



Winwick CE Primary School

English Policy

(Also see Policies for: *Reading, Handwriting, Phonics and Spelling*)

At Winwick CE Primary School, we understand that English language forms the basis for all learning and believe it is important that all children are given the opportunity to develop to achieve their full potential. We recognise that, in order to do this, children need to be able to communicate effectively and it is our duty to ensure that the teaching of English is a priority and that it is taught consistently, which includes all across areas of the curriculum.

'Teachers should develop pupils' spoken language, reading, writing and vocabulary as integral aspects of the teaching of every subject. English is both a subject in its own right and the medium for teaching; for pupils, understanding the language provides access to the whole curriculum. Fluency in the English language is an essential foundation for success in all subjects.' (National Curriculum, 2014).

As a school, we aim to ensure that children are given a range of different opportunities to develop their knowledge and understanding of English and set high expectations for all pupils. We use quality first teaching, along with group and one to one support for all, as well as planning and personalising learning opportunities for children who have English as an Additional Language (EAL) and children with SEND.

Aims

At Winwick CE Primary School, our aims for teaching English are that all children will;

- be able to communicate effectively and confidently in standard English
- be able to listen to the spoken word attentively with understanding, pleasure and empathy
- be able to read a range of materials fluently, critically and with understanding for enjoyment and for information
- be able to write effectively for a range of audiences and purposes using spelling punctuation and grammar accurately and confidently.

Speaking & Listening Aims:

- to listen, evaluate and respect the opinion of others
- to speak expressively and confidently about a range of topics through class discussions and debates
- to provide a range of opportunities for children to talk and listen in formal and informal settings
- to use drama and role play activities to develop confidence when addressing an audience
- discussion during shared and guided reading and writing sessions
- to create an environment in which children feel safe when speaking about their thoughts and feelings

Coverage & Time Allocation

In English, the children will cover;

- Reading: Word reading and comprehension
- Writing: Transcription and composition
- Spelling, Punctuation and Grammar (SPaG)
- Spoken Language
- *NB. Please see our separate policies for Handwriting and Phonics and Spelling*

Reception

- Daily opportunities for teaching and developing: communication and language, reading and writing through a range of different adult and child-led activities, spontaneous teaching and enhancements through all of the continuous provision areas.
- Areas of learning are enhanced regularly with challenges relating to all areas of English to maximise opportunities for developing children's skills.

Key Stage 1

- Daily English lesson of approximately 50 minutes.
- Morning Tasks linked to Spelling and Handwriting, Daily Phonics/Spelling, Weekly Handwriting session and Guided Reading are additional to the English lessons within Key Stage 1.

Key Stage 2

- Daily English lessons of approximately 60 minutes.
- Morning Tasks linked to Spelling and Handwriting, Daily Phonics/Spelling, Weekly Handwriting session and Guided Reading are additional to the English lessons within Key Stage 1.

WRITING AT WINWICK CE PRIMARY SCHOOL

Aims

- To understand the importance of audience and purpose.
- Develop strategies to communicate effectively through the written word.
- To write in a variety of forms.
- To recognise that writing can be a collaborative effort.
- To recognise that drafting, editing and redrafting is an essential part of the writing process
- To teach spelling is an important skill and that children have a range of strategies to move towards the conventions of the written word. (*See Policy for Phonics and Spelling*).

Talk for Writing

At Winwick CE Primary School, we believe it is our job to help all children develop into thoughtful readers and creative writers. As part of a cluster of Warrington schools, Winwick CE Primary has taken part in a Talk 4 Writing Project, which has involved all teaching staff being trained in the Talk 4 Writing process with the aim of raising standards of attainment and progress across English in the school. Through its multi-sensory and interactive teaching, Talk 4 Writing enables children of all ages and abilities to learn to write a wide range of story/text types using various methods including:

- listening to and learning a range of texts and stories
- taking part in regular drama and role-play
- drawing and story mapping/planning
- collecting words and extending vocabulary and different language strategies
- building and increasing a working knowledge of grammar

Talk for Writing is an innovative approach to teaching writing developed by the Literacy specialist and writer Pie Corbett. It uses high quality model texts to introduce the children to different story/text types which they then learn off by heart and scrutinise with a writer's critical eye.

They learn the underlying structures and the process of planning using story maps or texts maps. They also learn about the key strategies for creating interesting characters and settings and how to use a range of sentence types to create different effects including suspense or adventure.

Whole School Approach to Teaching Writing

- Talk 4 Writing strategies and teaching sequences used across classes
- Literacy Counts Planning units to support the planning and delivery of our writing curriculum
- A range of high quality texts chosen and used to teach writing
- Regular opportunities for shared and guided writing
- Regular opportunities for short burst writing and extended writing (including independent pieces for assessment)
- Opportunities for editing and drafting
- Consistent approach to the teaching of handwriting and spelling (See Handwriting and Phonics and Spelling Policies)
- Tool Kits for Writing; dictionary/thesaurus, word banks and vocabulary, features of each genre, model text, WAGOLs, opportunities to 'Magpie' ideas,
- Opportunities for publishing pieces of writing
- Regular opportunities for cross-curricular writing
- Opportunities to display and celebrate children's writing

Learning at Home

To support children's learning journey with their English, activities will be given to children to complete at home, in-line with our homework policy. These activities may include;

- Fine/gross-motor control activities/games
- Writing tasks
- Spelling/Phonics investigations/games
- Grammar activities/games
- Word/sentence level work
- Editing/re-drafting exercises
- Interactive, online games linked to areas of learning
- Handwriting
- Research
- Reading Comprehension

For information about Reading, Handwriting, Phonics/Spelling Homework, please see our Reading, Handwriting Phonics and Spelling Policies.

