those of others (real and fictional)</li> <li>• writing about real events (e.g. describing their PE lesson or a field trip)</li> <li>• writing poetry</li> <li>• writing for different purposes (e.g. to inform, to instruct)</li> </ul>
<b>Planning</b>	<p>Consider what they are going to write before beginning, either by oral rehearsal, a simple written plan or a combination of the two.</p> <p>Include new vocabulary and/or key words in their plan, perhaps drawn from their own reading or class reading of model texts.</p> <p>Organises information when writing non fiction.</p> <p>Recognise and consider the features of several different forms of writing, e.g. instructions, information books, stories and poems.</p>
<b>Evaluation</b>	<p>Evaluate their own writing with the teacher and/or other pupils.</p> <p>Read aloud what they have written, to the teacher or a small group, with appropriate intonation to make the meaning clear.</p> <p>Use appropriate grammatical terminology in discussing writing.</p>

<b>Editing</b>	Re-read to check that their writing makes sense and proof-read to check for errors in spelling, grammar and punctuation [for example, end of sentences punctuated correctly]. Upon re-reading, check that verbs to indicate time are used correctly, including verbs in the continuous form and make other simple additions, revisions and corrections to writing.
<b>Terminology</b>	Noun, Noun phrase, Statement, Question, Exclamation, Command, Compound, Suffix, Adjective, Adverb, Verb, Tense (past, present) Apostrophe, Comma, Introduction, Build up, Problem
<b>Conjunctions and adverbials</b>	As, If, Until, That, although, after, before, while

	<b>Step 7</b>
<b>Punctuation</b>	Displays some use of inverted commas. Commas to separate clauses to avoid ambiguity. Fronted adverbials used with a comma. Uses KS1 punctuations consistently and mostly correctly.
<b>handwriting</b>	Consistently use the diagonal and horizontal strokes 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 [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].



	<p>Writes legibly and with increasing speed.</p> <p>Consistent spacing between letters and words.</p> <p>Understands which letters should and should not be joined.</p> <p>Clear and consistent ascenders and descenders.</p>
<b>Text construction: sentence level</b>	<p>Identifies audience writing for and most suitable style.</p> <p>Begin to extend the range of sentences with more than one clause, by using a wider range of conjunctions.</p> <p>Notes and uses specific vocabulary.</p> <p>Use a range of sentence structures and forms appropriately (simple, compound and some complex structures, as well as statements, questions, exclamations and commands).</p> <p>Write from memory simple sentences dictated by the teacher that include words and punctuation taught so far, to help develop stamina and speed for longer writing.</p> <p>Begin to extend the range of sentences with more than one clause, by using a wider range of conjunctions and by experimenting with their placement of these conjunctions within sentences.</p> <p>Use an increasing range of sentence structures for effect (e.g. a series of short sentences to increase pace and longer sentences, including simple, compound and complex structures, for description).</p> <p>Use expanded noun phrases more consistently and confidently, including modifying adjectives, nouns and preposition phrases (e.g. the bright blue, beautiful butterfly with the fluttering wings on its back).</p> <p>Increase their range of adverbials and ensure they are positioning these throughout the sentence, including using fronted adverbials (e.g. Panting heavily, she stopped, At long last, they had decided, He was fine yesterday morning)</p> <p>In non-narrative material, use simple organisational devices [for example, paragraph headings].</p> <p>Expand their range of vocabulary, to include words and phrases in their writing which are appropriate to their spelling ability and/or can be checked by using the first two or three letters to look it up in the dictionary (e.g. newly learnt subject-specific terminology from classwork, descriptive language used by classmates.)</p> <p>Construct a variety of similes using 'like' or 'as' (e.g. He's as grumpy as a grizzly bear, She raced like the wind).</p> <p>Use a pattern of three for description and expand effectively (e.g. He was surprisingly old, totally bald and wore a cheeky grin).</p> <p>Begin to be more specific with their word choices (e.g. the man got into the car might become Simon jumped quickly into his red BMW and "Hello," she said might become "Hello," she smiled happily).</p> <p>Begin to use rhetorical questions (e.g. in persuasive writing: How would you like to sleep on the street?)</p>
<b>Text construction: text level</b>	<p>Write for a range of real purposes and audiences, as part of their work across the curriculum, and make some decisions, based on these, about the form the writing should take.</p> <p>Begin to use paragraphs and understand that they should be organised around a theme.</p> <p>Use simple organisational devices, appropriate to non fiction text types.</p> <p>Sometimes use the present perfect form of verbs in contrast to the past tense.</p>

