



# Swaffham Primaries Partnership

**English**

# English Intent

Within the Swaffham Primaries Partnership, English is at the heart of our curriculum. It is our intent that all children develop a love of reading, become competent communicators and are able to express their knowledge, ideas and emotions confidently through their writing.

We understand that the ability to read is fundamental to making progress across the curriculum, and to participating as a member of society, so we aim to encourage a habit of reading widely and often. We recognise, similarly, the importance of nurturing a culture where children take pride in their writing, can write clearly and accurately and adapt their language and style for a range of purposes and for varying audiences. We believe that all good writers refine their skills and adapt their writing style over time and, as such, want children to develop their independence in identifying their own areas for improvement whilst effectively editing their work and developing a clear, joined handwriting style. We also want to inspire children to be confident speakers and listeners who can participate effectively in conversations and discussions to further their knowledge and understanding.

In following a clear pathway of progression through primary school, we endeavour to provide children with a secure literacy base, essential in providing high quality education, and to equip children with the necessary skills to progress in the wider community and throughout life. We don't put a ceiling on what children can achieve or hold pre-conceptions about any child. We understand the importance of parents and carers as co-educators; we work hard to advocate for effective home-school partnerships in which we listen to views from home and we can share with parents and carers how to enhance what is being taught in school.

# English Implementation

At Swaffham Prior and Swaffham Bulbeck, we believe all our children (from EYFS to Y6) are entitled to an ambitious, knowledge-rich English curriculum that ensures they will become fluent readers and writers who are able to confidently access the demands of the secondary school curriculum. Our English curriculum is driven by a canon of culturally important, high-quality texts. This is the stimulus for all our reading and writing. We have chosen texts which lead to the development of the personal and cultural capital of children in our schools. We believe that in order for our children to leave us as successful learners, they need to have knowledge of a range of these texts.

## Classroom Organisation

We teach English daily as whole class lessons, so that all children have access to age-related skills and knowledge. Within lessons, teachers and teaching assistants target support for slower graspers to enable them to achieve at an age-related level wherever possible. This may involve a greater level of scaffolding and access to additional support materials such as word banks or phonics prompts. Rapid graspers are given opportunities to extend their writing in a variety of ways, including through showing greater control in their writing, a deeper understanding of the impact that their writing has on the reader and by using a higher level of vocabulary and grammar features.

## Phonics, Early Reading and Writing

At Swaffham Prior and Swaffham Bulbeck schools, we teach children to decode (read the words on the page) using the Sounds-Write phonics programme. This is a linguistic phonics programme that teaches children 175 sound-spelling correspondences over YR to Y2 and beyond. Rather than moving on to spelling rules, which have many exceptions and contradictions, children learn and apply more sound-spelling correspondences (the extended code) in their reading and writing throughout their time at Swaffham Prior and Swaffham Bulbeck schools. The linguistic phonics approach looks at the relationship between the spoken language and the written word. The programme teaches all key elements of conceptual understanding, alphabetic code knowledge, and the three essential skills necessary for learning to read and spell.

### Conceptual Knowledge

Letters are symbols (spellings) that represent sounds.

A sound may be spelled by 1, 2, 3, or 4 letters.

**dog**      **street**      **night**      **dough**

The same sound can be spelled in more than one way.

**rain**      **break**      **gate**      **stay**

Many spellings can represent more than one sound.

**head**      **seat**      **break**

### Skills

Blending – the ability to push sounds together to build words.

**Example: c/a/t = cat**

Segmenting – the ability to pull apart the individual sounds in words.

**Example: pig = p/i/g**

Phoneme manipulation – the ability to insert sounds into and delete sounds out of words.

**Example: spelling <o>**

**Is it /o/ as in hot, /oe/ as in no, or /u/ as in son?**

The alphabetic code is split into two sections: the initial code and the extended code.

### **Teaching the Initial Code**

At the start of the programme, simple, one sound/one spelling, one-syllable, CVC words only are introduced. As the programme progresses, the complexity of one-syllable words is increased to four-, five- and six-sound words of the structure CVCC, CCVC, CCVCC/CCCVCC, before introducing the most common consonant digraphs. The Initial Code is taught in Reception, but may be taught again through small group interventions as and when required.

### **The Extended Code and Polysyllabic Words**

Thereafter, from Year 1 onwards, all the remaining common vowel and consonant sound to spelling correspondences are taught until all the common spellings for the forty-four sounds in English have been covered. In parallel with this, pupils are taught how to read and spell polysyllabic words, progressing from two-syllable to five- and six-syllable words.