If parents/carers have any questions/concerns about their child's English homework, class teachers will be more than happy to meet with them to discuss any matters further. Appointments can be made via the school office.

Assessment, Moderation and Monitoring of Writing

At different points during the academic year, children's English knowledge will be formally assessed; this includes Writing and Grammar, Punctuation and Spelling. This includes:

- Regular opportunities for children to produce extended, independent pieces of writing; Writing is teacher assessed against year group expectations and the Literacy Counts Writing Assessment tool is used to support teacher assessment of writing, in addition to the Teacher Assessment Frameworks for Year 2 and Year 6.
- Formal and informal spelling tests
- Grammar and Punctuation assessments
- Internal and external moderation of children's independent writing will take place at different points during the year, which includes assessing children against all English National Curriculum objectives, including spelling and handwriting.

- In addition to this, our EYFS, Year 2 and Year 6 will also attend moderation training for their year groups to ensure their knowledge of end of Key Stage requirements are kept up-to-date
- Half-termly monitoring of English takes place in addition to external monitoring from specialist consultants and external advisors, as well as Governor visits

Children's progress in English will be tracked across the year and, where needed, additional intervention and support will be given to children who require it.

Inclusion, Intervention and Support

Where a child has a special educational need which impacts on their English, additional differentiation, support and intervention will be provided, in-line with the targets set out in their individual education plans and/or their personal targets.

Where a child does not have a special educational, but still struggles with their English, additional intervention and support may also be put in place.

Intervention and support may include **additional**;

- differentiation of class activities – some of which may focus on different year group objectives
- targeted 1:1 group support with a Teacher or Teaching Assistant
- extra guided writing opportunities
- targeted grammar activities
- targeted word/sentence level work
- homework activities for children to complete either independently and/or activities to complete with adult support at home
- activities linked to a child's individual report from an external agency (e.g. SEN report)

Equality Statement

Equality Impact Assessment Under the Equality Act 2010, we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation. This policy has been equality impact assessed and we believe that it is in-line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

Written by: Mrs L Duckett

Date: December 2018

Review Date: December 2020

Policies and other documentation relevant to this policy



- *Assessment Policy*
- *Reading Policy*
- *Teaching & Learning Policy*
- *Spelling & Phonics Policy*
- *Handwriting Policy*
- *Homework Policy*
- *National Curriculum – English KS1 & KS2*
- *EYFS Framework & EYFS Policy*

English Policy Appendices



Appendix 1 – Whole School Curriculum Map - English

Whole School Curriculum Map - English						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	Text: Juniper Juniper by Lizzie Stewart Genres: Superhero narrative, letter	Text: Star in a Jar by Sam Hay Genres: Finding narrative, posters	Text: Little Red by Bethan Woollvin Genres: Traditional Tale, Instructions	Text: The Something by Rebecca Cobb Genres: Losing Narrative Information Writing	Text: The Storm Whale by Benji Davis Genres: Friendship Narrative Poems	Text: The Extraordinary Gardener by Sam Boughton Genres: Transforming Narrative Instructions
	Labels, captions and list are in every EYFS unit					
Year 1	Text: The Secret of Black Rock by Joe Todd Stantdon Genres: Return Narrative, Postcards	Text: Hermelin by Mini Grey Genres: Detective Narrative, Letters	Text: Where the Wild Things Are by Morris Sendak Genres: Portal Narrative, Information	Text: Rapunzel by Bethan Woollvin Genres: Narrative: Character and Settings, Instructions	Text: The Last Wolf by Mini Grey Genres: Hunting Narrative, Recipe	Text: Paper Planes by Jim Helmore Genres: Promise Narrative, Messages
	Poetry woven throughout					
Year 2	Text: The Night Gardener by The Fan Brothers Genres: Settings Descriptions, Diary	Text: A River by Marc Martin Genres: Circular Narrative, Letters	Text: Bog Baby by Jean Willis & Owen Milward Genres: Finding Narrative, Instructions	Text: Grandad's Island by Benji Davies Genres: Return Narrative, Information Report	Text: Rosie Revere, Engineer by Andrea Beaty Genres: Invention Narrative, Explanation	Text: Jack and the Baked Beanstalk by Colin Stimpson Genres: Twisted Narrative, Persuasion
	Poetry woven throughout					
Year 3	Text: Seen and Not Heard by Katie May Green Genres: Character Narrative Instructions (How to be a mischievous child)	Text: Return Aaron Becker Genres: Setting Descriptions, Travel Report	Text: Jemmy Button by Jennifer Uman Genres: Return Narrative, Letter	Text: Into the Forest by Anthony Browne Genres: Lost Narrative, Newspaper	Text: Fox Margaret Wild Genres: Fable Narrative Non-chronological Report	Text: The Iron Man by Ted Hughes & Chris Mould Genres: Unexpected Arrival Narrative, Trap Explanation
	Poetry woven throughout					

