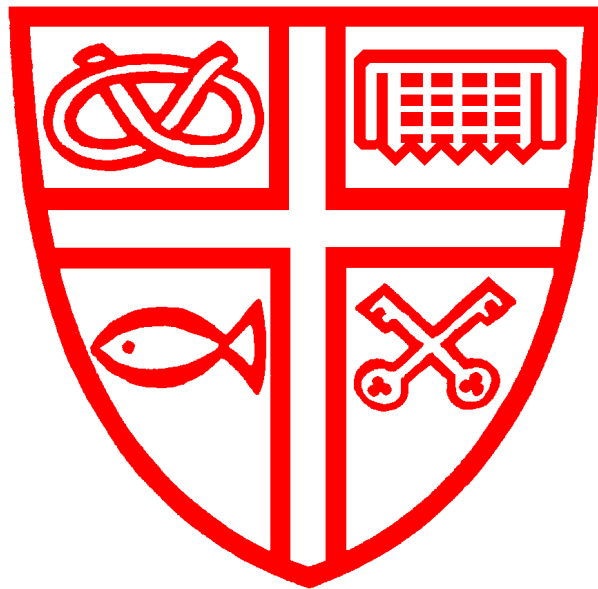


St Peter's CE Primary School

Love Christ
Love Learning
Love One Another



English

April 2026-2029

Vision Statement St Peter's CE Primary

"You shall love the Lord your God with all your heart, and with all your soul, and with all your strength, and with all your mind; and your neighbour as yourself." Luke 10:

At St Peter's the life and teachings of Jesus Christ are at the heart of our school. Here pupils are valued, cared for and developed to their fullest potential; spiritually, intellectually and physically. The nurturing environment encourages and challenges the pupils to be creative, responsible, tolerant and have a love of learning to become citizens of the World who contribute to society.

Vision statement for English:

At St Peter's CE Primary School, we believe that English and communication are key life skills. Through the English curriculum, we will help children develop their oracy skills that will enable them to communicate effectively and creatively. We believe that reading is a life skill that every child should be entitled to have. We want not only to inspire children through books but also to promote a love of reading to empower our children to become lifelong readers. Books should not be seen as a chore but as a gateway to other worlds, the opening of our imaginations. We want children enjoy and appreciate literature and its rich variety.

As English is at the heart of all children's learning, it is vital to children's intellectual, emotional and social development. It enables children both to communicate with others effectively for a variety of purposes and to examine their own and others' experiences, feelings and ideas. It has an essential role across the curriculum and helps pupils' learning to be coherent and progressive.

At St Peter's we firmly believe that the teaching of the English curriculum will be inclusive to all children, inspiring them through exciting learning experiences, which will enable them to make good progress and leave us as responsible, happy citizens with a love of reading.

Intent:

We intend to help children develop both the skills and knowledge that will enable them to communicate effectively within the world at large, through spoken and written language, as well as enabling them to enjoy and appreciate literature in all its forms. We aim to provide a consistent whole school approach to raising standards in English across the curriculum.

In addition to the Teaching and Learning policy,
in English:

- Staff have a clear understanding of the wider curriculum and how the curriculum is built at St Peter's. They make pertinent links and connections amongst subjects as well as devising activities to practise skills and learning.
- Staff have a clear understanding of the long-term plans for English and the expectations of curriculum coverage.

- Staff will follow the medium-term plans and write focused, clear and precise short-term unit plans understanding the standards of the year group they teach.
- Staff include appropriate activities for the unit of work which cover visual talk, book talk, writer talk, shorter inspired writing tasks once a week and a longer piece of work at the end of each unit. for the different abilities of children in their year groups.
- Staff will follow the Success for All Phonics programme when planning for Phonics.
- Staff will follow the Jungle Spelling materials in years 2-5 when planning spelling sessions. These spellings are sent home every week.
- Work planned meets all the needs of the class from challenge for the able children, those who need scaffolding and those who need a specific programme to access their learning at their own level. Staff will ensure reasonable adjustments are in place in English for identified children.
- The range of SEND needs will be catered for through adaptive teaching, maintaining our high expectations.