The extended code will have been fully taught by the end of Year 2 and for most children they will have acquired the knowledge and skills to be confident in applying the sound-spelling correspondences within

their reading and writing. Throughout KS2, children study etymology (the origin of words) which enables them to discover the meaning of new words and apply their extensive code knowledge.

In addition to the Extended Code, we teach children to read and spell polysyllabic words (words with 2 or more syllables). This is essential as 80% of words in the English language are polysyllabic. In Key Stage 2, students apply their phonic knowledge to read new words, and to spell words from the National Curriculum for spelling. Increasingly, teachers support students to develop their knowledge of etymology and morphology. Students are supported to keep up with their peers through 'keep-up' and 'catch-up' interventions.

When we plan our phonics lesson, we include three elements. Firstly, we **review learning** from the previous unit. Secondly, we teach **new learning** and provide students with opportunities for controlled practice. Thirdly, we provide students with opportunities to **retrieve learning** with freer practice. This means the book your child reads will be from the previous units. This allows us to explicitly teach new skills and code during new learning, and students spend the next few weeks reviewing and retrieving learning with controlled then freer practice.

All teachers receive extensive Sounds-Write training to support them to deliver the linguistic phonics lessons and yearly refresher training.

## Reading

In YR and Y1, children practice reading the words on the page by reading texts that are fully aligned to our phonics programme. These are phonically controlled to ensure they are practising previously taught sound-spelling correspondences. It is vital that children develop their code knowledge to automaticity, so they will practice reading from the same decodable text for several days until they are completely fluent. In addition, they listen to texts read to them from our reading canon to ensure they experience a rich reading diet that develops their vocabulary and background knowledge. As their code knowledge increases, children begin to read aloud texts from the reading canon. When learning to decode, children will take home a phonically controlled text to practise the mechanics of reading, and they may also take home a language-rich text to share with a family member. Once children have learnt sufficient code, the texts they take home will be selected by them with support from their class teacher.

Being able to read quickly and fluently unlocks comprehension of the written texts. Anything that occupies our attention limits our ability to think; if we have to spend too much time thinking about how to decode the words on the page, we will have reduced capacity to consider the meaning of those words. In order to optimise reading fluency, all children read aloud in whole class reading lessons. This may be individually, through echo reading or repeated reading. All children read the text as secondary readers, while the primary reader is reading aloud to maximise the amount of reading done by every child in every lesson. We choose ambitious texts in order to develop children's ability to read effortlessly as they progress through the school. We set our expectations high and anticipate that children will meet those expectations.

Reading is more than lifting the words from the page; children need a rich vocabulary and background knowledge to help them understand the words they are reading. Our reading canon has been carefully selected to ensure all children develop a broad and deep vocabulary and background knowledge to develop their reading comprehension. We also read in all curriculum areas to further develop this.

Across the whole school, specific reading techniques are used to ensure that all children join in with reading aloud. These include repeated reading and close reading of sections of text. Additional scaffolding may be required for the slower graspers, for example, the teacher informs the child in advance which part

they are expected to read, and children may pre-read the text with an adult ahead of the whole class lesson. Teachers plan in advance which child reads which part of the text in order to push the faster graspers with more complex vocabulary or allowing opportunities for fluency for the slower graspers. As well as whole class reading aloud, there are regular opportunities for children to answer questions and write specific sentences about the passage of text they have just read. After writing, the class then have an in-depth discussion about the passage they have just read. Teachers also carefully select vocabulary to teach explicitly and implicitly from the text and children are given plentiful opportunities to pronounce the word and use it orally in a variety of contexts. We give children child-friendly definitions and do not promote guessing definitions. We run our reading lessons in this way in order to expose children to high-quality literature and develop their fluency and prosody, as well as to increase the breadth and depth of their vocabulary.

### Reading for Pleasure

Research has shown the importance of reading for pleasure for both educational purposes as well as personal development, and evidence suggests that there is a positive relationship between reading frequency, reading enjoyment and attainment. An important factor in developing reading for pleasure is choice – being able to choose a book, but more importantly, choosing to *read* that book.

We advocate, encourage and celebrate reading for pleasure and as such, it is an integral part of our timetable. We facilitate reading for pleasure in many ways, including the following:

- Visiting the school library to select books of interest to take home and read with their families;
- Having well-stocked and welcoming book corners in each classroom which children can visit;
- Planning additional enrichment activities to celebrate reading, including World Book Day events such as author visits, competitions and themed days;
- Book sales where children bring in money to buy second hand books donated by parents;
- Class teachers reading aloud to their class from a carefully chosen book every day.