Year 4	Text: The Whale by Vita Murrow Genres: Setting Descriptions, News Report	Text: The Journey by Francesca Sanna Genres: Refugee Narrative, Diary	Text: Leaf by Sandra Dieckmann Genres: Outsider Narrative Non-chronological Report	Text: Manfish by Jennifer Bearne Genres: Invention Narrative, Biography	Text: Arthur and the Golden Rope by Joe Todd Stanton Genres: Myth Narrative Instructions: Summon and Slay	Text: The Lost Happy Endings Carol Ann Duffy Genres: Twisted Narrative Persuasion Letter
	Poetry woven throughout					
Year 5	Text: The Promise by Nicola Davies Genres: Characterisation, Newspapers	Text: Henry's Freedom Box by Ellen Lavine Genres: Diary, Biography	Text: FARThER by Grahame Baker Smith Genres: Setting Descriptions, Letter	Text: The Errand by Leo La Fleur Genres: Cliffhanger Narrative, Instruction Manual	Text: King Kong by Anthony Browne Genres: Dilemma Narrative, Discussion	Text: The Lost book of Adventure Unknown Genres: Survival Narrative, Explanation
	Poetry woven throughout					
Year 6	Text: The Ways of The Wolf by Smriti Prasadam-Halls Genres: Revision Unit First person Description, Suspense Narrative, Balanced Argument, Information	Text: A Story like the Wind by Gill Lewis Genres: Flashback Narrative, News Report	Text: Hansel & Gretel by Neil Gaiman Genres: Duel Text Narrative, Persuasive Letters	Text: Shackleton's Journey by William Grill Genres: Endurance Narrative, Magazine Article	Text: Rose Blanche by Roberto Innocenti Genres: Bravery Award Speech, Diary	Text: Dreams of Freedom by Amnesty International Genres: Freedom Narrative, Letters
	Poetry woven throughout					

Literacy: Writing			
	A Unique Child: observing what a child is learning	Positive Relationships: what adults could do	Enabling Environments: what adults could provide
 <p>30-50 months</p>	<ul style="list-style-type: none"> • Sometimes gives meaning to marks as they draw and paint. • Ascribes meanings to marks that they see in different places. 	<ul style="list-style-type: none"> • Notice and encourage the marks children make and the meanings that they give to them, such as when a child covers a whole piece of paper and says, "I'm writing". • Support children in recognising and writing their own names. • Make books with children of activities they have been doing, using photographs of them as illustrations. 	<ul style="list-style-type: none"> • Write down things children say to support their developing understanding that what they say can be written down and then read and understood by someone else. Encourage parents to do this as well. • Model writing for a purpose, e.g. a shopping list, message for parents, or reminder for ourselves. • Model writing poems and short stories, writing down ideas suggested by the children. • Provide activities during which children will experiment with writing, for example, leaving a message. • Include opportunities for writing during role-play and other activities. • Encourage the children to use their phonic knowledge when writing.
 <p>40-60+ months</p>	<ul style="list-style-type: none"> • Gives meaning to marks they make as they draw, write and paint. • Begins to break the flow of speech into words. • Continues a rhyming string. • Hears and says the initial sound in words. • Can segment the sounds in simple words and blend them together. • Links sounds to letters, naming and sounding the letters of the alphabet. • Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. • Writes own name and other things such as labels, captions. • Attempts to write short sentences in meaningful contexts. <p>Early Learning Goal Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.</p>	<ul style="list-style-type: none"> • Talk to children about the letters that represent the sounds they hear at the beginning of their own names and other familiar words. • Demonstrate writing so that children can see spelling in action. • Demonstrate how to segment the sounds(phonemes) in simple words and how the sounds are represented by letters (graphemes). • Expect them to apply their own grapheme/phoneme knowledge to what they write in meaningful contexts. • Support and scaffold individual children's writing as opportunities arise. 	<ul style="list-style-type: none"> • Provide word banks and writing resources for both indoor and outdoor play. • Provide a range of opportunities to write for different purposes about things that interest children. • Resource role-play areas with listening and writing equipment Ensure that role-play areas encourage writing of signs with a real purpose, e.g. a pet shop. • Plan fun activities and games that help children create rhyming strings of real and imaginary words, e.g. <i>Maddie, daddy, baddie, laddie</i>. • When children are ready (usually, but not always, by the age of five) provide regular systematic synthetic phonics sessions. These should be multisensory in order to capture their interests, sustain motivation and reinforce learning.

Literacy: Reading

	A Unique Child: observing what a child is learning	Positive Relationships: what adults could do	Enabling Environments: what adults could provide
 <p>30-50 months</p>	<ul style="list-style-type: none"> Enjoys rhyming and rhythmic activities. Shows awareness of rhyme and alliteration. Recognises rhythm in spoken words. Listens to and joins in with stories and poems, one-to-one and also in small groups. Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. Beginning to be aware of the way stories are structured. Suggests how the story might end. Listens to stories with increasing attention and recall. Describes main story settings, events and principal characters. Shows interest in illustrations and print in books and print in the environment. Recognises familiar words and signs such as own name and advertising logos. Looks at books independently. Handles books carefully. Knows information can be relayed in the form of print. Holds books the correct way up and turns pages. Knows that print carries meaning and, in English, is read from left to right and top to bottom. 	<ul style="list-style-type: none"> Focus on meaningful print such as a child's name, words on a cereal packet or a book title, in order to discuss similarities and differences between symbols. Help children to understand what a word is by using names and labels and by pointing out words in the environment and in books. Provide dual language books and read them with all children, to raise awareness of different scripts. Try to match dual language books to languages spoken by families in the setting. Remember not all languages have written forms and not all families are literate either in English, or in a different home language. Discuss with children the characters in books being read. Encourage them to predict outcomes, to think of alternative endings and to compare plots and the feelings of characters with their own experiences. Plan to include home language and bilingual story sessions by involving qualified bilingual adults, as well as enlisting the help of parents. 	<ul style="list-style-type: none"> Provide some simple poetry, song, fiction and non-fiction books. Provide fact and fiction books in all areas, e.g. construction area as well as the book area. Provide books containing photographs of the children that can be read by adults and that children can begin to 'read' by themselves. Add child-made books and adult-scribed stories to the book area and use these for sharing stories with others. Create an environment rich in print where children can learn about words, e.g. using names, signs, posters. When children can see the text, e.g. using big books, model the language of print, such as letter, word, page, beginning, end, first, last, middle. Introduce children to books and other materials that provide information or instructions. Carry out activities using instructions, such as reading a recipe to make a cake. Ensure access to stories for all children by using a range of visual cues and story props.
 <p>40-60+ months</p>	<ul style="list-style-type: none"> Continues a rhyming string. Hears and says the initial sound in words. Can segment the sounds in simple words and blend them together and knows which letters represent some of them. Links sounds to letters, naming and sounding the letters of the alphabet. Begins to read words and simple sentences. Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. Enjoys an increasing range of books. Knows that information can be retrieved from books and computers. <p>Early Learning Goal Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.</p>	<ul style="list-style-type: none"> Discuss and model ways of finding out information from non-fiction texts. Provide story sacks and boxes and make them with the children for use in the setting and at home. Encourage children to recall words they see frequently, such as their own and friends' names. Model oral blending of sounds to make words in everyday contexts, e.g. 'Can you get your h-a-t hat?' Play games like word letter bingo to develop children's phoneme-grapheme correspondence. Model to children how simple words can be segmented into sounds and blended together to make words. Support and scaffold individual children's reading as opportunities arise. 	<ul style="list-style-type: none"> Encourage children to add to their first-hand experience of the world through the use of books, other texts and information, and information and communication technology (ICT). Help children to identify the main events in a story and to enact stories, as the basis for further imaginative play. Provide story boards and props which support children to talk about a story's characters and sequence of events. When children are ready (usually, but not always, by the age of five) provide regular systematic synthetic phonics sessions. These should be multisensory in order to capture their interests, sustain motivation and reinforce learning. Demonstrate using phonics as the prime approach to decode words while children can see the text, e.g. using big books. Provide varied texts and encourage children to use all their skills including their phonic knowledge to decode words. Provide some simple texts which children can decode to give them confidence and to practise their developing skills.

