



English Handbook St Columba's Catholic Primary School

*Holding Hands with Jesus as we love, learn
and grow together*

Intent

At St Columba's we understand that English is remarkable.

English expands minds, knowledge and opportunities.

English is about truly understanding how humanity has shared ideas over time – how writers have explored the psyche and what it means to be human.

The English language is an ever-evolving piece of art that can open doors. It gives children a voice, it shows them that words are powerful: they can influence people, they can instigate change in the world.

To teach children a love of reading; therefore, unlocking a world where they can develop lifelong skills.

'In every writer there is a reader' (Centre for Literacy in Primary Education)

We aim to ensure that all of our children, regardless of social and economic circumstances, ethnicity, the language spoken at home and most special educational needs and disabilities, have consistent access to a broad, balanced and high-quality English education, enabling them to;

- Speak clearly and confidently and develop and sustain ideas orally
- Be active and critical thinkers
- Systematically acquire phonic skills and a secure knowledge of the letter sounds and spelling system of the English language
- Become competent readers who are able to read a variety of texts and text types for their own pleasure, for information and for audiences
- Develop a lifelong love of reading and literature, through a text rich curriculum, including theatre trips and visits from writers, providing them with insight, compassion and power
- Move from reading to writing with enthusiasm and confidence; developing their own voice
- Write competently and with enjoyment, a range of text types, including stories, information texts, instructions, poetry, persuasive and explanatory texts
- Develop embedded high levels of technical knowledge, understanding and skills, with regards to speaking, listening, reading and writing
- Be well prepared for all future life transitions, through learning beyond familiarity and be equipped for the world of work.

School and National Curriculum Aims

Our Mission Statement is: Holding Hands with Jesus as we love, learn and grow together.

In order to achieve this Mission, we have set out 3 core aims:

- ✓ Education aim: To inspire motivate and achieve
- ✓ Community aim: To unite, nurture and thrive
- ✓ Gospel values: To believe pray and live

Within English, the subject specific aims are:

- Provide an effective framework which includes: a long-term plan of half termly texts and a range of genres across the school, to assess independent writing, half termly continuous and specific progressive skills for each year for the delivery of high-quality learning and teaching in English.
- Increase staff skills and confidence in teaching English and ensure that the whole school community understands its role in developing English.
- Ensure all learners are provided with maximum opportunities to acquire knowledge and understanding in the use of English skills and can apply these skills effectively and with confidence across the curriculum.
- Promote progression and continuity at all stages and across areas of transition to ensure a seamless, coherent and relevant English curriculum for all.
- Raise levels of achievement and attainment in English among all learners.

Implementation: National Curriculum

Our school follows the National Curriculum which defines the subjects taught, the knowledge, skills and understanding required in each subject and the structures required to ensure teaching and learning are balanced and consistent.

Implementation: Planning

Our long-term planning ensures coverage of the National Curriculum and is responsive to the interests and needs of our children. In order to give the children a rich curriculum, through which the children develop the skills, knowledge and values to become lifelong learners.

Planning and key resources

Planning:

Writing: All teachers plan following 9 steps to writing, teaching adapt and modify where appropriate and use a variety of stimulus from sources listed below (resources).

1. The Hook - pupils' engagement with the writing.
2. Analysis of published text
3. Setting the Criteria for Success
4. Analysis of teacher text.
5. Guided Writing
6. Paired Writing / Slow Writing
7. Planning Writing (pupils may need a 'Gathering Content' session prior to this)
8. Independent Writing
9. Analysis of own text against criteria agreed

Reading: All teachers plan using a 4-step teaching sequence:

1. Read - Prior knowledge, share anchor question, vocabulary, explore and respond, fluency
2. Model - Explicitly model strategies and skills, reference the text
3. Practise – Children explore and discuss, practise taught strategies and skills
4. Apply- Evidence Anchor, questions, verbal and written responses, feedback on learning

Resources:

Read to write, Steps to Read, Reading Plus, Reading Eggs, Grammarsaurus, Twinkl Phonics, Twinkl, The Literacy Shed, project Code X.