## Writing

Writing is probably the most complex process that we ask children to perform. A runner does not learn to run a marathon by running long distances at the beginning of their training; they build up slowly and develop their running technique over time. Equally, a pianist must learn and practice scales repeatedly in order to perform complex compositions. In the same way, children need to learn basic grammatical skills to automaticity before they can confidently compose extended pieces of writing to a high standard.

At Swaffham Prior and Swaffham Bulbeck, we focus on teaching six text types: **recount, report, instructional, explanation, discussion, and persuasive texts**. The text types are introduced and revisited in a specified sequence to reduce cognitive load. Additionally, the core grammar knowledge for each phase (KS1, LKS2, UKS2) is specified and carefully sequenced so that children have plentiful opportunities to learn the skills and practice them to automaticity. Once children are ready to apply these skills, they draft extended pieces. The writing outcomes are based on carefully chosen, quality texts which are studied in detail. We ensure the focus is on grammar, punctuation, and vocabulary choices, rather than making up content, which is something children do naturally when we use rich texts. In early years, the focus is on oral language development, however children will be exposed to writing through encoding the sounds they hear in their phonics lessons. There are opportunities for writing within continuous provision, but children will not be expected to write extended pieces until they are developmentally ready.

This planning process begins with identifying the purpose for writing – **to entertain, to inform, to persuade or to discuss**. The skills needed for each writing purpose are built and the children have time to practice and consolidate this learning.

Children are taught explicitly how to plan their writing, and time is spent re-drafting and editing, so that children carefully consider the choices they are making. This ensures that every child can become a competent and successful writer. We believe in improving the writer, not improving a single piece of writing. This enables the taught grammar and punctuation to become embedded, so that children think carefully about their language choices and apply this in new pieces of writing across the curriculum. The true assessment of a child's writing ability comes when teachers observe how they are applying the English learning in other curriculum areas, as well as future English writing.

A typical English unit:

**Phase 1** - reading as a reader, including: immersing in the text, drama, discussion of the text, retrieval/comprehension, plus learning and rehearsing the text using Talk for Writing principles, if relevant. Short burst writing linked to the current text, revisiting a previously taught text type.

**Phase 2** - reading as a writer: deconstructing quality model texts, looking at authorial intent and devices. Teaching key writing skills (spelling, punctuation and grammar). Short burst writing linked to the current text, revisiting a previously taught text type.

**Phase 3** – planning and writing: prepare the model, based on deconstructed model texts, together. Teacher-modelled writing and independent application (extended writing). Proof-reading, re-drafting and editing.

All marking and feedback is given in line with our marking and feedback policy.

## Handwriting

Fluent handwriting is crucial to allow children to think about what, not how, they are writing. We teach and practise handwriting discretely to the point where children no longer have to think about how they are forming, and later joining, their letters. At Swaffham Prior and Swaffham Bulbeck, we use Debbie Hepplewhite's handwriting script. In YR and Y1, children are taught a printed style in discrete handwriting lessons until they have learned to form the selected letters to automaticity. In Y2, children are taught Debbie Hepplewhite's joined script in discrete handwriting sessions. The teacher uses their discretion as to when all children are expected to use the joined script in their writing. Fluid, automatic handwriting with a correct pencil grip and posture and position is key to writing fluency.

The vast majority of pupils are able to write legibly and fluently. However, some pupils need more support and provision will be made for this. The school will provide additional support using resources such as triangular pencils, pencil grips etc. Teachers of children, whose handwriting is limited by problems with fine motor skills, should liaise with the SENDCo to develop a programme designed for the individual child. Children can become very distressed by their inability (perceived or real) to write neatly so early input to support can prevent self-esteem issues becoming a problem.

## Assessment

Formative (at the point of teaching) assessment takes place in every lesson through regular quizzing of the children to check their understanding. This includes spelling tests from the statutory word lists and key

vocabulary, as well as factual information of the context and knowledge of grammatical functions. Previous learning is revisited to embed the knowledge within the long-term memory.