English Overview: Year 1 © Literacy Counts

Context

Children should write short narratives based on fiction and real experiences using simple sentences and sentence-like structures. Children should write using different forms such as poetry, narrative, recount (diary, letter), information, drawing and labelling, questions to characters, questions and letters to open and close diaries and letters, speech bubbles. Children should use the appropriate terminology when discussing their written work.

Plan

- Plan sentences by saying out loud what he/she is going to write about.
- Orally compose a sentence before writing it and recognise sentence boundaries.
- Write down some key words or ideas, including some new vocabulary drawn from listening to books.

Spelling

- Segment spoken words into phonemes and represent them with graphemes, spelling some correctly and making phonically-plausible attempts at others.
- Spell words containing each of the 40+ phonemes already taught.
- Spell some common exception words.
- Spell the days of the week.
- Name the letters of the alphabet in order.
- Name the letters of the alphabet using letter names to distinguish between alternative spellings of the same sound.
- Add prefixes and suffixes using the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs.
- Add prefixes and suffixes using the prefix un-.
- Add prefixes and suffixes using -ing, -ed, -er and -est where no change is needed in the spelling of root words e.g. helping, helped, helper, eating, quicker, quickest.
- Apply simple spelling rules and guidance, as listed in (English Appendix 1).
- Write from memory, simple dictated sentences that include words using the GPCs and common exception words taught so far.
- Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.

Grammar

- Understand how words can combine to make sentences.
- Combine words to make a single clause sentence.
- Join words and clauses using and.
- Understand and use the following grammatical terminology: letter, capital letter; word, singular, plural; sentence; and punctuation, full stop, question mark, exclamation mark.

Draft and Write

- Compose and write sentences independently to convey ideas.
- Write from memory, simple dictated sentences.
- Write sentences, sequencing them to form short narratives (real or fictional).
- Write simple descriptions in narratives.
- Begin to link ideas or events by subject or pronoun.

Vocabulary

- Use regular plural noun suffixes -s or -es e.g. dog, dogs; wish, wishes, including the effects of these suffixes on the meaning of the noun.
- Use suffixes that can be added to verbs where no change is needed in the spelling of root words e.g. helping, helped, helper.
- Understand how the prefix un- changes the meaning of verbs and adjectives e.g. negation, for example, unkind, or undoing: untie the boat.

Evaluate and Edit

- Write sentences by re-reading what he/ she has written to check that it makes sense.
- Discuss what he/she has written with the teacher or other pupils.
- Read aloud his/her writing clearly enough to be heard by his/her peers and the teacher.

Punctuation

- Begin to use capital letters and full stops to demarcate sentences in some of his/her writing.
- Begin to punctuate work using question marks and exclamation marks.
- Use a capital letter for names of people, places, the days of the week, and the personal pronoun I.
- Learn the grammar for Year 1 within English Appendix 2.

Handwriting

- Sit correctly at a table, holding a pencil comfortably and correctly.
- Begin to form lower-case letters in the correct direction, starting and finishing in the right place.
- Separate words with spaces.
- Form capital letters.
- Form digits 0-9.
- Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and practise these.

English Overview: Year 2 © Literacy Counts

Context

Children should write for different purposes to develop positive attitudes and stamina for writing. Children should write using different forms such as poetry, narrative (character and setting), speech bubbles and reported speech within stories, recount (visits, trips, diaries, letter, news, postcards), instructions (warnings and rules), information. Children should use the appropriate terminology when discussing their written work.

Plan

- Write for different purposes to develop positive attitudes and stamina for writing.
- Consider what he/she is going to write before beginning by planning or saying out loud what he/she is going to write about.
- Consider what he/she is going to write before beginning by writing down ideas and/or key words, including new vocabulary.
- Consider what he/she is going to write before beginning by encapsulating what he/she wants to say, sentence by sentence.