Progression of knowledge and skills:

Reception		
Core Texts		
Autumn	Spring	Summer
The Something, Star in a Jar	Juniper Juniper, Little Red	The Storm Whale, The Extraordinary Gardener
<p>BASELINE</p> <p>Speaking: Expressing thoughts and feelings about character's emotions.</p> <p>Writing: letter formation and simple words, including names.</p> <p>Speaking: Re-telling or acting out a familiar story with a repeating pattern</p> <p>Reading: Reading a repetitive phrase, reading a very familiar story with a partner, using the repeating parts to help</p> <p>Writing: Writing their own ending to the familiar story using a template where parts are already there, writing their own version of a story using the existing repeated parts.</p> <p>Speaking: Talking about their own experiences of Christmas and other winter traditions</p> <p>Reading: Beginning to read repetitive phrases in greetings cards</p> <p>Writing: Writing a simple message in a greetings card</p>	<p>Reading: Reading a traditional tale with repetitive phrases. Sequencing a traditional tale using words and picture cues with a partner</p> <p>Writing: Listing new homes where a character could live Labelling/writing simple sentences about building materials used in a story</p> <p>Speaking: Expressing thoughts and feelings about emotions.</p> <p>Reading: Re-reading own work to ensure it makes sense.</p> <p>Writing: Writing descriptive captions about emotions, writing captions to explain, using new vocabulary and their own empathy</p> <p>Speaking: Expressing thoughts and feelings about healthy foods and discussed alternatives to the caterpillars' choices.</p> <p>Reading: Reading words and phrases that describe different food types.</p> <p>Writing: Writing descriptive captions about how to better his balanced diet.</p>	<p>Speaking: Talking about people who help us, Discussing their role.</p> <p>Reading: Talking about reading, demonstrating understanding, Reading words and simple sentences</p> <p>Writing: Writing simple sentences, Writing a simple recount</p> <p>Speaking: Describing superheroes using extended vocabulary Discussing everyday superpowers</p> <p>Reading: Reading new words, using phonic skills Reading words and sentences about everyday superheroes</p> <p>Writing: Writing descriptive sentences, Writing a description of their own superpower</p> <p>Speaking: Discussing being helpful, saying 'thank you' and 'sorry' Posing a question to a visitor Using new vocabulary</p> <p>Reading: Reading a repetitive text, reading simple sentences Reading new vocabulary</p> <p>Writing: Writing a thank you card message, writing questions with question marks, Writing captions for a class book.</p>

YEAR 1

Core Texts

Autumn	Spring	Summer
Paper Planes, Rapunzel	The Hermelin, The Last Wolf	The Secret of Black Rock, Where the Wild Things Are
KNOWLEDGE DOMAINS	CORE CONCEPTS	
READING DECODING	<p>Identify words which appear again and again</p> <p>Apply phonic knowledge and skills to read phonetically decodable words</p> <p>Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes</p> <p>Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught</p> <p>Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</p> <p>Read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings</p> <p>Read words that start with un</p> <p>Read other words of more than one syllable that contain taught GPCs</p> <p>Read words with contractions [for example, I’m, I’ll, we’ll], and understand that the apostrophe represents the omitted letter(s)</p> <p>Read aloud accurately and with pace and expression i.e. pause at full stop; raise voice for question books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words</p> <p>Re-read these books to build up their fluency and confidence in word reading</p>	
RANGE OF READING	<p>Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently</p> <p>Start to link what they read or hear read to their own experiences.</p>	
FAMILIARITY WITH TEXTS	<p>Become very familiar with key stories, fairy stories and traditional tales, retelling them with considerable accuracy and considering their particular characteristics</p> <p>Talk about main characters within a well-known story</p> <p>Recognise and join in with predictable phrases</p>	
POETRY	<p>Begin to learn to appreciate rhymes and poems, and to recite some by heart</p>	
WORD MEANINGS	<p>Discuss word meanings, linking new meanings to those already known</p>	
UNDERSTANDING	<p>Draw on what they already know or on background information and vocabulary provided by the teacher</p> <p>Check that the text makes sense to them as they read and correcting inaccurate reading</p> <p>Re-read if reading does not make sense</p> <p>Explain clearly what they think a text is about and their understanding of what is read to them</p>	
INFERENCE	<p>Discuss the significance of the title and events</p> <p>Make inferences on the basis of what is being said and done and/or the illustrations</p>	
PREDICTION	<p>Predict what might happen on the basis of what has been read so far</p>	
AUTHORIAL INTENT	<p>Recognise Capital letters, Full stops, Question marks, Exclamation marks and Ellipsis and know why the writer has used the above punctuation in a text</p>	
NON FICTION	<p>Discuss the difference between fiction and non-fiction texts.</p>	
DISCUSS READING	<p>Participate in discussion about what is read to them, taking turns and listening to what others say</p> <p>Explain clearly their understanding of what is read to them</p>	