The children have termly phonics assessments (see phonics approach for details) to check for decoding ability and fluency testing using DIBELS. The research evidence indicates that generic reading comprehension tests assess children's vocabulary and background knowledge more than their reading ability. We therefore do not use generic reading comprehension tests. Reading fluency tests are a better indicator of children's reading progress. The DIBELS assessments identify whether children are reading at an age-appropriate level and give detailed diagnostic information on key aspects of reading, so that teachers know exactly where and how to give additional support.

We assess pupils' writing termly against our KLI (key learning indicators), outlined on our writing skills progression document, and moderate within clusters of local schools. Additionally, every year group participates in a system called Assessing Primary Writing once a year, where children's writing is judged anonymously and ranked with other pupils nationally. This supports our professional judgements and shows us how our children's writing compares to national standards.



# English Impact

As a result of the implementation of our English curriculum, our children make good progress and we have a community of enthusiastic readers and writers who enjoy showcasing their developing English knowledge and skills. Established right to left planning and well-structured lessons across Key Stages enable our children to be coherent writers who, by the time they reach upper Key Stage 2, are familiar with writing in a wide range of genres. By this point they are confident to take risks and focus on creativity, produce pieces of sustained writing, manipulate grammar and punctuation for specific purposes and hone their craft as writers.

We hope that as our children move from us into secondary education, their passion for English - and their own high aspirations - continue to grow and develop.

# Key Reading Skills Progression Grid

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Phonics</b>	Sounds-Write - Initial Code	Sounds-Write - Extended Code	Sounds-Write - Extended Code				
<b>Reading Books</b>	Decodable readers	Decodable readers /Book bands	Book bands	Free Reader	Free Reader	Free Reader	Free Reader
<b>Decoding</b>	Say a sound for each letter in the alphabet and at least 10 digraphs Read words consistent with their phonic knowledge by sound-blending- cvc, cvcc and ccvc words containing the Sounds-Write Initial Code Beginning to read two syllable words Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.	Recognise Extended Code sound-spelling correspondences Read accurately by blending taught sound-spelling correspondences Read common exception words Read common suffixes (-s, -es, -ing, -ed, etc.) Read polysyllabic words containing taught sound-spelling correspondences Read contractions and understand use of apostrophe Read aloud phonically-decodable texts	Secure phonic decoding until reading is fluent Read accurately by blending, including alternative sounds for graphemes Read polysyllabic words containing these graphemes Read <b>most</b> common suffixes Read <b>most</b> common exception words, noting unusual correspondences Read most words quickly & accurately without overt sounding and blending	Apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word	Apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word	Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet	Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet
<b>Range of Reading</b>	Listening to and discussing a range of	Listening to and discussing a wide	Listening to, discussing and	Listening to and discussing a wide	Listening to and discussing a wide	Continuing to read and discuss an	Continuing to read and discuss an

	poems, stories and non-fiction read to them Beginning to link what they read or hear read to their own experiences	range of poems, stories and non-fiction at a level beyond that at which they can read independently Being encouraged to link what they read or hear read to their own experiences	expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently	range of fiction, poetry, plays, non-fiction and reference books or textbooks Reading books that are structured in different ways and reading for a range of purposes	range of fiction, poetry, plays, non-fiction and reference books or textbooks Reading books that are structured in different ways and reading for a range of purposes	increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks Reading books that are structured in different ways and reading for a range of purposes Making comparisons within and across books	increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks Reading books that are structured in different ways and reading for a range of purposes Making comparisons within and across books
<b>Familiarity with texts</b>	Becoming familiar with a range of key stories and traditional tales Repeating key phrases/repeated refrains from the stories they have read. Describing and retelling the different elements in these stories through role-play and picture sequencing Developing an awareness of the way stories are structured- the beginning, middle and end	Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics Recognising and joining in with predictable phrases	Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales Recognising simple recurring literary language in stories and poetry	Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally Identifying themes and conventions in a wide range of books	Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally Identifying themes and conventions in a wide range of books	Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions Identifying and discussing themes and conventions in and across a wide range of writing	Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions Identifying and discussing themes and conventions in and across a wide range of writing
<b>Poetry &amp; Performance</b>	Knows a range of different nursery rhymes and performs them with and to their peers Completes a rhyming string Demonstrates awareness of alliteration and creates	Learning to appreciate rhymes and poems, and to recite some by heart	Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate	Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action	Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action	Learning a wider range of poetry by heart Preparing poems and plays to read aloud and to perform, showing understanding	Learning a wider range of poetry by heart Preparing poems and plays to read aloud and to perform, showing understanding