Related Policies / Documents

- Long-term plans
- Curriculum planning file
- English scheme of work
- Class yearly objectives

Implementation:

The National Curriculum Programmes of Study (2014) form the basis of teaching and learning. Clear objectives are set for each lesson and success criteria is shared with the children. Teachers use adaptive teaching strategies to support the learning of all children in the class. At St Peter's we recognise that each staff member brings different styles and skills to the table which we celebrate. However, to ensure that there is a consistent approach across all subjects and all year groups teaching needs to follow the following ethos as the foundation for their practice (see Teaching and Learning Policy for more detail).

Oracy

The National Curriculum for English reflects the importance of spoken language/ oracy in pupils' development across the whole curriculum - cognitively, socially and linguistically. Oracy underpins the development of both reading and writing. Therefore, oracy skills are carefully planned into our English units making sure pupils have a range of opportunities to develop their spoken language. Through various activities, pupils develop a capacity to explain their understanding of books and other reading, and to prepare their ideas before they write. They are supported by staff in making their thinking clear to themselves, as well as to others. Pupils are taught skills to discuss different topics and work collaboratively with others adopting a range of roles throughout the curriculum. They are taught to speak with prosody when addressing different audiences e.g. when leading class assemblies or church services, or when participating in school or class plays.

At St Peter's we encourage:

- children and staff to talk in complete sentences (using Standard English when applicable)
- our pupils to ask questions, be curious and to ask and answer questions to check understanding

- the development of a wide-ranging vocabulary
- the ability to negotiate and cooperate with others
- evaluation skills and the ability to build upon ideas
- the correct choice of register (formal/informal) to suit the task/audience
- talking to help organise thinking and ideas as a bridge to high quality writing

We encourage all our pupils to speak clearly and with confidence and to express themselves orally in an appropriate way. In addition, we focus on high quality listening skills, ensuring that pupils have opportunities to work with 'talk partners or trios' and in collaborative groups and to share and record ideas together.

Reading

We are committed as a school family to promote a life-long love of reading. At the forefront of our reading ethos is ensuring that the children leave St Peter's with the ability to read fluently and to comprehend the written word so they can 'acquire knowledge' and also 'build on what they already know.' It is essential that, by the end of their primary education with us, all pupils are able to read fluently, and with confidence, in any subject ready for lifelong learning.

The programmes of study for reading at EYFS, key stage 1 and 2 consist of two dimensions:

- word reading (phonics)
- comprehension (both listening and reading)

It is essential that teaching focuses on developing pupils' competence and fluency in both dimensions; different kinds of teaching are needed for each. Skilled word reading involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words (sight word recognition). Underpinning both is the understanding that the letters on the page (graphemes) represent the sounds in spoken words. This is why at St Peter's systematic, synthetic phonics is taught rigorously in the early teaching of reading, using Success for All phonics scheme. A shared reading session follows the phonics session and pupils read a Success for All book which is closely aligned to the phonic lesson. This enables pupils to apply their phonic knowledge to the skill of reading. Good comprehension draws from linguistic knowledge (in particular of vocabulary and grammar) and on knowledge of the world. Comprehension skills develop through pupils' experience of high-quality discussion with the teacher, as well as from reading and discussing a range of stories, poems and non-fiction.

Reading widely increases pupils' vocabulary when they encounter words they would rarely hear or use in everyday speech and this exposure is supported by structured questioning and clarification of word meaning. Reading also feeds pupils' imagination and opens up a treasure-trove of wonder and joy for curious young minds. It develops the spiritual dimension of the child, allowing them to empathise, be inspired and learn from the lives of others.

Through our English curriculum, we aim to expose the children to a wide range of texts, focusing on the importance of full class texts/shared novels and classic literature for our

literary heritage. To promote deeper learning and creativity across the curriculum, units planned are often related to the topic being taught and a focus text is chosen on this basis. Teachers ensure that the focus text chosen contains all the success criteria linked to that particular genre. A Learning Pathway is then created around that text to build up a sequence of learning which incorporates the teaching of oracy, reading, writing and grammar skills, and provides children with the opportunities and tools to independently produce written work in the same genre.