HANDWRITING	<p>Sit correctly at a table, holding a pencil comfortably and correctly</p> <p>Form the digits 0-9</p> <p>Form lower case letters in the correct direction, starting and finishing in the right place</p> <p>Name the letters of the alphabet in order</p> <p>Form capital letters</p>
SPELLING	<p>Spell unknown words using phonemes (sounds)</p> <p>Use the suffixes -ing, -ed, -er and -est where no change is needed in the spelling of root words</p> <p>Write from memory simple dictated sentences including the words taught so far</p> <p>Use letter names to show alternative spellings of the same phonemes</p> <p>Spell word that use suffixes for plurals or third person</p> <p>Spell the days of the week</p>
COMPOSITION	<p>Say a sentence out loud before writing it down</p> <p>Plan writing by saying what they are going to write about</p> <p>Read own writing aloud so that it can be heard by others and to check for sense</p> <p>Sequence sentences to form short narratives</p> <p>Use sequenced sentences in chronological order to recount an event /experience</p>
GRAMMAR	<p>Use the personal pronoun 'I'</p> <p>Use 'and' to join ideas within a sentence and attempt to use other conjunctions</p> <p>Make sure that word choices are relevant to the context and uses word banks to support this</p> <p>Begin to use adjectives to add detail to sentences</p>
PUNCTUATION	<p>Leave spaces between words</p> <p>Use a capital letter for the start of a sentence</p> <p>Begin to use other punctuation such as exclamation and question marks</p> <p>Use a full stop accurately</p> <p>Use capital letters for the names of people, places and days of the week and the personal pronoun 'I'</p>
INCIDENTAL WRITING	<p>Postcard, letter, speech bubbles, first person writing, hot seating questions, description writing, writing comparatives, diary, wanted poster, recount, book review, blurb, setting, beginning- middle – ending, exclamation phrases, persuasive poster, thought bubbles, story, non-Chronological report</p>

YEAR 2		
Core texts		
Autumn	Spring	Summer
The Night Gardener, A River	The Bog Baby, Grandad's Island	Jack and the Baked Beanstalk, Rosie Revere
<p>READING DECODING</p> <p>WORD READING</p> <p>Objectives in red are sounds for graphemes the key end of KS1 Reading & Writing Assessment Criteria</p>	<p>Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent</p> <p>Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative</p> <p>Read accurately words of two or more syllables that contain the same graphemes as above</p> <p>Read words containing common suffixes</p> <p>Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</p> <p>Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered</p> <p>Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation</p> <p>Re-read these books to build up their fluency and confidence in word reading.</p> <p>In age-appropriate books read most words accurately without overt sounding and blending, and sufficiently fluently to allow them to focus on their understanding rather than on decoding individual words</p> <p>Sound out most unfamiliar words accurately, without undue hesitation. Read accurately most words of two or more syllables</p> <p>Read most words containing common suffixes</p>	
RANGE OF READING	Listen to, discuss and express views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently	
FAMILIARITY WITH TEXTS	Recognise simple recurring literary language in stories and poetry, become increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales	
POETRY PERFORMANCE	Continue to build up a repertoire of poems learnt by heart, appreciate these and recite some, with appropriate intonation to make the meaning clear	
WORD MEANINGS	Discuss and clarify the meanings of words, linking new meanings to known vocabulary, Discuss their favourite words and phrases	
UNDERSTANDING	<p>Discuss the sequence of events in books and how items of information are related</p> <p>Draw on what they already know or on background information and vocabulary provided by the teacher</p> <p>Check that the text makes sense to them as they read and correcting inaccurate reading</p>	
INFERENCE	<p>In a book that they can already read fluently, the pupil can: check it makes sense to them, correct any inaccurate reading, answer questions and make some inferences and explain what has happened so far in what they have read</p> <p>Make inferences on the basis of what is being said and done</p> <p>Answer and ask questions</p>	
PREDICTION	Predict what might happen on the basis of what has been read so far	
AUTHORIAL INTENT	Recognise Capital letters, Full stops, Question marks, Exclamation marks and Ellipsis and know why the writer has used the punctuation in a text	
NON FICTION	Be introduced to non-fiction that are structured in different ways	