	own alliteration sentence.		intonation to make the meaning clear	Recognising some different forms of poetry	Recognising some different forms of poetry	through intonation, tone and volume so that the meaning is clear to an audience	through intonation, tone and volume so that the meaning is clear to an audience
<b>Vocabulary</b>	Discussing new word meanings in the books they read or are being heard read	Discussing word meanings, linking new meanings to those already known	Discussing and clarifying the meanings of words, linking new meanings to known vocabulary Discussing their favourite words and phrases	Using dictionaries to check the meaning of words that they have read	Using dictionaries to check the meaning of words that they have read	To be confident in all previously taught skills	To be confident in all previously taught skills
<b>Understanding</b>	Demonstrates understanding of what they have read or heard read by responding to stories with relevant comments, questions or actions.	Drawing on what they already know or on background information and vocabulary provided by the teacher Checking that the text makes sense to them as they read and correcting inaccurate reading	Discussing the sequence of events in books and how items of information are related Drawing on what they already know or on background information and vocabulary provided by the teacher Checking that the text makes sense to them as they read and correcting inaccurate reading	Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context Asking questions to improve their understanding of a text Identifying main ideas drawn from more than one paragraph and summarising these	Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context Asking questions to improve their understanding of a text Identifying main ideas drawn from more than one paragraph and summarising these	Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context Asking questions to improve their understanding Summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas	Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context Asking questions to improve their understanding Summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas
<b>Inference</b>		Discussing the significance of the title and events Making inferences on the basis of what is being said and done	Making inferences on the basis of what is being said and done Answering and asking questions	Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence	Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence	Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.	Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence

						Extrapolating based on what you know / can infer.	Extrapolating based on what you know / can infer.
<b>Prediction</b>	Predicts what might happen in stories.	Predicting what might happen on the basis of what has been read so far	Predicting what might happen on the basis of what has been read so far	Predicting what might happen from details stated and implied	Predicting what might happen from details stated and implied	Predicting what might happen from details stated and implied	Predicting what might happen from details stated and implied
<b>Authorial Intent</b>				Discussing words and phrases that capture the reader's interest and imagination Identifying how language, structure, and presentation contribute to meaning	Discussing words and phrases that capture the reader's interest and imagination Identifying how language, structure, and presentation contribute to meaning	Identifying how language, structure and presentation contribute to meaning Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader. Evaluate the effectiveness of the authorial intent in a text.	Identifying how language, structure and presentation contribute to meaning Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader Evaluate the effectiveness of the authorial intent in a text.
<b>Non- fiction</b>	Knowing there are different types of books-fiction/non-fiction Having an awareness of some of the similarities/differences between these types of books	Knowing there are different types of books-fiction/non-fiction Having an awareness of some of the similarities/differences between these types of books	Being introduced to non-fiction books that are structured in different ways	Retrieve and record information from non-fiction	Retrieve and record information from non-fiction	Distinguish between statements of fact and opinion Retrieve, record and present information from non-fiction Compare different non-fictional accounts on a topic and explore why they may differ.	Distinguish between statements of fact and opinion Retrieve, record and present information from non-fiction Compare different non-fictional accounts on a topic and explore why they may differ.
<b>Discussing reading</b>	Participate in discussion about what is read to them, taking turns and	Participate in discussion about what is read to	Participate in discussion about books, poems &	Participate in discussion about both books that are	Participate in discussion about both books that are	Recommending books that they have read to their	Recommending books that they have read to their

	<p>listening to what others say          Talks about what has happened in a story          Beginning to answer questions in response to stories          Expresses themselves effectively, being aware of the listener</p>	<p>them, taking turns and listening to what others say          Explain clearly their understanding of what is read to them</p>	<p>other works that are read to them &amp; those that they can read for themselves, taking turns and listening to what others say          Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves</p>	<p>read to them and those they can read for themselves, taking turns and listening to what others say</p>	<p>read to them and those they can read for themselves, taking turns and listening to what others say</p>	<p>peers, giving reasons for their choices          Participate in discussions about books, building on their own and others' ideas and challenging views courteously          Explain and discuss their understanding of what they have read, including through formal presentations and debates Provide reasoned justifications for their views</p>	<p>peers, giving reasons for their choices          Participate in discussions about books, building on their own and others' ideas and challenging views courteously          Explain and discuss their understanding of what they have read, including through formal presentations and debates Provide reasoned justifications for their views</p>
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# Key Writing Skills Progression Grid