Spelling

- Spell by segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly and making phonically-plausible attempts at others.
- Spell by learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones.
- Spell many common exception words.
- Spell some words with contracted forms.
- Spell by learning the possessive apostrophe (singular) e.g. the girl's book.
- Spell by distinguishing between homophones and near-homophones.
- Add suffixes to spell some longer words correctly, including -ment, -ness, -ful, -less, -ly.
- Add suffixes to spell most longer words correctly (e.g. -ment, -ness, -ful, -less, -ly).
- Apply spelling rules and guidance, as listed in (English Appendix 1).
- Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.

Grammar

- Use co-ordination (using or, and, but) and some subordination (using when, if, that, because) to join clauses.
- Use expanded noun phrases for description and specification e.g. the blue butterfly, plain flour, the man in the moon.
- Understand how the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command.
- Use present and past tense mostly correctly and consistently.
- Use the progressive form of verbs in the present and past tense to mark actions in progress e.g. she is drumming, he was shouting.
- Learn the grammar for Years 5 and 6 within English Appendix 2.
- Understand and use the following grammatical terminology: noun, noun phrase; statement, question, exclamation, command; compound, suffix; adjective, adverb, verb; tense (past, present); and apostrophe, comma.

Draft and Write

- Write sentences that are linked thematically e.g. about personal experiences and those of others (real and fictional).
- Write about real events, recording these simply and clearly.
- Write poetry to develop positive attitudes and stamina for writing.
- Write effectively and coherently for different purposes, drawing on his/her reading to inform the vocabulary and grammar of his/her writing.

Vocabulary

- Form nouns using suffixes such as -ness, -er and by compounding e.g. whiteboard, superman. I can make new words by adding -ness and -er at the end of a word.
- Form adjectives using suffixes such as -ful, -less.
- Use suffixes -er, -est in adjectives and use -ly to turn adjectives into adverbs e.g. smoothly, softly, bigger, biggest.

Evaluate and Edit

- Make simple additions, revisions and corrections to his/her own writing by evaluating their writing with the teacher and other pupils.
- Make simple additions, revisions and corrections to his/her own writing by re-reading to check that his/her writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form.
- Make simple additions, revisions and corrections to his/her own writing by proof-reading e.g. check for errors in spelling, grammar and punctuation or add/improve words and phrases independently or following a conversation with the teacher.
- Read aloud what he/she has written with appropriate intonation to make the meaning clear

Punctuation

- Use capital letters and full stops to demarcate most sentences in his/her writing and use question marks correctly when required.
- Use question marks and exclamation marks appropriately.
- Use commas to separate items in a list.
- Use apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns e.g. the girl's name.

Handwriting

- Form lower-case letters of the correct size relative to one another in some of his/her writing.
- Form lower-case letters of the correct size relative to one another in most of his/her writing.
- Use the diagonal and horizontal strokes needed to join letters in some of his/her writing.
- Use the diagonal and horizontal strokes needed to join letters.
- Understand which letters, when adjacent to one another, are best left unjoined.
- Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.
- Use spacing between words that reflects the size of the letters.

English Overview: Year 3 © Literacy Counts

Context

Children should produce longer pieces of writing for different purposes, adopting and maintaining form and keeping the reader's interest. Children should write using different forms such as poetry, narrative, recount (trips, visits, historical events, diaries, letters, news reports, biographies), reports, explanation (e.g. linked to Science), instructions, persuasion. Draw ideas from a wide range of reading across the curriculum. Children should use the appropriate terminology when discussing their written work.

Plan

- Plan his/her writing by discussing writing similar to that which he/she is planning to write in order to understand and learn from its structure and vocabulary.
- Plan using the features of a given form.
- Plan his/her writing by discussing and recording ideas within a given structure.
- Plan by selecting vocabulary and phrases to interest the reader.

Draft and Write

- Draft and write by composing and rehearse sentences orally, building a varied and rich vocabulary and using sentences structures from i.e. simple, compound and complex using varied conjunctions such as when, before, after, while, so, because.
- Draft and write by organising writing into paragraphs as a way of grouping related material.
- Draft and write in narratives, creating settings, characters and plot, including:
 - a full sequence of events, dilemma/conflict and resolution
 - consistent use of 1st of 3rd person
 - some dialogue to show relationships between two characters
- Draft and write non-narrative material, using headings and subheadings to organise texts.
- Use headings and sub-headings to aid presentation.
- Use the past and present tense appropriately and consistently throughout writing.

Spelling

- Use the prefixes un-, dis-, mis-, re-, pre-.
- Add suffixes beginning with vowel letters to words of more than one syllable e.g. forgetting, preferred, gardening, limited.
- Use the suffix -ly.
- Spell words with endings sounding like 'zh' and 'ch' e.g. treasure, measure, picture, nature.
- Spell words with endings which sound like 'zhun' e.g. division, decision.
- Spell homophones brake/break, fair/fare, grate/great, groan/grown, here/hear, heel/heal/he'll, mail/male, main/mane, meat/meet, peace/piece, plain/plane.
- Spell words that are often misspelt (English Appendix 1).
- Spell words containing the 'i' sound spelt 'y' elsewhere than at the end of words e.g. myth, gym.
- Spell words containing the 'u' sound spelt 'ou' e.g. young, touch, double.
- Spell words with the 'k' sound spelt 'ch' e.g. scheme, school, echo.
- Spell words with the 'sh' sound spelt 'ch' e.g. chef, machine.
- Spell words with the 'ay' sound spelt 'ei', 'eigh' or 'ey' e.g. eight, they.
- Use the first two or three letters of a word to check its spelling in a dictionary.
- Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.