	In narratives, create characters, settings and plot, often based on their reading, with description of each of these demonstrating an appropriate and effective range of vocabulary and conjunctions.
<b>Planning</b>	<p>Assess and discuss the effectiveness of their own writing, suggest improvements and begin to monitor their own writing for sense in the same way that they monitor their reading.</p> <p>Plan their writing by discussing and recording ideas, including using role play to develop and sequence ideas Plan to use paragraphs, by grouping relevant information.</p> <p>With support, identify the viewpoint from which they will be writing.</p> <p>Discuss writing similar to that which they are planning to write in order to understand and learn from its sentence structure, vocabulary and ideas.</p> <p>Compose and rehearse sentences orally (including dialogue), progressively building a varied vocabulary and a range of sentence structures.</p>
<b>Evaluation</b>	<p>Assess and discuss the effectiveness of their own and others' writing and suggest improvements.</p> <p>Begin to consider the intended effect of their writing on the reader.</p> <p>Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</p>
<b>Editing</b>	<p>Proof-read their writing for spelling and punctuation errors.</p> <p>Makes changes to grammar and vocabulary.</p>
<b>Terminology</b>	Preposition Conjunction (in preference to 'joining word') Word family Prefix Clause Subordinate clause Direct speech Consonant Vowel Inverted commas (or 'speech marks') Paragraph Dialogue Heading Sub-heading Preposition phrase
<b>Conjunctions and adverbials</b>	Although After Before Unless However Without warning Therefore Whenever While Meanwhile Finally In conclusion In addition/Additionally

	<b>Step 8a</b>
<b>Punctuation</b>	<p>Brackets, dashes or commas to indicate parenthesis.</p> <p>Commas to clarify meaning or avoid ambiguity.</p> <p>Inverted commas and other punctuation to indicate direct speech [for example, use of a lower case letter after a question or exclamation, where the speaker is identified after the dialogue, e.g. "Stop!" screeched Mum.] Colons to introduce speech in play scripts.</p> <p>Other punctuation conventions of play scripts, such as lack of inverted commas for speech and brackets/italics for stage directions.</p>
<b>handwriting</b>	<p>Begin to write more fluently, choosing an appropriate speed and standard for the task, while retaining legibility Choose which shape of a letter to use when given choices and decide whether or not to join specific letters.</p> <p>Begin to independently choose the writing implement best suited to the task</p>

<b>Text construction: sentence level</b>	<p>Writes and performs appropriately for a range of audiences.</p> <p>Uses devices to aid the reader for non-fiction writing.</p> <p>Recognise and begin to independently choose vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms.</p> <p>Use expanded noun phrases to convey complicated information concisely (e.g. the rare, beautiful, six-inch long butterfly, with crimson-tipped, blue and green wings.)</p> <p>Recognise and begin to use modal verbs and adverbs to indicate degrees of possibility.</p>
<b>Text construction: text level</b>	<p>Begin to expand their range of organisational devices to build cohesion within and across paragraphs [for example, using appropriate conjunction within a paragraph and linking ideas across paragraphs using adverbials e.g. On the other hand; In contrast].</p> <p>Use further organisational devices and some presentational devices to structure texts and begin to guide the reader [for example, headings, underlining].</p> <p>Use tenses accurately and consistently.</p> <p>Recognise and use first, second and third person.</p>
<b>Planning</b>	<p>Plan their writing by identifying the audience for and purpose of the writing.</p> <p>Plan their writing by discussing and recording ideas, including using role play to sequence their ideas and deepen their understanding.</p> <p>Note and develop initial ideas, based on model texts and/or classwork.</p> <p>Consider how writers have developed ideas in similar writing, using this writing as models for their own.</p> <p>Use appropriate organisational devices, such as headings or sub-headings.</p> <p>Assess the effectiveness of their own and others' writing, discussing the shades of meaning created by their vocabulary and grammar choices.</p> <p>Use appropriate grammatical terminology in discussing writing.</p> <p>Perform their own compositions, using appropriate intonation, volume and movements so that meaning is clear.</p> <p>Proof reads for spelling, punctuation and grammar, pin pointing the majority of errors.</p> <p>Ensure the correct use of tense throughout a piece of writing.</p> <p>Propose and implement changes to vocabulary, grammar and punctuation to clarify meaning and enhance effects.</p>
<b>Evaluation</b>	<p>Assess the effectiveness of their own and others' writing, discussing the shades of meaning created by their vocabulary and grammar choices.</p> <p>Use appropriate grammatical terminology in discussing writing.</p> <p>Perform their own compositions, using appropriate intonation, volume and movements so that meaning is clear.</p>
<b>Editing</b>	<p>Proof reads for spelling, punctuation and grammar, pin pointing the majority of errors.</p> <p>Ensure the correct use of tense throughout a piece of writing.</p> <p>Propose and implement changes to vocabulary, grammar and punctuation to clarify meaning and enhance effects.</p>