	Word Structure (Spelling)	Transcription	Sentence Structure			Text Structure and Composition			
			Structure & Grammar	Types of sentences	Punctuation	Fiction	Non-fiction	Language Devices	Vocabulary
<b>Year R</b>	<p>Apply learned phonic code when attempting to spell words.</p> <p>See Sounds-Write for spelling HFW</p>	<p>Sit correctly at a table, holding a pencil comfortably, and correctly in most cases.</p> <p>Form lower cases letters in the correct direction, starting and finishing in the right place in line with Debbie Hepplewhite handwriting scheme.</p> <p>Use finger spaces between words.</p> <p>Write from left to right, top to bottom.</p>	<p>Begin to articulate that a sentence needs a subject (someone or something) and a verb (doing something.)</p> <p>Write from memory simple, short sentences.</p>	<p>Use simple sentences accurately in speech.</p> <p>Write a statement.</p>	<p>Recognise a stop mark (full stop).</p> <p>Recognise a capital letter.</p>	<p>Identify and discuss the opening, problem and resolution in a story.</p> <p>Explain and identify: Narrative Setting Characters Similar stories.</p>	<p>Listen to and identify non-fiction texts.</p>	<p>Identify simple rhyme.</p>	<p>Use modelled vocabulary.</p>

		Write a dictated sentence.							
	<b>Word Structure (Spelling)</b>	<b>Transcription</b>	<b>Sentence Structure</b>			<b>Text Structure and Composition</b>			
			<b>Structure &amp; Grammar</b>	<b>Types of sentences</b>	<b>Punctuation</b>	<b>Fiction</b>	<b>Non-fiction</b>	<b>Language Devices</b>	<b>Vocabulary</b>
<b>Year 1</b>	<p>Apply learnt phonic code when attempting to spell words.</p> <p>Spell YR 1 common exception words from English appendix 1 (NC).</p> <p>Use –s and –es to write plural nouns</p> <p>Use the prefix un-.</p> <p>Use the suffixes –ing, -ed, -er and –est where no change is needed to the root word</p>	<p>Writing can be read without mediation.</p> <p>All letters printed as per Debbie Hepplewhite handwriting scheme.</p> <p>Ascenders and descenders are clearly distinguishable.</p> <p>Capital letters are correctly formed.</p>	<p>Write simple sentences that contain a subject and predicate.</p> <p>Sentences are sequenced.</p> <p>Maintain a consistent simple present or simple past tense. E.g. John bakes/baked a cake.</p> <p>Use the coordinating conjunction- and.</p> <p>Write a compound sentence.</p>	<p>Write statements.</p> <p>Write questions.</p> <p>Write commands.</p>	<p>Write sentences that open with a capital letter and close with a full stop, question mark or exclamation mark.</p> <p>Use a capital letter for names and ‘I’.</p>	<p>Plan and write stories which contain an opening, build-up, problem, resolution and ending.</p> <p>Write from different viewpoints (who is telling the story).</p> <p>Explain and identify protagonist and antagonist.</p>	<p>Write simple instructions.</p> <p>Write a simple recount.</p> <p>Write a simple report.</p>	<p>Use adjectives to describe nouns.</p> <p>Use repeated phrasing.</p>	<p>Apply taught vocabulary in writing.</p>



			Sentence Structure			Text Structure and Composition			
	Word Structure (Spelling)	Transcription	Structure & Grammar	Types of sentences	Punctuation	Fiction	Non-fiction	Language Device	Vocabulary
<b>Year 2</b>	<p>Apply learnt phonic code when attempting to spell words.</p> <p>Spell YR 2 common exception words from English appendix 1 (NC).</p> <p>Learn the possessive apostrophe (singular)</p> <p>Learn to spell more words with contracted forms.</p> <p>Add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly</p> <p>Distinguish between homophones and near homophones</p>	<p>All letters formed with lead ins, as per Debbie Hepplewhite handwriting scheme.</p> <p>Writing shows some attempts to join letters accurately.</p>	<p>Write compound sentences using conjunctions- and, or, but, so.</p> <p>Write complex sentences using conjunctions because, if, when</p> <p>Write a combination of simple, complex and compound sentences.</p> <p>Maintain a consistent tense, including present progressive. E.g. John is baking a cake.</p>	<p>Write commands.</p> <p>Write exclamations.</p> <p>Use a variety of sentence types when writing.</p>	<p>Use commas in lists of words .</p> <p>Use exclamation marks in exclamation sentences, e.g. What big ears you have!</p> <p>Use apostrophes for possession.</p> <p>Use apostrophes for contraction.</p>	<p>Plan and write stories which contain an opening, build-up, problem, resolution and ending.</p> <p>Write from different viewpoints (who is telling the story).</p> <p>Explain and identify protagonist and antagonist.</p>	<p>Write texts which have a clear introduction, two different points and a conclusion.</p> <p>Write the main features of a simple report (headings &amp; subheadings), recount, instructions, letter.</p>	<p>Use two adjectives separated by a comma to describe a noun.</p>	<p>Apply taught vocabulary in writing.</p> <p>Use conjunctions to:</p> <p>Add to (and)</p> <p>Connect possibilities (or)</p> <p>Explain (because)</p> <p>Contrast (but)</p> <p>Sequence (next, then, after that, first, second, finally)</p>