The children will experience 'classic' literature, a variety of plays and poems. We aim to:

- provide a rich and stimulating learning environment, where oracy, reading, and writing are integrated. We want to engage children with an understanding of a range of text types and genres. Therefore, the books/texts studied have been chosen very carefully to provide opportunities for the children to experience a range of both fiction and non-fiction genres as well as poetry.
- give children regular opportunities to echo, choral and partner read the texts so that they are able to read out loud with prosody. This helps all children to build up skills, confidence and enjoyment. It also supports their comprehension skills as they encounter the text more than once.
- encourage all children to read for pleasure and get 'lost' in their book. This is done through high quality modelling by staff, enthusiastic book talk, weekly use of the school library, involvement in themed days and half-termly book assemblies
- encourage pupils to use a wide range of information books to help them comprehend and support learning across the curriculum
- read books from a diverse range of genres and from their literary heritage during their school career
- read across the curriculum so that children embed their skills across a range of subjects.
- In Year 2 to Year 6, in order to improve and practise comprehension skills, pupils are encouraged to complete an Accelerated Reader quiz after reading any book. Pupils can get points and see their own progress after completing the quizzes. Every week pupils are given time to complete quizzes in class or alternatively at home. All library books have been banded according to the ZPD levels which enables the pupils to choose a correct book for them.
- Outside of school, children are actively encouraged to read their reading book at least five times per week at home. This is recorded in their Learning Journals. Children are rewarded extra Griffin points for this.

Writing

The programmes of study for writing in EYFS and key stages 1 and 2 are constructed similarly to those for reading with two main strands identified. These are:

- transcription (spelling and handwriting)
- composition and the writing process (articulating ideas and structuring them in speech and writing).

At St Peter's pupils are taught to write clearly, coherently and accurately for different purposes and audiences. Long-term overviews have been developed to ensure that there is a full coverage of the English curriculum across all stages. Through these, a broad range of

both fiction and non-fiction units are covered and may be revisited in greater detail as the children move up the school. Through the English units, teachers develop the pupils' competence in both transcription and composition as well as the writing. During each unit, pupils have an opportunity to plan and draft their ideas, compose sentences using appropriate grammar, punctuation and vocabulary, evaluate their and others' writing, edit, proofread and improve. Skills are built year on year from simple sentences in EYFS to more controlled writing in later years.

In addition, spelling is taught systematically. In EYFS and Year 1, phonics forms the basis of spelling as children learn to spell the 'tricky' or 'red' words of their phonic stage through discrete phonic sessions. They practise their skills during continuous provision. Key spelling words are also sent home to be practised.

In Years 2 to 6, children have a daily spelling session and follow the Jungle Spelling programme. These sessions focus on phonics, morphology (word structure), orthography (spelling structure) and etymology (origin) helping pupils to learn the spelling patterns of the English language. Twice a week, pupils focus on their transcription skills when they write dictated sentences reducing the cognitive overload. Weekly spellings are also taken home to be practised.

At St. Peter's we aim to ensure that our pupils can:

- develop writing stamina and can write with increasing detail
- use accurate spelling, punctuation and grammar so they can communicate effectively
- write in a range of ways and across genres
- write to support and respond to texts they have read
- write in a clear and progressively cursive style (refer to handwriting policy).

Handwriting

- Handwriting starts with mark-making and improving pupils gross- and fine-motor control in the nursery and reception classes. Appropriate pencil grip is encouraged by the staff.
- Children are taught letter formation in the EYFS in daily handwriting sessions. Letter formation is taught in letter families in order to reinforce correct direction.
- In year 1 and 2, letter formation is practised in handwriting sessions.
- In year 3, children are taught to join their letters and write using a cursive script. Handwriting is practised three times a week.
- In years 4 to 6, handwriting is practised three times a week. Children practise their skills by spelling statutory words in their handwriting books. There is also an emphasis on presenting writing that is neat and legible.