<b>Terminology</b>	Modal verb Relative pronoun Relative clause Parenthesis Bracket Dash Cohesion Ambiguity Formal/Informal Hyperbole Literal/figurative Modifiers Abstract/Concrete noun Verb form Fact Opinion
<b>Conjunctions and adverbials</b>	Except Despite In comparison to Instead of

	<b>Step 8b</b>
<b>Punctuation</b>	A semi-colon, colon or dash to mark the boundary between independent clauses [for example, It's raining; I'm fed up]. A colon to introduce a list and use of semi-colons within lists. Conventions for punctuating bullet points to list information. Hyphens to avoid ambiguity [for example, man eating shark versus man-eating shark, or recover versus re-cover] Ellipsis. A full stop for abbreviation. Passive and modal verbs to affect the presentation of information.
<b>handwriting</b>	Choosing appropriate style of handwriting for the purpose.

	<p>Consistently write more fluently, choosing an appropriate speed and standard for the task, while retaining legibility.</p> <p>Use an unjoined style when appropriate (e.g. for writing an email address or for labelling a diagram) Develop an increasingly personal style.</p> <p>Always choose the writing implement best suited to the task.</p>
<b>Text construction: sentence level</b>	<p>Writes longer passages with precision.</p> <p>Use modal verbs or adverbs to indicate degrees of possibility.</p> <p>Suggests alternatives for grammar and punctuation to enhance clarity and cohesion. Begin to be more selective with vocabulary, sentence construction and grammar, understanding how such choices can change and enhance meaning (e.g. short sentences to create tension and increase pace, rich vocabulary for description).</p> <p>Includes different devices to interest the reader.</p> <p>Adds detail, qualification and precision.</p> <p>Recognise and begin to independently choose vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms.</p> <p>Use passive verbs to affect the presentation of information in a sentence.</p> <p>Construct a variety of effective similes and metaphors.</p> <p>Use the perfect form of verbs to mark relationships of time and cause</p> <p>Use a wide range of devices to build cohesion within and across paragraphs (e.g. repetition of a word or phrase, grammatical connections [such as adverbials] or ellipsis).</p> <p>Use further organisational and presentational devices to structure texts and to guide the reader [for example, headings, bullet points, underlining].</p> <p>In narratives, describe settings, character and atmosphere and integrate dialogue to convey character and advance the action</p>
<b>Text construction: text level</b>	
<b>Planning</b>	<p>Plan their writing by identifying the audience for and purpose of the writing.</p> <p>Plan their writing by discussing and recording ideas, including using role play to sequence their ideas and deepen their understanding.</p> <p>Note and develop initial ideas, based on model texts and/or classwork.</p> <p>Consider how writers have developed ideas in similar writing, using this writing as models for their own.</p> <p>Use appropriate organisational devices, such as headings or sub-headings.</p> <p>Use deliberate vocabulary and device choices for effect.</p> <p>In all text forms, use appropriate detail and conventions to convey intended meaning and advance writing.</p> <p>Précis longer passages.</p> <p>Clearly identify the viewpoint from which they will be writing, and carefully and effectively maintain and balance this across the whole text.</p>
<b>Evaluation</b>	<p>Assess the effectiveness of their own and others' writing, discussing the shades of meaning created by their vocabulary and grammar choices.</p> <p>Use appropriate grammatical terminology in discussing writing.</p>