DISCUSS READING	<p>Participate in discussion about books, poems & other works that are read to them & those that they can read for themselves</p> <p>Take turns and listen to what others say</p> <p>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>
HANDWRITING	<p>Use some of the diagonal and horizontal strokes needed to join letters</p> <p>Understand which letters, when adjacent to one another, are best left un-joined. Write capital letters (and digits) of the correct size/orientation to one another.</p> <p>Use spacing between words that reflects the size of the letters.</p> <p>Form lower case letters of the correct size relative to one another.</p> <p>Form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters</p> <p>Use spacing between words that reflects the size of the letters.</p>
SPELLING	<p>Segment spoken words into phonemes and record these as graphemes</p> <p>Spell longer words using suffixes such as ment, ness, ful, less, ly</p> <p>Spell common exception words</p> <p>Use apostrophes for the most common contracted words</p> <p>Spell words with different spellings Identify and apply knowledge of homophones/ near homophones</p> <p>Segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others</p> <p>Spell many common exception words</p>
COMPOSITION	<p>Develop stamina for writing by writing for different purposes</p> <p>Plan and discuss the content of their writing. Evaluate their writing independently, with peers and with the teacher by making simple additions and corrections</p> <p>Write, from memory, simple dictated sentences. Proof-read to check for errors in spelling, grammar and punctuation</p> <p>Make changes, sometimes independently and sometimes in discussion with an adult, to improve the effect and impact of their writing</p> <p>Write simple, coherent narratives about personal experiences and those of others (real or fictional)</p> <p>Write about real events, recording these simply and clearly</p>
GRAMMAR	<p>Word choices are thoughtful and sometimes ambitious with specific or technical vocabulary used in non-narrative writing</p> <p>Use expanded noun phrases to describe, expand and specify</p> <p>Use subordination (using when, if, that or because)</p> <p>Use sentences with different forms: statements, questions, exclamations and commands</p> <p>Use co-ordination (using or, and, or but) Use present and past tenses correctly and consistently including the progressive form</p> <p>Use adjectives, adverbs and expanded noun phrases to add detail and specify</p> <p>Use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses Use present and past tense mostly correctly and consistently</p>
PUNCTUATION	<p>Use capital letters for the personal pronoun I and for most proper nouns</p> <p>Begin to use commas to separate items in a list.</p> <p>Sometimes use apostrophes for singular possession</p> <p>Demarcate most sentences in their writing with capital letters and full stops, and use exclamation and question marks correctly when required</p>

INCIDENTAL WRITING	Character description, poem, prediction, log, summary, explanation, persuasive letter, non-chronological report, captions, diary entry, information leaflet, setting description, shape poem, missing poster, alternative ending
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YEAR 3		
Core Texts		
Autumn	Spring	Summer
The Ironman, Fox	Jemmy Button, Return	Seen and Not heard, Into the Forest
READING WORD READING	Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, 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.	
RANGE OF READING	Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks Read books that are structured in different ways Read for a range of purposes Read aloud and independently, using appropriate intonation, tone and volume; take turns and listen to others	
FAMILIARITY WITH TEXTS	Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally Identify the main point of a text Identify themes and conventions in a wide range of books	
POETRY PERFORMANCE	Prepare poems and play scripts to read aloud and to perform Show understanding through intonation, tone, volume and action Recognise some different forms of poetry; free verse and narrative	
WORD MEANINGS	Use dictionaries to check the meaning of words that they have read	
UNDERSTANDING	Check that the text makes sense to them Discuss their understanding and explain the meaning of words in context Ask questions to improve their understanding of a text Identify main ideas drawn from more than one paragraph and summarise these	
INFERENCE	Draw inferences such as inferring characters' feelings, thoughts and motives from their actions Justify inferences with evidence	
PREDICTION	Predict what might happen from details stated and implied	
AUTHORIAL INTENT	Discuss words and phrases that capture the reader's interest and imagination Identify how language, structure, and presentation contribute to meaning	
NON FICTION	Retrieve and record information from non-fiction	
DISCUSS READING	Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say	
HANDWRITING	Increased legibility, consistency and quality of handwriting Understand which letters, when adjacent to one another, are best left un-joined Use the diagonal and horizontal strokes that are needed to join letters	