Related Policies / Documents

- Learning environment / resources policy (appendix 3)
- Assessment for Learning Expectations (appendix 4)

Impact:

- Staff constantly review lessons and practice ensuring effective teaching and learning is happening or understanding what changes need to be made to future teaching.
- Staff will ensure that there is ample time to respond to marking.
- Staff will consistently follow the feedback policy including frequency, codes, language.
- Skills ladders are filled in half termly and discussed with the children during the pupil appraisal meetings.
- Staff analyse data regularly to adapt planning, regroup children, provide children with personalised targets, celebrate successes.
- Star Reading tests are completed by all children in order to ascertain a Standardised Score to enable progress to be tracked four times a year. Evidence is also collected throughout the English units. Topical Resources materials may also be used as comprehension resources.
- Phonics assessment is completed every half term in EYFS and Year 1 and every term in Year 2.
- Teacher-gathered assessment is used to make a judgement at five points throughout the year and is recorded as part of our EDAMS system (Assessment policy). Teachers report to parents twice a year at parents' evenings, and at the end of the school year, by completing a written report.
- Regular termly Pupil Assessment Meetings (PAMs) take place between children and their class teacher and progress is reported in Learning Journals. Children are assessed on entering the school and are formally assessed at the end of each key stage, as well as at the end of EYFS. Judgments are moderated through staff meetings, pupil progress review meetings and meetings between the SENCO alongside the class teacher.
- Reading and Writing data is analysed and targets are set and tracked. Teachers use assessment for learning to ensure planning is based on prior attainment and that pupils know what they need to do to achieve the next steps. Marking is in line with the school marking and feedback policy.
- Children are given timely verbal feedback throughout the lesson to ensure that misconceptions are addressed and to push learning on.
- Children know how well they have done through positive marking and feedback.
- Children will be encouraged to make their work better through feedback questions or actions.
- Children are taught to peer-mark their inspired writing once a week so that they can evaluate each other's writing through two stars and a wish.

Related Policies / Documents

- Assessment Policy
- Feedback and marking strategies (appendix 5)

Professional Responsibilities:

- Staff model positive attitudes to learning.
- Parental support is encouraged to help support children at home and give parents a clear idea of what is expected of the children. This is done through termly data sharing, termly parents evening, open door policy and yearly written reports.
- Staff hold accountability for pupil outcomes and complete data analysis termly.

- Staff attend and provide continuing professional development, support and keep up to date with developments in education.
- Subject leader attends subject leader meetings and liaises with the cluster group school.

Monitoring and Evaluation

- Monitoring is the responsibility of the Headteacher and named governor. English is monitored by the Headteacher, SLT and Link Governor. Having identified priorities, the English Leader constructs an action plan that forms part of the School Development Plan. This forms the basis for any monitoring activities and will clearly identify when, who and what is to be monitored and how this will take place e.g. classroom observation, book scrutiny, pupil voice etc. Feedback will be given to individual teachers who will be given action points. These will form part of the next monitoring exercise.
- The English Leader prepares a termly report for the Governing Body and meets with the English Link-Governor to discuss its contents.

The person responsible for English at St. Peter's is: *Miia Lees*

Policy discussed and agreed by *Governors*

Signed: _____ *Chair of Governors*

Date _____

Policy to be reviewed July 2029

Feedback and Marking Strategies

In Lessons	
<i>Action</i>	<i>Impact on children</i>
<p>Mini Plenaries: The teacher will stop the lesson for a variety of reasons:</p> <ul style="list-style-type: none"> • make a teaching point for a common misconception. This could then be denoted with teaching point symbol and word for reminder. • ask pupils to reflect on work • ask children to share work that they feel meets the objective or they are proud of. 	<ul style="list-style-type: none"> • Children will be more firmly on task and as the objective is reinforced through discussion they will have a clearer understanding on whether they have met the objective or not. • They will get back on track or not spend too long on a misconception. • Children will be prompted to be meeting objectives and can ensure that they do. • Children will feel that they have already been successful. • Children can magpie ideas from each other and see best examples. • Children will have already identified where they have met the objective
<p>Expectations 'Bare Necessities' Self Checked: Staff insist that before they mark work, children have checked for errors of work ie spellings, punctuation. To eliminate repetitive marking of the same thing.</p>	<ul style="list-style-type: none"> • Children understand the responsibilities they have to their own work. • Unnecessary corrections have already been addressed. • Children will have to think harder about what they are producing. • Common errors will not have to marked as they will already have been changed.
<p>'Shoulder Surfing'/ Teaching Points: Staff move around the room looking at work and addressing common errors - spellings, punctuation and grammar. Or The staff move around the room checking on work and giving teaching points and asking questions to develop the child's work and thinking - a teaching point code is then used and a change in the work should be evident from that point onwards.</p>	<ul style="list-style-type: none"> • Children are having immediate feedback and understand what they have to change on the spot. • Misconceptions are therefore not solidified and pupils feel more successful. • Common errors will not have to marked as they will already have been changed. • Children are moved on within the lesson rather than waiting for feedback from the previous day. • Misconceptions are therefore not solidified and pupils feel more successful. • Challenging questions can ensure the work moves to a deeper level. • The teacher will have a clear idea of what needs to be the focus of the next lesson. • Hints or scaffolding can be put in at the point of learning to improve subsequent work. • Children start to work at a higher level within the lesson - progress achieved.
<p>Success Criteria: These are used by the staff to set expectations and extensions. They are used by the pupils as reference during self-assessment and to help to understand what 'good' looks like.</p>	<ul style="list-style-type: none"> • Children know what they need to include / complete to be successful. • After self-assessing against the success criteria they know which areas they have done well in and which need to be worked on. • After self-assessing the children can edit and improve their own work before the teacher sees it as they know what to include. • Staff can use pupil's assessment for their own marking and