Grammar

- Use statements, questions, exclamations and commands for the appropriate effect.
- Confidently use the progressive forms of verbs.
- Use the present perfect form of verbs instead of the simple past e.g. He has gone out to play contrasted with He went out to play.
- Express time, place and cause using co-ordinating and subordinating conjunctions e.g. when, before, after, while, so, because, adverbs e.g. then, next, soon, therefore, or prepositions e.g. before, after, during, in, because of.
- Use expanded noun phrases to add description and detail. Learn the grammar for Years 3 and 4 within English Appendix 2.
- Understand and use the following grammatical terminology: preposition, conjunction; word family, prefix; clause, subordinate clause; direct speech; consonant, consonant letter vowel, vowel letter; and inverted commas (or 'speech marks').

Vocabulary

- Understand and use effectively vocabulary typical of informal. Form nouns using a range of prefixes e.g. super-, anti-, auto-.
- Use the forms a or an according to whether the next word begins with a consonant or a vowel e.g. a rock, an open box.
- Identify Word families based on common root words e.g. solve, solution, solver, dissolve, insoluble.

Evaluate and Edit

- Evaluate and edit by assessing the effectiveness of his/her own and others' writing. Evaluate and edit by proposing changes to grammar and vocabulary linked to the use of a/an, conjunctions, adverbs and prepositions. Re-read writing to check for meaning and tense forms. Proof-read for spelling errors and for punctuation - including capital letters and full stops, question marks, exclamation marks, commas for lists and apostrophes mostly correctly. Read his/her own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.

Punctuation

- Mostly accurate use full stops and capital letters (including for proper nouns).
- Mostly accurate use exclamation marks and question marks.
- Mostly accurate use commas to separate items in a list.
- Some accurate use of apostrophes for contracted forms e.g. don't.
- Some use inverted commas to punctuate direct speech.

Handwriting

- Increasingly use the diagonal and horizontal strokes that are needed to join letters and begin to understand which letters, when adjacent to one another, are best left unjoined. Increase the legibility, consistency and quality of his/her handwriting e.g. by beginning to ensure 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.

English Overview: Year 4 © Literacy Counts

Context

Children should write for a range of purposes and audiences, demonstrating the selection and use of suitable forms with appropriate features and to engage the reader. Children should write using different forms such as poetry, narrative, recount (trips, visits, historical events, diaries, letters, news reports, biographies), reports, explanation (e.g. linked to Science), instructions, persuasion (adverts, posters, letters). Draw ideas from models of similar writing, wider reading and research. Children should use the appropriate terminology when discussing their written work.

Plan

- Plan using given features of a form.
- Plan his/her writing by discussing writing similar to that which he/she is planning to write in order to understand and learn from its structure, vocabulary and grammar.
- Plan and orally rehearse writing, including selecting vocabulary and phrases to engage and interest the reader.
- Plan his/her writing by discussing and recording ideas.

Draft and Write

- Use paragraphs to organise information and ideas around a theme.
- Use paragraphs to organise and sequence more extended narrative structures.
- Use different ways, including fronted adverbials, to introduce or connect paragraphs.
- Use appropriate nouns and pronouns within and across a sentence to aid cohesion and avoid repetition.
- Draft and write by composing and rehearsing sentences orally (including dialogue), building a varied and rich vocabulary and using sentence structures (English Appendix 2).
- Draft and write by organising paragraphs around a theme.
- Draft and write in narratives, creating settings – using adjectives and figurative language to evoke time, place and mood, characters – e.g. using details to build character and evoke a response and plot with consideration for the audience and purpose.
- Draft and write non-narrative material, using simple organisational devices, including headings and sub-headings to aid presentation.

Evaluate and Edit

- Evaluate and edit by assessing the effectiveness of his/her own and others' writing and suggesting improvements.
- Evaluate and edit by proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences, expanded noun phrases and fronted adverbials.
- Proof-read for spelling and punctuation errors, including the use of the apostrophe for possession, speech punctuation and use of the comma for fronted adverbials.
- Confidently read his/her own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.

Spelling

- Use the prefixes in-, im-, il-, i-r, sub-, inter-, super-, anti-, auto-.
- Understand and add suffixes -ation, -ous.
- Add endings which sound like 'shun' spelt -tion, -sion, -ssion, -cian e.g. invention, discussion, tension, magician.
- Spell words ending with the 'g' sound spelt 'gue' and the 'k' sound spelt -que e.g. rogue, tongue, antique, unique.
- Spell homophones accept/except, affect/effect, ball/bawl, berry/bury, knot/not, medal/meddle, missed/mist, rain/rein/reign, scene/seen, weather/whether, whose/who's.
- Spell more complex words that are often misspelt for years 3 and 4 (English Appendix 1).
- Spell words with the 's' sounds spelt 'sc' e.g. science, scene.
- Place the possessive apostrophe accurately in words with regular plurals e.g. girls', boys' and in words with irregular plurals e.g. children's.
- Use the first three or four letters of a word to check its spelling in a dictionary.
- Write sentences from memory, dictated by the teacher, that include words and punctuation taught so far.

Punctuation

- Correct use of full stops and capital letters (including for proper nouns), exclamation marks, question marks, commas to separate items in a list, apostrophes for contracted forms.
- Use inverted commas and other punctuation to indicate direct speech e.g. The conductor shouted, "Sit down!" - a comma after the reporting clause; end punctuation within inverted commas.
- Mostly accurate use of apostrophes to mark plural possession e.g. the girl's name, the girls' names.
- Use commas after fronted adverbials.
- Use inverted commas and other punctuation to indicate direct speech.

Grammar

- Use standard English forms for verb inflections instead of local spoken forms e.g. we were instead of we was, or I did instead of I done.
- Use noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases e.g. the teacher expanded to: the strict maths teacher with curly hair.
- Use fronted adverbials e.g. Later that day, I heard the bad news.
- Use standard forms for verb inflections – we were instead of we was.
- Use a variety of verb forms correctly and consistently (past and present tenses, progressive and present perfect)
- Some use of determiners to give more detail about nouns.
- Make the appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition.
- Learn the grammar for Years 3 and 4 within English Appendix 2.
- Understand and use the following grammatical terminology: determiner; pronoun, possessive pronoun; and adverbial.