SPELLING	Use the first two or three letters of a word to check its spelling in a dictionary Spell words with additional prefixes and suffixes and understand how to add them to root words Spell correctly word families based on common words Identify the root word in longer words Recognise and spell additional homophones Make comparisons from a word already known to apply to an unfamiliar word Spell some identified commonly misspelt words from the Year 3 and 4-word list
COMPOSITION	Write a non-narrative using simple organisational devices such as headings and sub-headings In narrative writing, develop characters, resolutions and endings Make improvements by proposing changes to grammar and vocabulary to improve consistency Look at and discusses different models of writing, taking account of purpose and audience Plan writing by discussing and recording ideas Write a narrative with a clear structure, setting, characters and plot Suggest improvement to writing through assessing the writing with peers and through self-assessment Identify structure; grammatical features and uses of vocabulary in texts Compose sentences using a wider range of structures linked to the grammar objectives Begin to organise paragraphs around a theme
GRAMMAR	Use a range of sentences with more than one clause by using a wider range of conjunctions in writing Use extended noun phrases, including with prepositions Recognise and use determiners 'a', 'an' and 'the' appropriately Use the perfect form of verbs instead of the simple past Understand the purpose of, and use, adverbs Use conjunctions, adverbs and prepositions to express time and cause Use a range of conjunctions to extend sentences with more than one clause Carefully select adventurous word choices to add detail and to engage the reader Add detail by the expansion of noun phrases before and after the noun and with use of adverbials
PUNCTUATION	Begin to use inverted commas for some direct speech punctuation Use apostrophes for possession with increasing accuracy including plural possession Sometimes use commas to mark clause and phrases
INCIDENTAL WRITING	Response to inference questioning, setting description, character description, predictions, question responses to text, interview questions, thought bubbles/speech bubbles, picture captions, diary, persuasive sentences, character description, non-chronological report, letter, poetry form, explanations, play script, build up/tension using an actions, sound effects and emotions, accurate use of inverted commas in two character conversations, accurate use of local language and traditional names and place names

YEAR 4

Core Texts

Autumn	Spring	Summer
Leaf, The Whale	Arthur and the Golden Rope, The Lost Happy Endings	The Journey, Manfish
READING WORD READING	Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, 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.	
RANGE OF READING	Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks Read for a range of purposes books that are structured in different ways	
FAMILIARITY WITH TEXTS	Increase their familiarity with a wide range of texts and be able to retell these orally identify themes and conventions in a wide range of books	
POETRY PERFORMANCE	Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action Recognise some different forms of poetry	
WORD MEANINGS	Use dictionaries to check the meaning of words that they have read	
UNDERSTANDING	Check that the text makes sense to them Discuss their understanding and explain the meaning of words in context Ask questions to improve their understanding of a text Identify main ideas drawn from more than one paragraph and summarise these	
INFERENCE	Draw inferences such as inferring characters' feelings, thoughts and motives from their actions Justify inferences with evidence	
PREDICTION	Predict what might happen from details stated and implied	
AUTHORIAL INTENT	Discuss words and phrases that capture the reader's interest and imagination Identify how language, structure, and presentation contribute to meaning	
NON FICTION	Retrieve and record information from non-fiction	
DISCUSS READING	Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say	
HANDWRITING	Use the diagonal and horizontal strokes that are needed to join letters Understand which letters, when adjacent to one another, are best left un-joined Increase the legibility, consistency and quality of handwriting: down strokes of letters are parallel and equidistant; lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch	
SPELLING	Use the first two or three letters of a word to check its spelling in a dictionary Spells words with additional prefixes and suffixes and understand how to add them to root words Use plural – s and possessive –s correctly Recognise and spell additional homophones Spell identified commonly misspelt words from the Year 3 and 4 word list	
COMPOSITION	Write from memory simple dictated sentences that include words and punctuation taught	