	<p>have a clear understanding what the child understands by the way that they mark the success criteria.</p> <ul style="list-style-type: none"> • Staff can use the success criteria to set and suggest targets for individual pupils so they know what to focus on.
<p>Goes over answer in class: Staff can read out / share answers with a group / whole class in the lesson.</p>	<ul style="list-style-type: none"> • Child understands what they have got wrong and can also understand why that may have happened. • Children can identify their own common errors and make corrections.
<p>Peer and Self-assessment: Children use the success criteria to mark their own or others work. They write positive comments and discuss areas of focus. The children also mark against the objective on the sticker.</p>	<ul style="list-style-type: none"> • Children will understand more fully the objective and the necessary things that they need to include in their own work. • As they are more reflective they will be less likely to make the same errors in future work. • They get to see other examples of work during peer assessment which can help with expectations.

After Lessons	
<i>Action</i>	<i>Impact</i>
<p>Marking Codes: A variety of marking codes are used across the body of work that identifies common errors, which the child needs to correct. P,sp,CL,BW, //</p>	<ul style="list-style-type: none"> • Children can independently correct errors in their work. • Children learn from their mistakes - which should reduce in number.
<p>Marking Against the Objective: Staff can use the objective sticker and mark dot, 1 tick, 2 ticks how well the child has achieved the objective.</p>	<ul style="list-style-type: none"> • The child knows how well they have done that lesson. • Staff can use when reflecting on the body of work at each data point.
<p>Focus On: Using the arrow code which directs children to which part of the success criteria the child needs to focus on during the next lesson / editing and improving session or give one word as a prompt for next times work.</p>	<ul style="list-style-type: none"> • Children are aware of what they need to focus on next time and can self-manage that or go on and make changes to address the point.
<p>Marking Successes: Staff * where they see one element done well. Stickers and positive comments can also be used.</p>	<ul style="list-style-type: none"> • Children have positive feedback • Children can spot what it is they are doing well
<p>Diving Deeper Questions: Questions used when teacher wants to promote deeper thinking through questioning including explanations of choice of words, why things are incorrect etc.</p>	<ul style="list-style-type: none"> • Challenging the children to be more analytical about their own work through use of questions. • Questions promote metacognition.
<p>Whole Class / Group / Verbal Feedback: Address an issue that was a common problem for all the class or group through input.</p>	<ul style="list-style-type: none"> • Gets feedback particular to their own need. • The child can see it was an area of development for more pupils than just them. • The pupil has 1-1 feedback on need.
<p>Numbered Actions: At the end of a piece of work the teacher gives an action number which correlates to a task to do on the board. Which the child completes at the beginning of the next lesson.</p>	<ul style="list-style-type: none"> • Gets feedback particular to their own need. • The child can see it was an area of development for more pupils than just them