	Perform their own compositions, using appropriate intonation, volume and movements so that meaning is clear.
<b>Editing</b>	Proof read their own and others' work for spelling, grammar and punctuation errors to a high degree of accuracy. Ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register. Ensure correct use of tense throughout.
<b>Terminology</b>	Subject Object Active Passive Synonym Antonym Ellipsis Hyphen Colon Semi-colon Bullet points Cohesion Subordinating conjunction Co-ordinating conjunctions
<b>Conjunctions and adverbials</b>	If necessary According to Consequently Nevertheless Whereas

## Reading progression essential skills (*please also refer to Phonics Policy*)

Step 1	
Word reading	<p>Identify letters and symbols, understanding that they convey meaning.</p> <p>Repeats repetitive word or phrase from poem, story or rhyme after hearing it.</p> <p>Looks and points to words containing letters from their name.</p> <p>Matched written letters in different fonts e.g. letters from their name.</p> <p>Chooses book by saying, signing word or phrase contained within.</p> <p>Frequently looks at books.</p>
comprehension	<p>Joins in with actions or repeats words, rhymes, phrases when prompted.</p> <p>Joins in with discussions.</p> <p>Reads picture books on their own.</p> <p>Shows what they want to happen next in a story.</p> <p>Begins a rhyme.</p> <p>Describes pictures from books in simple terms.</p> <p>Recognises specific character in a different context.</p> <p>Recognises that pictures tell stories.</p> <p>Matches pictures to objects.</p> <p>Shares a book with a member of staff / peer.</p> <p>Shows anticipation of what is going to happen e.g. turning the page.</p> <p>Asks simple what, where, who questions.</p> <p>Correctly indicates to pictures, objects etc in response to questions.</p> <p>Answers questions about the story in a single word answer.</p>

Step 2	
Word reading	<p>Reads words and symbols in environment</p> <p>Immediately turns book correct way up</p> <p>Points to text when reading</p> <p>Find letters from their name written in the book</p> <p>Identifies letters in their forename</p> <p>Echoes staff sounding out CVC</p>
comprehension	<p>Joins in with predictable phrases from stories or rhymes.</p> <p>Demonstrates understanding of familiar story or rhyme.</p> <p>Re-enacts simple stories.</p> <p>Brings a favourite book to be read.</p> <p>Predicts what will happen at the end of a sentence or in a simple story.</p> <p>Relates an experience to the story.</p> <p>Communicates how a story of poem makes them feel.</p> <p>Reads a story aloud</p> <p>Explains how a character might be feeling</p> <p>Repeats specific lines</p> <p>Sits in groups and listens to a story</p>



Step 3	
Word reading	<p>Tracks text correctly from left to right.</p> <p>Sorts words and letters from numbers</p> <p>Turns pages one at a time throughout a book</p> <p>Recognises some common written words</p>
<p>Comprehension</p> <p><b>From the ELGs</b></p>	<p>Demonstrate understanding of what has been read to them by retelling (and adapting) stories and narratives using their own words and recently introduced vocabulary.</p> <p>explain similarities and differences... drawing on knowledge from stories [and] non-fiction texts</p> <p>understand the past through settings, characters and events encountered in books and describe their immediate environment using knowledge from... stories [and] non-fiction texts</p> <p>Anticipate – where appropriate – key events in stories</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems</p> <p>Make use of props and materials when role playing characters in narratives and stories</p> <p>Listen carefully to rhymes and songs, paying attention to how they sound and learning some [by heart]</p> <p>Sing and perform songs, rhymes, nursery rhymes, poems and stories</p>