	<p>Open sentences in different ways to create effects</p> <p>Organise narrative writing into clear sequences with more than a basic beginning, middle and end</p> <p>Write a narrative with a clear structure, setting, characters and plot</p> <p>Include key vocabulary and grammar choices that link to the style of writing</p> <p>Begin to open paragraphs with topic sentences and organise them around a theme</p> <p>Develop endings which close the narrative appropriately relating to the beginning or a change in a character</p>
GRAMMAR	<p>Use a range of sentences with more than one clause- through use of conjunctions</p> <p>Use the correct article 'a' or 'an' Use appropriate nouns or pronouns within and across sentences to support cohesion and avoid repetition</p> <p>Use fronted adverbials of place, time and manner, including the use of a comma</p> <p>Use expanded noun phrases, including with preposition and modifying adjectives</p> <p>Use conjunctions, adverbs and prepositions to express time, place and cause</p> <p>Build cohesion within paragraphs through controlled use of tenses; subordinating and co-ordinating conjunctions</p> <p>Use and punctuate direct speech correctly</p> <p>Use standard English for verb inflections- instead of spoken forms</p>
PUNCTUATION	<p>Correctly demarcate all sentences</p> <p>Use the apostrophe for omission and possession</p> <p>Use correct punctuation in direct speech, including a comma after the reporting clause</p> <p>Almost always use commas for fronted adverbials</p>
PROOF READ AND EDITING	<p>Proofread own work for spelling and punctuation errors</p> <p>Make improvements to writing by proposing changes to grammar and vocabulary to improve consistency</p>
INCIDENTAL WRITING	<p>Response to inference questioning, setting description, character description, predictions, question responses to text, interview questions, thought bubbles/speech bubbles, picture captions, diary, persuasive sentences, non-chronological report, letter, question responses to a text, setting description, accurate use of cultural language, poetry form, character sketches, explanations, directions, play script, build up/tension using an actions, sound effects and emotions, accurate use of inverted commas in two character conversations, accurate use of local language / traditional names and place names, action verbs, story plan/mapping, debate, leaflet, letter of complaint.</p>

YEAR 5

Core Texts

Autumn	Spring	Summer
Henry's Freedom Box, FArTHER	The Promise, The Errand	The Lost Book of Adventure, King Kong
READING WORD READING	Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, 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.	
RANGE OF READING	Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks Read books that are structured in different ways Read for a range of purposes Make comparisons within and across books	
FAMILIARITY WITH TEXTS	Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks Increase 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 Identify and discuss themes and conventions in and across a wide range of writing	
POETRY PERFORMANCE	Recognise and analyse different forms and features of poetry and learn a wider range of poetry by heart e.g. narrative, slam, historical Compare and contrast poems by one author and between different authors Explore how grammar affects the style of poems Discuss the use of vocabulary for effect Consider appropriate dialogue Describe the structure of a stanza in a poem Prepare poems and plays to read aloud and to perform e.g. write extra lines for a poem they have read, annotate the features of a selection of poems by one author, write a different ending for a narrative poem, Use the rhyme scheme aabccb Discuss the characteristics of a good recital Show understanding through intonation, tone and volume so that the meaning is clear to an audience Investigate punctuation in selection of poems	
WORD MEANINGS	Use dictionaries and thesaurus to check the meaning of words and expand vocabulary Choose vocabulary and grammar to suit formal and informal writing Use vocabulary which is becoming more precise	
UNDERSTANDING	Reflect with insight on what they have read and check that the book makes sense to them Discuss their understanding and explore the meaning of words in context Summarise the main ideas drawn from more than one paragraph Identify key details to support the main ideas Consider themes and conventions and compare books which have similar themes and conventions. Respond to a book with appropriate questions and careful answers.	
INFERENCE	Draw inferences such as inferring characters' feelings, thoughts and motives from their actions Justify inferences with evidence Answer well questions which require deduction and inference	