St Peter's CE Primary

English Curriculum Explained

Spelling KS2	<p>Discrete 15mins lesson minimum of 3 x weekly. Incorporates a dictated sentence to bring the positive practice of the phonic scheme into the juniors.</p> <p>Follows No Nonsense scheme.</p> <p>Mixed age - alternate days</p> <p>10 spellings sent home each week - 6 from previous weeks learning, 2 from previous, previous weeks learning and 2 CEW or statutory words.</p> <p>Tested once a week including set statutory words assigned to the class to see if children know the words.</p>	Handwriting	<p>Discrete 10mins lesson after lunch and before assembly. Spelling words of the week are practised starting with CEWs/ statutory words. CEWs being clapped out. Minimum 3 words a session - line each. KS1 letter families until Christmas</p>
Guided / WCR	<p>Discrete daily sessions. Books are complementary to what is being covered in the reading part of the unit and will provide meaningful text experience.</p>	Reading for Pleasure	<p>These session are used for quiet personal reading, reading of a shared class text by the teacher, AR quizzes, offering them a wide experience of texts and promoting love of reading. Provides wider background knowledge that aids language comprehension and builds cultural capital.</p>
EYFS	<p>Daily phonics session. Includes writing of words and rhymes for letter formation.</p> <p>Daily class reading session which links with the phonics and uses the phoneme/ grapheme taught for that week. Stem sentence work. Book changed each week.</p> <p>Focus writing session once or twice a week, based on a shared topic-based text which is over a half term.</p> <p>Use of working walls, phoneme and word mats.</p> <p>Daily writing of names and surnames.</p>	SEND	<p>Ensuring that pupils with Special Educational Needs and Disabilities (SEND) have access to English in primary school is crucial for their overall educational development. Here are strategies and considerations for providing effective SEND support for reading in a primary school setting:</p> <p>Early Identification and Assessment: Conduct thorough assessments to determine the specific reading difficulties and needs of each pupil. This may</p>

Individual reading 1X a week. Lower 20 reading 3x a week
Literacy Challenges in provision.
Maths session use of a text when appropriate.
Daily reading of a story either at snack time or at the end of the day.
Daily use basket with previous SFA books.
Weekly spellings and test from Spring 2 - starting with 3 then building up to 10 by July

involve diagnostic assessments, standardized tests, or consultations with specialists.
Learning passports
Tailor reading instruction to accommodate diverse reading levels and learning styles.
Offer a range of reading materials that match pupils' reading abilities, interests, and comprehension levels.
Provide explicit instruction in phonics and phonological awareness for students who struggle with decoding and word recognition.
Use multisensory approaches and activities to reinforce phonics skills.
Teach explicit comprehension strategies, such as predicting, summarising, and making connections, to help pupils with SEND understand and analyse.
Use visual aids to support comprehension.
Scaffolding readily available for children who require it sentence starters etc.
Ensure that reading materials are available in accessible formats, such as large print, braille, or digital, to meet the needs of students with visual impairments or other disabilities.
Foster an inclusive classroom environment where pupils with SEND in English feel included, valued, and supported in all activities.
Pre-teach elements that may be confusing/overwhelming
Promote a love of reading by exposing students to a variety of genres and literature, including books that align with their interests and abilities.

Reasonable adjustments and scaffolds in class:
Handwriting adjustments written down on skills grid in English book (e.g. Print like Pro, uses special pen)

			<p>Spellings (common exception words) up in the room</p> <p>Formation of letters up in the room</p> <p>Phonemes up in the room (F1/2 and KS1)</p> <p>Phoneme mats</p> <p>Sentence starters, adverbs, adjective mats used when necessary</p> <p>Personalised bookmarks and mats for spellings</p> <p>Talking tins</p> <p>Dyslexia Friendly Box materials</p>
Phonics	Success For All, taught in The EYFS and KS1. Review taught graphemes, stretch and read, quick erase, new grapheme, Say it fast, break it down, stretch and spell,	Homework	EYFS: Reading at home and topic-based tasks.
Targets	Children will be given writing targets to work on in all writing. These will be highlighted on the skills ladder with a T. Children will be made aware of their targets through stickers on desks, in books, through discussions a way which suits age and stage. When staff see it of children show it to staff a target stamp can be given.	Assessments	<p>Children will be judged a EXS at the end of term 1 if they achieve all but one objective in their writing. This however only needs to be beginning to see objective in work not consistently used.</p> <p>At the end of term 2. Children will be assessed at EXS if they are consistently using what was taught in term 1 and beginning to use terms two's objectives. Again, there may be a couple of objectives not met but they could still be classed as expected.</p> <p>By the end of term 3 the children should be using all objectives consistently and appropriately in their written work. If they have a series weakness - dyslexia / handwriting. This one object maybe discounted when making judgements. For all other cases our standard matches the end of KS2 of 100% to make EXS.</p>