Step 4		
Word reading	<p>Demonstrates awareness of full stops</p> <p>Becomes more fluent with a book appropriately phonetically matched and do not require other strategies to work out</p> <p>Re-read books to build up fluency</p> <p>Reads some words with contractions 'I'm, I'll</p> <p>Follows lines of text with finger (left to right)</p>	
comprehension	Engaging in range of reading	<p>regularly listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently</p> <p>link what they read or hear read to their own experiences</p> <p>make personal reading choices and simple comments about reading preferences</p>
	Understanding structure of texts	<p>be introduced to a variety of non-fiction books</p> <p>distinguish the differences between fiction and nonfiction texts and discuss the different purposes for reading them</p> <p>identify simple non-fiction features that support the structure of the text (e.g. labels, titles , captions)</p> <p>discuss the sequence of events in stories and identify the beginning, middle and end</p> <p>Responds to rhyme and pattern (including simple poems)</p>
	Understanding themes, conventions of texts	<p>become very familiar with key stories, fairy stories and traditional tales, retell them and consider their particular characteristics and (retell in a range of contexts (e.g. small world, role play, story boxes, puppets, storytelling</p> <p>recognise and join in with predictable phrases/story</p> <p>recognise the elements of stories (e.g. main events, main characters and whether they are good or bad, settings)</p>
	Performing poetry, playscripts	<p>learn to appreciate rhymes and poems, and to recite some by heart</p> <p>perform poetry in unison, following the rhythm and keeping time</p> <p>imitate and invent actions to accompany poetry</p>
	Understanding word meaning	discuss word meanings, linking new meanings to those already known
	Understanding use of language	discuss favourite words and phrases in poems and stories
	Understanding the text	<p>Draw on own experiences and understanding to make links to a text</p> <p>Makes links to texts from prior knowledge or information from teacher</p>

		Discuss significance of title and events Participate in discussions about the text explain clearly their understanding of what is read to them (e.g. give opinions about simple texts)
	Using inference and making predictions	make inferences on the basis of what is being said and done predict what might happen on the basis of what has been read so far summarising main part of a text locate page showing specific event

Step 5		
Word reading	Reads familiar books with attention and concentration. Builds fluency when re-reading texts. Reads fluently at their reading level read accurately words of two or more syllables that contain the same graphemes as above (e.g., shoulder, roundabout, grouping) Stops to re-read when realise isn't making sense Read words with simple suffixes (-ness, -ment, -ful, -ly) Begin to read silently read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered	
comprehension	Engaging in range of reading	regularly listen to, discuss and express 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 (including those from the school's identified Y2 'core texts')
	Understanding structure of texts	be introduced to non-fiction books that are structured in different ways discuss the sequence of events in books (including identifying the five stages of a story) and how items of information are related
	Understanding themes, conventions of texts	become very familiar with key stories, fairy stories and traditional tales, retell them and consider their particular characteristics and (retell in a range of contexts (e.g. small world, role play, story boxes, puppets, storytelling) recognise and join in with predictable phrases/story language (e.g. typical phrases for fairy story openings, patterns and repetition to support oral retelling) recognise the elements of stories
	Performing poetry, playscripts	learn to appreciate rhymes and poems, and to recite some by heart perform poetry in unison, following the rhythm and keeping time imitate and invent actions to accompany poetry
	Understanding word meaning	discuss and clarify the meanings of words, linking new meanings to known vocabulary

	Understanding use of language	identify, discuss and collect their favourite words and phrases and give reasons for choice (e.g. alliteration, humorous phrases)
	Understanding the text	activate prior knowledge and draw on what they already know or on background information and vocabulary provided by the teacher discuss the significance of the title and events use active reading strategies including: checking that the text makes sense to them as they read; correcting inaccurate reading; asking questions (e.g. about things/ words in the text they do not understand) answer literal, inferential (see using inference and making predictions section) and evaluative comprehension questions participate in discussion about what is read to them, taking turns and listen to what others say explain clearly their understanding of what is read to them (e.g. give opinions about simple texts)
	Using inference and making predictions	make inferences on the basis of what is being said and done predict what might happen on the basis of what has been read so far

Step 6		
Word reading	<p>Monitors own reading, self correcting where necessary</p> <p>Corrects new or unusual words, occasionally with prompts</p> <p>Uses tone and intonation when reading</p> <p>Reads books at their level with increasing expression and intonation</p> <p>Tackles unsighted text (with occasional hesitancy) displaying an understanding that they have made an error and re-reading a word to self correct</p> <p>Recognises and read simple prefixes and suffixes without over sounding</p>	
comprehension	Engaging in range of reading	<p>regularly listen to, discuss and express 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> <p>read for a range of purposes (e.g. enjoyment, to find out information)</p> <p>make personal reading choices and explain reasons for these</p> <p>Recommend books they have read</p> <p>identify appropriate non-fiction books to use to find out information about a given topic</p> <p>recommend books that they have read to their peers (make links to personal reading choices and reasons for these)</p>
	Understanding structure of texts	<p>be introduced to non-fiction books that are structured in different ways</p> <p>identify non-fiction features that support the structure of the text (e.g. sub-headings, contents, glossary, captions, text boxes, diagrams)</p> <p>discuss the sequence of events in books (including identifying the five stages of a story) and how items of information are related recognise the structure and/or patterns of some simple forms of poetry</p>