	Word Structure (Spelling)	Transcription	Sentence Structure			Text Structure and Composition			
			Structure & Grammar	Types of sentences	Punctuation	Fiction	Non-fiction	Language Devices	Vocabulary
<b>Year 3</b>	<p>Apply learnt phonic code when attempting to spell words.</p> <p>Spell 50% of words from Yr 3/4 common exception word list from English appendix 1 (NC).</p>	<p>Begin to join letters and whole words as per Debbie Hepplewhite handwriting scheme.</p>	<p>Write sentences that open with an adverbial.</p> <p>Write sentences that open with a preposition that indicates when/where an event occurred.</p> <p>Write complex sentences using conjunctions before, after, while, although.</p> <p>Maintain a consistent tense throughout a whole piece of writing, including continuous and present perfect tenses.</p> <p>Group ideas into paragraphs.</p>	<p>Begin to write dialogue between two characters.</p> <p>Use rhetorical questions accurately.</p>	<p>Use apostrophes for possession.</p> <p>Use apostrophes for contraction.</p> <p>Begin to use inverted commas to demarcate speech.</p> <p>Use a comma after an adverbial opener.</p>	<p>Write narratives organised into paragraphs.</p> <p>Use paragraphs for a new speaker.</p>	<p>Write non-fiction texts that have an introduction, two points explained in separate paragraphs and a summarising conclusion.</p> <p>Write the main features of a variety of non-fiction texts.</p>	<p>Use expanded noun phrases accurately.</p> <p>Write similes for comparison.</p> <p>Begin to use exaggeration to persuade.</p> <p>Begin to use rhetorical questions to persuade.</p> <p>Use tricolons (power of 3).</p>	<p>Apply taught vocabulary in writing.</p> <p>Use a range of speech verbs (said/shouted/whispered etc).</p>
	Word Structure (Spelling)	Transcription	Sentence Structure			Text Structure and Composition			
			Structure & Grammar	Types of sentences	Punctuation	Fiction	Non-fiction	Language Devices	Vocabulary
<b>Year 4</b>	<p>Apply learnt phonic code when attempting to spell words.</p>	<p>Join letters and whole words fluently as per Debbie Hepplewhite</p>	<p>Write complex sentences that open with a preposition that indicates</p>	<p>Write dialogue between two characters accurately.</p>	<p>Use a comma with- for, and, but, nor, or, yet, so- when the conjunction joins two main</p>	<p>Write narratives organised into paragraphs.</p>	<p>Write non-fiction texts that have an introduction of at least two sentences,</p>	<p>Use dialogue for characterisation.</p> <p>Use exaggeration effectively.</p>	<p>Apply taught vocabulary in writing.</p> <p>Use conjunctions or conjunctive</p>