Learning Pathway

The unit is based around 1 key text and lasts for 5 weeks at a time. There will be 6 units a year supplemented by 3 poetry units. The children will follow the learning pathway below although a number of areas cross over / intertwine with each other. This should make it more seamless moving from the reading to the writing to the final piece. Each area is key in bringing something to the unit of work and all should always be covered in the unit - the depth

Reading	Vocabulary, Grammar and Punctuation	Writing
Visual literacy Book talk Writer talk	Ongoing Specific Discrete	Planning / Composing
Vocabulary development comprehension	Word Tier 2 word progression	Draft / Write
Content focused reading	Sentence	Proof reading
Inspired Writing	Text	Editing and Improving
	Punctuation	Publishing

Reading

Visual Talk	Book Talk	Writer Talk	Content Focused Reading	Inspired Writing
Every unit starts with visual talk, looking at the cover of the book and the title. The audience and purpose of the books are always discussed. Through discussion pupils make inferences on what the book might be about, where it is set, characters etc. Teachers ask open questions and probe follow-up questions to encourage dialogue. Talking trios in every class.	Discuss the book/text after reading sections. Encourage pupils to ask questions about the text, make links to previous texts/books they have read before (e.g. who are the characters, how can you describe them, how do they change in the story). Pupils will be coached in appropriate Stem sentences to respond to questions. Discuss unfamiliar vocabulary. Supports language comprehension based on comprehension strategies and reasoning processes.	Identify techniques used by the author and the effects they have on the reader (e.g. repetition, alliteration, expanded noun phrases, specific verbs or adjectives, sentence structure). Look at how the author has used different fonts, text size, colour, bold for different aspects. Teaches the children knowledge of text structure and sentence structure.	To immerse all pupils in the text we will use hot seating, drama, conscience alley, freeze frames, debate specific events, filming interviews of characters or eye-witnesses etc. This will support extensive shared exploration of high quality texts with rich discussion and questioning. It will be a meaningful text experience which supports reading fluency. This section also allows for speaking and listening tasks to be undertaken-some listed above.	Minimum of one piece of writing each week so when in reading part of pathway there is an expectation that the children will complete a writing activity which demonstrates understanding of the reading ie diary entry, description. There would be no expectation for this to be a long write ie planning etc However the children should mark off against the proof reading non negotiables.

Tool Kit Ideas				
<p>KS1 Front cover questions Look at sections in more detail (depending on the front cover) What do we know by looking at the front cover? Who are the characters/ where is it set/ what time of year is it and how do you know/ is it set in the past/future/now etc.</p>	<p>KS1 Read book and discuss illustrations Hot seat What do you like / not like about the book What does it remind you of. Emotions graph</p>	<p>KS1 How do the illustrations help with the understanding of the text How has the writer chosen the information he gives us in the text.</p>	<p>KS1 Role play are linked to book Freeze frame scenes with thought bubbles Story map of events Annotate story map Orally rehearse and write a more detailed event. Draw label / annotate</p> <p>KS2 Venn diagram comparing characters / scenes Interview a character Performance of the text Short oral presentation using standard English Research Debate Research related issues Annotate sketch Write an opening Tell the story orally</p>	<p>KS1 Write another story using the same character Speech bubbles dialogue Instructions Explain Postcard Thought bubbles Persuasion TV report</p> <p>KS2 Write a report Balanced argument Biography Letter Write a speech Diary entry Information text Sales booklet/brochure Promotional literature Menu Explanation text Wanted poster Narrative Evaluation</p>

Vocabulary, Grammar and Punctuation				
Ongoing, Specific, Discrete	Word	Sentence	Text	Punctuation
Grammar and punctuation need to be taught in a range of ways. It may be that it is appropriate that the objective is taught discretely	It is expected that this is covered in the spelling session - NEED TO CHECK Phonics	It is expected that this is covered in the SPAG session as well as in writer talk and that it is expected	It is expected that this will be taught / discussed during writer talk as well as in the planning session of	It is expected that this is covered in the SPAG session as well as in writer talk and that it is expected