	Understanding themes, conventions of texts	become increasingly familiar with and retell a wider range of stories, fairy stories and traditional tales (continue to retell in a range of contexts) recognise simple recurring literary language in stories and poetry (e.g. typical phrases or expressions: 'run, run as fast as you can'; 'Long, long ago in a land far, far away...') recognise typical settings
	Performing poetry, playscripts	continue to build up a repertoire of poems learnt by heart, appreciate these and recite some, with appropriate intonation to make the meaning clear perform poetry individually or together; speak audibly and clearly
	Understanding word meaning	discuss and clarify the meanings of words, linking new meanings to known vocabulary use picture dictionaries to check the meanings of words they have read/heard read use morphology to work out the meaning of unfamiliar words (e.g. prefixes)
	Understanding use of language	identify, discuss and collect their favourite words and phrases and give reasons for choice
	Understanding the text	answer literal, inferential (see using inference and making predictions section) and evaluative comprehension questions participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, take turns and listen 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
	Using inference and making predictions	make inferences on the basis of what is being said and done predict what might happen on the basis of what has been read so far summarise main ideas of a text scan a short section of a text for a key word (retrieval) make predictions based on knowledge of typical settings and what is likely to happen in them (e.g. a character could get lost in a forest or meet a wolf/bad character) and typical characters and how they are likely to behave

Step 7		
Word reading	Self corrects spontaneously Reads, adhering to punctuation and expressive voice Reads silently for reading periods Requires minimal prompts to read Applies knowledge of root words, suffixes when reading aloud. read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word	
U O E	Engaging in range of reading	Read books that are structured in different ways

		<p>identify non-fiction features that support the structure of the text sequence the main events in stories into the five stages recognise some different forms of poetry and their structure and/or pattern (e.g. free verse, narrative poetry, alphabet poems, rap, riddle, shape poems, haikus, limericks and kennings)</p> <p>regularly listen to and discuss a wide range of fiction (including whole books), poetry, plays, non-fiction and reference books or textbooks</p>
	Understanding structure of texts	<p>increase familiarity with a wide range of books, including (less familiar) fairy stories, fables and folk tales and retell some of these orally identify themes and conventions in a wide range of books</p>
	Understanding themes, conventions of texts	<p>prepare poems and play scripts to read aloud and to perform and show understanding through intonation, tone, volume and action perform poetry individually or together; experiment with expression and use pauses for effect increase familiarity with a wide range of books, including (less familiar) fairy stories, myths and legends, and retell some of these orally</p> <p>identify themes and conventions in a wide range of books (e.g. safe and dangerous; just and unjust; origins of the earth in creation stories; the conventions of different types of non-fiction writing [e.g. a diary written in the first person]) and make simple connections between texts (e.g. similarities in plot, topic or books by the same author, about the same characters)</p>
	Performing poetry, playscripts	<p>experiment with expression and use pauses for effect</p> <p>prepare poems and play scripts to read aloud and to perform and show understanding through intonation, tone, volume and action perform poetry individually or together; varying, pace</p>
	Understanding word meaning	<p>use dictionaries to check the meaning of words that they have read</p> <p>use morphological and etymological knowledge to work out the meanings of unknown words</p>
	Understanding use of language	<p>identify, discuss and collect words and phrases that capture the reader's interest and imagination</p>
	Understanding the text	<p>checking that the text makes sense to them; discussing their understanding; explaining the meaning of words in context; asking questions to improve their understanding of a text;</p> <p>use active reading strategies including: checking that the text makes sense to them; discussing their understanding; explaining the meaning of words in context; asking questions to improve their understanding of a text (e.g. I wonder why the character...)</p> <p>answer literal, inferential (see using inference and making predictions section) and evaluative comprehension questions [by making point + giving evidence]</p> <p>identify how language, structure, and presentation contribute to meaning participate in discussion about both books that are read to them and those they can read for themselves, take turns and listen to what others say</p> <p>Understands the meaning of simple and common metaphors</p>