Vocabulary

- Form nouns using suffixes such as -ness, -er and by compounding e.g. whiteboard, superman. I can make new words by adding -ness and -er at the end of a word.
- Form adjectives using suffixes such as -ful, -less.
- Use suffixes -er, -est in adjectives and use -ly to turn adjectives into adverbs e.g. smoothly, softly, bigger, biggest.

Handwriting

- Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.
- Increase the legibility, consistency and quality of his/her handwriting e.g. 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.

English Overview: Year 5 © Literacy Counts

Context

Children should write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what he/she has read as models for his/her own writing (e.g. literary language, characterisation, structure). Children should write using different forms such as poetry, narrative, recount (trips, visits, diaries, letters, news reports, autobiographies, magazine article, science experiment), reports (information leaflet, tourist guide, magazine article, non-fiction book, letter), explanation (non-fiction book, technical manual, question and answer, articles and leaflets, write-up of science experiment), instructions (recipe, technical manual, non-fiction book, timetable, route-finder, list of rules, posters), persuasion (advertisement, catalogue, travel brochure, pamphlet from pressure group, newspaper/magazine article, poster or flyer, book blurb, letter to editor or editorial, invitation), discussion (newspaper editorial, non-fiction book on an 'issue', debate, formal essay, leaflet or article giving balanced account of an issue). Children should use the appropriate terminology when discussing their written work.

Plan

- Plan his/her writing by identifying the audience for and purpose of the writing, using other similar writing as models for his/her own.
- Select the appropriate form of writing.
- Plan his/her writing by noting and developing initial ideas, drawing on reading where necessary.
- Plan his/her writing of narratives by considering how authors have developed characters and settings in what the class have read, listened to or seen performed.

Draft and Write

- Draft and write by selecting appropriate grammar and vocabulary, including that within (English Appendix 2).
- Draft and write narratives, describing settings, characters – develop characterisation by showing the reader what characters say and do and how they feel and react at different points in a story, and atmosphere and integrating dialogue to convey character.
- Draft and write by précising longer passages.
- Draft and write by using devices to build cohesion within and across sentences and paragraphs e.g. then, after that, this, firstly.
- Draft and write by linking ideas across paragraphs using adverbials of time e.g. later, place e.g. nearby and number e.g. secondly or tense choices e.g. he had seen her before.
- Draft and write by using further organisational and presentational devices to structure text and to guide the reader e.g. headings, bullet points, underlining.
- Use different verb forms mostly accurately with consideration for audience and purpose.
- Use devices to build cohesion within a paragraph e.g. then, after that, this, firstly. I can use devices to build cohesion within a paragraph e.g. then, after that, this, firstly.
- Link ideas across paragraphs using adverbials of time e.g. later, place e.g. nearby and number e.g. secondly or tense choices e.g. he had seen her before.

Evaluate and Edit

- Evaluate and edit by assessing the effectiveness of his/her own and others' writing, suggesting grammar and vocabulary improvements such as accurate use of pronouns.
- Evaluate and edit by proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning (English Appendix 2).
- Evaluate and edit by ensuring mostly consistent and correct use of tense throughout a piece of writing.
- Evaluate and edit by ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing.
- Proof-read for spelling errors linked to spelling statements for Years 5 and 6.
- Proof-read for punctuation errors, including use of brackets, dashes or commas to indicate parenthesis; use of commas to clarify meaning or avoid ambiguity.
- Perform his/her own compositions, using appropriate intonation, volume, and movement so that meaning is clear.

Spelling

- Spell word endings which sound like 'shush' spelt -cious or -tious e.g. vicious, delicious, ambitious, cautious.
- Spell word endings which sound like 'shil' spelt -cial or -tial e.g. official, partial.
- Spell words ending in -ant, -ance/-ancy, -ent, -ence/-ency e.g. transparent/transparency, tolerant/tolerance.
- Spell words ending in -able and -ible also -ably and -ibly e.g. adorable, possible, adorably, possibly.
- Spell words containing the letter-string 'ough' e.g. bought, rough, through, bough.
- Spell some words with 'silent' letters e.g. knight, psalm, solemn.
- Spell some of the year 5 and 6 words correctly (English Appendix 1).
- Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically (English Appendix 1).
- Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.
- Use a thesaurus.

Punctuation

- Correct use of full stops, capital letters, exclamation marks, question marks, commas in lists, commas after fronted adverbials, inverted commas and other speech punctuation, apostrophes for contraction and singular possession.
- Mostly accurate use of apostrophes for plural possession.
- Some use brackets, dashes or commas to indicate parenthesis.
- Some use commas to clarify meaning or avoid ambiguity.

Grammar

- Use noun phrases to convey complicated information with greater precision including some repetition of noun phrases for specification.
- Use relative clauses beginning with who, which, where, when, whose, that to add detail or description or an omitted relative pronoun.
- Indicate degrees of possibility using adverbs e.g. perhaps, surely or modal verbs e.g. might, should, will, must. #
- Learn the grammar for Years 5 and 6 within English Appendix 2.
- Understand and use the following grammatical terminology: relative clause; parenthesis, bracket, dash; and cohesion, ambiguity.

Vocabulary

- Convert nouns or adjectives into verbs using suffixes e.g. -ate; -ise; -ify.
- Understand verb prefixes e.g. dis-, de-, mis-, over- and re-.