<p>in the SPAG English session during the week. It maybe it is most appropriate to teach it specifically in a certain text type or to bring it to attention and complete work on it whenever it appears in reading text. It is vital that staff have a clear understanding of what is their responsibility to teach being able to make best use of opportunities that present themselves.</p> <p>Retrieval practise activities completed 5mins 3 x a week.</p>	<p>However it is expected that these objectives are brought up in writer talk where appropriate.</p>	<p>to see in the children's written work. Marking comment might revolve around improving sentence structure for effect. Expected in inspired writing and taught writing.</p>	<p>the writing. Some discrete teaching may be needed. Expected in inspired writing and taught writing.</p>	<p>to see in the children's written work. Marking comment might revolve around improving. Pupils must understand the job it does. It is vital staff insist that the previous years expectations are consistently adhered to.</p>
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Writing

The purpose of the writing part of the unit is to teach children how to plan, write, proof read and improve their work before writing it up as the best piece of writing. Each of these elements is as important as the next. Through this teaching children will then be able to repeat this process independently. Feedback is a key part of teaching as it highlights what the child has done well and what they need to work on further, it prompts children to go further and incorporate all learning into the writing. Marking encourages recrafting of work to make it better this could be through live marking teaching points, questions and actions. Marking comments directly links to the sentence and grammar objectives covering. Two stars and a wish are written at the end of the taught writing and should include an action or question. Three spellings maximum to correct each day. Teaching point symbol ongoing throughout work as you give live marking. Staff to be super positive about children who make successful changes. For the final piece of work staff and children mark off what they have achieved against a success criteria to see how well they have achieved. The children identify where they have met the criteria int their writing, through underling, highlighting or identifying in different ways.

Planning / Composing	Draft / Write	Proof reading	Editing and Improving	Publishing
<p>Each final piece of writing will be planned out - fiction and non-fiction. The purpose is to generate ideas, gather information activating prior knowledge. This also supports children's understanding of</p>	<p>Children complete a piece of writing - KS2 write on every other line? This may be a paragraph each day or an extended piece all in one go. Children will note their</p>	<p>Every time the children complete a piece of writing - incidental or final piece there are expected to proof read for spelling and punctuation before it is handed in. The</p>	<p>Children are expected through guidance by teachers to improve their work by choosing better vocabulary, changing sentence structure, improving sentences and making sure it is accurate and</p>	<p>Children are expected to create a final or published version of their work for others to read. Allowing them to produce a piece of work that they have made all the changes to. It also</p>

<p>paragraphing. Staff will utilise the skeleton book templates for consistent non-fiction planner frames. With fiction writing being planned in the most appropriate manner for the text type.</p>	<p>ideas in a logical order.</p>	<p>expectations are laid out in the progression map. Peer and self-assessment for part of this section and the next.</p>	<p>coherent. Children can use editing mats to help - expectations are laid out in the progression document. Peer and self-assessment expected in the form of 2 stars and a wish.</p>	<p>supports pupils to be proud of the work that they are creating.</p>
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Assessment				
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Spelling	Handwriting	Reading	Writing	Grammar
<ul style="list-style-type: none"> • Weekly spelling tests on recently covered spelling patterns and designated statutory words. • Recorded on excel as score/8 and score/2 • Statutory words covered tested in dictation at the end of half term and as spelling test half term after. • Tests show how well the teaching is sticking. 	<ul style="list-style-type: none"> • While working on handwriting (Y3-4) children will complete the handwriting sticker reflecting on whether they have met each criteria. • Children / staff to identify which criteria needs to be worked upon to be fluent. Circled on handwriting sticker. • Once achieved move on to next criteria - following the same course that is stated in the National Curriculum. • When all criteria are met consistently a handwriting license will be issued. 	<ul style="list-style-type: none"> • Star test in the first three weeks and at the end of each term. • Teachers to read with all class members first three weeks then at least once a week after that. • Reading skills ladder • Accelerated reader quizzes. 	<ul style="list-style-type: none"> • Independent incidental writing to be used to identify what the children do fluently in writing. • This is recognised through two stars and a wish. • Moderation will take place each half term -1-2 pupils each time from each class. 	<ul style="list-style-type: none"> • Half termly tests • Excel spreadsheet completed. • Action points derived moving forward.