	Using inference and making predictions	draw inferences such as inferring characters' feelings, thoughts and motives from their actions and justifying inferences with evidence (e.g. use the verbs used for dialogue to work out how a character is feeling [e.g. shouted, sighed, joked]) predict what might happen from details stated and implied identify main ideas drawn from more than one paragraph and summarise these
	Navigating texts	retrieve and record information from non-fiction (from a single point of reference in the text [a paragraph or page] e.g. use contents page, index, headings or sub-headings) scan for key words or phrases to retrieve information (from a single point of reference in the text [e.g. a paragraph, verse, poem or page])

Step 8		
Word reading	<p>apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in National Curriculum English Appendix 1, both to read aloud and to understand the meaning of new words that they meet</p> <p>read silently for a sustained period of time</p> <p>demonstrates awareness of the listener</p> <p>Minor hesitancy</p> <p>Creates tension in their voice in order to engage</p> <p>Read age appropriate books for their age</p>	
comprehension	Engaging in range of reading	<p>continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks read for a range of purposes (e.g. enjoyment, to find out information or the meaning of new words)</p> <p>make personal reading choices and explain reasons for these (e.g. style, genre etc.)</p> <p>reflect on reading preferences and habits and compare these with those of others recommend books that they have read to their peers, giving reasons for their choices (making links to personal reading choices and reasons for these)</p> <p>quickly appraise non-fiction texts to evaluate their usefulness and quality</p>
	Understanding structure of texts	<p>read books that are structured in different ways recognise that different text types use different features to support the structure sequence the main events in longer stories into the five stages and identify how writers use more complex structures that do not have simple linear chronology (e.g. flashbacks and 'time-slip')</p> <p>recognise and compare an increasing range of poetry structures (e.g. free verse, narrative poetry, quatrain, tanka)</p>
	Understanding themes, conventions of texts	<p>increase 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</p> <p>identify and discuss themes and conventions in and across a wide range of writing</p>

		<p>make comparisons within books</p> <p>identify and discuss themes and conventions in and across a wide range of writing (e.g.: characters that challenge stereotypes; the conventions of different types of non-fiction writing [e.g. in biographies and autobiographies])</p> <p>make comparisons within and across books (e.g.: settings; themes; different accounts of similar events in different books [such as being an evacuee in ‘Carrie’s War’ and ‘Goodnight Mr. Tom’]; viewpoints of different authors of the same event)</p>
	Performing poetry, playscripts	<p>learn a wider range of poetry by heart prepare poems and plays to read aloud and to perform (individually or together) and show understanding through intonation, tone and volume so that the meaning is clear to an audience</p> <p>use appropriate interaction between characters in play scripts</p> <p>reads, discusses and gives their own views</p> <p>show understanding through intonation, tone and volume so that the meaning is clear to an audience</p>
	Understanding word meaning	<p>Infer meanings of unfamiliar words</p> <p>use dictionaries to check the meaning of words that they have read use morphological and etymological knowledge to work out the meanings of unknown words</p>
	Understanding use of language	<p>discuss and evaluate how authors use language, including figurative language, considering the impact on the reader (e.g.: explore, recognise and use the terms metaphor, simile and imagery; explain the effect of humorous language choices)</p>
	Understanding the text	<p>use active reading strategies including: checking that the book makes sense to them; discussing their understanding; exploring the meaning of words in context; asking questions to improve their understanding; modifying questions to refine thinking answer literal, inferential (see using inference and making predictions section) and evaluative comprehension questions [by making point + giving evidence + elaboration]</p> <p>identify how language, structure and presentation contribute to meaning</p> <p>distinguish between statements of fact and opinion in non-fiction texts</p> <p>participate in discussions about books that are read to them and those they can read for themselves,</p> <p>build on their own and others’ ideas and challenge views courteously provide reasoned justifications for their views</p> <p>explain and discuss their understanding of what they have read, including through formal presentations (individually or in groups) and debates, maintaining a focus on the topic and using notes where necessary</p>
	Using inference and making predictions	<p>draw inferences such as inferring characters’ feelings, thoughts and motives from their actions and dialogue, and justifying inferences with evidence (e.g. use knowledge of a character to infer how they have changed and suggest reasons for this) predict what might happen from details stated and implied</p>
	Navigating texts	<p>summarise the main ideas drawn from more than one paragraph, identify key details that support the main ideas</p> <p>Identify key details</p> <p>retrieve, record and present information from nonfiction</p>