	<p>Spell all words from Yr 3/4 common exception word list from English appendix 1 (NC).</p> <p>Use further prefixes and suffixes and understand how to add them.</p> <p>Spell further homophones.</p> <p>Place the possessive apostrophe accurately in words with regular and irregular plurals.</p>	handwriting scheme.	<p>when/where an event occurred.</p> <p>Write sentences which include a phrase.</p> <p>Write sentences which open with a present participle e.g. brimming with excitement, she jumped out of bed.</p> <p>Organise ideas into paragraphs according to time, place, subject, dialogue.</p>		<p>clauses and the second clause contains a subject.</p> <p>Correct a comma splice.</p> <p>Use commas to separate a subordinate clause from a main clause.</p> <p>Use full speech punctuation accurately.</p>	<p>Use paragraphs for a new speaker.</p>	<p>three points explained in separate paragraphs and a summarising conclusion.</p> <p>Write the main features of a variety of non-fiction texts, including a biography.</p> <p>Use formal language.</p> <p>Include fact and opinion in writing.</p>	<p>Use similes and metaphors.</p>	<p>adverbs to demonstrate cause and effect-(since), contrast (however), compare (similarly), sequence (before/after).</p>
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	Word Structure (Spelling)	Transcription	Sentence Structure			Text Structure and Composition			
			Structure & Grammar	Types of sentences	Punctuation	Fiction	Non-fiction	Language Devices	Vocabulary
<b>Year 5</b>	<p>Apply learnt phonic code when attempting to spell words.</p> <p>Spell all words from Yr 1/2/3/4 and 50% of</p>	<p>Join letters and whole words fluently as per Debbie Hepplewhite handwriting scheme.</p>	<p>Write sentences which open with a subordinate clause.</p> <p>Write relative clauses, using who, whom, which, whose, that.</p>	<p>Use sentence types accurately for specific purposes.</p> <p>Write sentences with varied structures, e.g. multi-clause, embedded</p>	<p>Use commas to separate an embedded clause or phrase.</p> <p>Use brackets, commas and dashes to</p>	<p>Write narratives which include a setting, main characters, a hook, a problem/dilemma, a mini problem, a build-up and climax, a resolution and an</p>	<p>Write paragraphs linked by a related connecting phrase.</p> <p>Write the main features of a letter, report, recount,</p>	<p>Use personification (any human attribute is given to something non-human).</p> <p>Use pathetic fallacy (human emotion to</p>	<p>Apply taught and acquired (from wider reading) vocabulary in writing.</p>

	words from Yr 5/6 common exception word list from English appendix 1 (NC).  Use knowledge of morphology and etymology in spelling.		Write complex sentences that open with an adverbial that indicates when, where, how and why events occurred.  Write sentences which include modal verbs-should, might, will, must.  Write in the active and passive voice.	relative clause, and with phrases.  Use the subjunctive form for conditional sentences e.g. If I <u>were</u> a superhero...	indicate parenthesis.  Use a semi-colon accurately.	ending (referencing the opening).	instructional text, explanation text, persuasive text and argument.	something non-human).  Use specific nouns and verbs in place of noun/adjective and verb/adverb combinations.	
	<b>Word Structure (Spelling)</b>	<b>Transcription</b>	<b>Sentence Structure</b>			<b>Text Structure and Composition</b>			
			<b>Structure &amp; Grammar</b>	<b>Types of sentences</b>	<b>Punctuation</b>	<b>Fiction</b>	<b>Non-fiction</b>	<b>Language Devices</b>	<b>Vocabulary</b>
<b>Year 6</b>	Apply learnt phonic code when attempting to spell words.  Spell all words from Yr 1/2/3/4/5 and 6 common exception word list from English appendix 1 (NC).  Use knowledge of	Join letters and whole words fluently as per Debbie Hepplewhite handwriting scheme.	Write complex sentences, extended using conjunctions, to include more than two main clauses.  Use reported speech.  Write with confidence, maturity, proficiency and appropriateness.	Have complete confidence in writing simple, compound, complex and multi-clause sentences.  Use the subjunctive form for sentences that include opinion, belief, common purpose, intention or desire.	Punctuate bullet points consistently.  Use ellipsis for effect.  Use hyphens to avoid ambiguity.  Use a colon to introduce a list of idea.  Use a semi-colon appropriately.	Sentences in paragraphs are logically connected with words that signal a connection or change of emphasis.  Use different paragraph lengths to create mood, add emphasis or alter the pace.  Structure narratives appropriately and effectively.	Build cohesion in and across paragraphs using a full range of conjunctions and conjunctive adverbs.  Build cohesion between paragraphs using repetition of a word, phrase or adverbial.  Writing ends with a conclusion that summarises, challenges action,	Use hyperbole in fiction and non-fiction.  Use assonance in fiction and non-fiction.  Use quotes in non-fiction to add authority.  Use foreshadowing, symbolism, suspense and irony.	Apply taught and acquired (from wider reading) vocabulary in writing.  Use conjunctions or conjunctive adverbs to add to (furthermore), demonstrate cause and effect (as a result, therefore), contrast (whereas), demonstrate conditionals

	morphology and etymology in spelling.				Use a dash in writing. Mark the boundary between main clause using semi-colon, colon, dash.		emphasises writer's authority and links to the introduction.  Use bias and opinion.  Use authoritative tone.		(unless), sequence (whilst).
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