Handwriting

- Write increasingly legibly, fluently and with increasing speed through improving choices of which shape of a letter to use when given choices and deciding whether or not to join specific letters.
- Write increasingly legibly.

English Overview: Year 6 © Literacy Counts

Context

Children should write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what he/she has read as models for his/her own writing (e.g. literary language, characterisation, structure). Children should write using different forms such as poetry, narrative, recount (trips, historical events, diaries, letters, news reports, biographies, magazine article, science experiment, email), reports (information leaflet, tourist guide, magazine article, letter), explanation (encyclopaedia entry, non-fiction book, technical manual, question and answer, articles and leaflets, write-up of science experiment), instructions (recipe, technical manual, non-fiction book, timetable, route-finder, list of rules, posters, notices, signs, instructions on packaging), persuasion (advertisement, catalogue, travel brochure, pamphlet from pressure group, newspaper article, flyer, letter to editor or editorial, invitation), discussion (non-fiction book on an 'issue', notes for a speech, debate, leaflet or article giving balanced account of an issue). Children should use the appropriate terminology when discussing their written work.

Plan

- Plan his/her writing by identifying the audience for and purpose of the writing, effectively selecting the appropriate form and using other similar writing as models for their own (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing).
- Plan his/her writing by noting and developing initial ideas, drawing on reading and research where necessary.
- Plan his/her writing of narratives through reasoned consideration of how authors have developed characters and settings in what the class have read, listened to or seen performed.

Draft and Write

- Draft and write by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning e.g. To clarify and enhance meaning and to reflect the level of formality required. E.g. Contracted form in dialogue, passive verbs, modal verbs
- Draft and write narratives, describing settings – considering atmosphere by using expressive or figurative language and describing how this makes the character feel
- Draft and write narratives, describing characters – considering techniques to create convincing characters e.g. gradually revealed as the story unfolds, through the way they talk, act and their interaction with others.
- Draft and write, integrating dialogue to convey character and advance the action.
- Draft and write by accurately précising longer passages.
- Draft and write by linking ideas within and across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections e.g. the use of conjunctions, adverbials such as on the other hand, in contrast, or as a consequence, pronouns and synonyms, and ellipsis.
- Draft and write by using organisational and presentational devices to structure text and to guide the reader e.g. headings, subheadings, columns, bullets or tables.
- Draft and write by using a dictionary and thesaurus to check for meaning, appropriateness and to select more ambitious vocabulary.

Evaluate and Edit

- Evaluate and edit by assessing the effectiveness of his/her own and others' writing with reasoning.
- Evaluate and edit by proposing reasoned changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.
- Evaluate and edit by ensuring the consistent and correct use of tense throughout a piece of writing.
- Evaluate and edit by ensuring correct subject and verb agreement when using singular and plural.
- Evaluate and edit by distinguishing between the language of speech and writing and choosing the appropriate register.
- Proof-read for spelling errors, including those linked to spelling statements for Year 5 and Year 6.
- Proof-read for punctuation errors, including use of semi-colons, colons, dashes, punctuation of bullet points in lists, use of hyphens.
- Confidently perform his/her own compositions, using appropriate intonation, volume, and movement so that meaning is clear.

Spelling

- Add suffixes beginning with vowel letters to words ending in -fer e.g. referring, preferred, referee, preference.
- Use prefixes involving the use of a hyphen e.g. co-ordinate, reenter.
- Distinguish between homophones and other words which are often confused English Appendix 1. e.g. lose/loose.
- Use dictionaries to check the spelling and meaning of words.
- Spell most of the year 5 and 6 words correctly (English Appendix 1). I can spell most words correctly including words that are often misspelt.
- Use a dictionary to check the spelling of uncommon or more ambitious vocabulary.
- Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically (English Appendix 1).
- Use a thesaurus with confidence.

Punctuation

- Use commas to clarify meaning or avoid ambiguity.
- Use brackets, dashes or commas to indicate parenthesis.
- Use the semi-colon, colon and dash e.g. When writing lists or as the boundary between independent clauses.
- Use the colon to introduce a list and semi-colons within lists.
- Use bullet points to list information.
- Use hyphens to avoid ambiguity e.g. man eating shark versus man-eating shark or recover versus re-cover.
- Use the full range of punctuation taught at key stage 2 (e.g. semicolons, dashes, colons, hyphens) and where necessary, use this punctuation precisely to enhance meaning and avoid ambiguity.

Grammar

- Use passive verbs to affect the presentation of information in a sentence e.g. I broke the window in the greenhouse versus The window in the greenhouse was broken (by me).
- Understand the difference between structures typical of informal speech and structures appropriate for formal speech and writing e.g. the use of question tags: He's your friend, isn't he?, or the use of subjunctive forms such as 'If I were' or 'Were they to come' in some very formal writing and speech.
- Use the perfect form of verbs to mark relationships of time and cause.
- Learn the grammar for Years 5 and 6 within English Appendix 2.
- Understand and use the following grammatical terminology: Subject, object; active, passive; synonym, antonym; and ellipsis, hyphen, colon, semi-colon, bullet points.

Vocabulary

- Understand and use effectively vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing e.g. find out - discover; ask for - request; go in - enter, across a range of text types.
- Understand how words are related by meaning as synonyms and antonyms e.g. big, large, little
- Manage shifts in formality by using a range of formal and informal vocabulary and grammatical structures consistently and effectively to match particular audiences and purposes.
- Use expanded noun phrases to convey complicated information concisely.
- Use modal verbs or adverbs to indicate degrees of possibility.
- Use relative clauses beginning with who, which, where, when, whose, that or with some implied relative pronouns.

Handwriting

- Write legibly, fluently and with increasing speed, deciding how to join specific letters, when they are best left unjoined and by choosing the writing implement that is best suited for a task.