PREDICTION	Predict what might happen from details stated and implied
AUTHORIAL INTENT	<p>Identify how language, structure and presentation contribute to meaning</p> <p>Discuss words and phrases that capture the reader's interest and imagination</p> <p>Discuss and evaluate how authors use language, including figurative language Consider the impact on the reader</p> <p>Check that they know and can talk about the choices the author made concerning dialogue, words and punctuation in an effective piece of prose</p> <ul style="list-style-type: none"> • Understand the importance of adjectives and adverbs in bringing a text to life • Figurative language <p>Alliteration and onomatopoeia</p>
NON FICTION	<p>Distinguish between statements of fact and opinion</p> <p>Retrieve, record and present information from non-fiction</p>
DISCUSS READING	<p>Discuss a novel in its entirety and its key themes Recommend books that they have read to their peers, giving reasons for their choices Participate in discussions about books, building on their own and others' ideas and challenging views courteously Explain and discuss their understanding of what they have read, including through formal presentations and debates Provide reasoned justifications for their views</p>
HANDWRITING	<p>Choose which shape of a letter to use when given choices and deciding, as part of their personal style, whether, or not, to join specific letters</p> <p>Make correct choice about whether to join handwriting or print letters according to task e.g. to label a diagram</p>
SPELLING	<p>Write from memory, dictated sentences which include words from the KS2 curriculum</p> <p>Spell the majority of words from the YR 3-4 statutory word list and some words, including those commonly misspelt, from the YR 5-6 word list</p> <p>Spell most words with prefixes and suffixes in the YR 3-4 spelling appendix and some from the YR 5-6 e.g. cious, cial, ant, ent, ance, ence.</p> <p>Convert nouns and adjectives into verbs by adding a suffix, for example, ate, ise, ify</p> <p>Form verbs with prefixes, e.g., dis, de, mis, over and re</p> <p>Spell correctly words with letters which are not sounded e.g. knight, solemn</p> <p>Use the hyphen to join a prefix to a root e.g. reenter</p> <p>Distinguish between homophones and other words which are often confused and spell some homophones from the YR 5-6 spelling appendix</p> <p>Use the first three or four letters of a word to check spelling, meaning or both in a dictionary</p>
COMPOSITION	<p>Understand that writing is aimed at a range of audiences and the purpose of the writing is to inform, entertain or persuade</p> <p>Use or integrate models from own reading into writing</p> <p>Start sentences in different ways</p> <p>Organise writing into paragraphs to show different information or events</p> <p>Link ideas within paragraphs</p> <p>Develop characters through action, description and dialogue Add well-chosen detail to interest the reader</p> <p>Use settings to not only create atmosphere, but also to indicate a change</p>

	<p>Manage shifts in time and place which effectively guide the reader through the text</p> <p>Use dialogue, recognise differences between spoken and written speech; using speech punctuation to indicate direct speech; understand and use modal verbs</p> <p>Use stylistic devices to create effects in writing: simile, metaphor, personification</p>
GRAMMAR	<p>Develop their understanding of the concepts set out in Appendix 2 by:</p> <ul style="list-style-type: none"> • Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms • Using passive verbs to affect the presentation of information in a sentence • Using the perfect form of verbs to mark relationships of time and cause • Using expanded noun phrases to convey complicated information concisely • Using modal verbs or adverbs to indicate degrees of possibility • Using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun • Learning the grammar for years 5 and 6 in Appendix 2 <p>Write a range of sentence structures which are grammatically accurate and maintain correct tense</p> <p>Begin to recognise active and passive voice</p> <p>Identify and select determiners</p>
PUNCTUATION	<p>Demarcate sentences correctly and indicate grammatical and other features by:</p> <ul style="list-style-type: none"> • Using commas to clarify meaning or avoid ambiguity in writing • Using hyphens to avoid ambiguity • Using brackets, dashes or commas to indicate parenthesis • Using semicolons, colons or dashes to mark boundaries between independent clauses • Using a colon to introduce a list • Punctuating bullet points consistently • Using inverted commas and other punctuation to indicate direct speech
PROOF READ AND EDITING	<p>Discuss and improve shared writing</p> <p>Work with a partner to assess their written work against success criteria to improve their work</p> <p>Edit and improve own work, using appropriate grammar and spelling knowledge</p> <p>Proof read work for spelling and punctuation errors</p> <p>Use drafting, re-drafting and editing processes independently and make improvements</p>
INCIDENTAL WRITING	<p>Recount, setting description, play script, wanted poster, character descriptions, biography, informal biography, short persuasive article, expanded labels, news report log, explanation, persuasive letter, non-chronological reports, formal persuasive letter, informal letter, diary entry, character descriptions, newspaper report, descriptive writing, persuasive speech, persuasive brochure, persuasive advert</p>

Year 6 Spring

Core Texts

Autumn	Spring	Summer
Rose Blanche, Hansel and Gretel	A Story Like the Wind, Dreams of Freedom	Wolves, Shackleton's Journey
ACHIEVE MASTERY OF ALL YEAR 5 OBJECTIVES AND END OF YEAR 6 OBJECTIVES (RED)		
READING WORD READING	Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, 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.	
RANGE OF READING	Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks Read books that are structured in different ways Read for a range of purposes Make comparisons within and across books	
FAMILIARITY WITH TEXTS	Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks Increase 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 Identify and discuss themes and conventions in and across a wide range of writing	
POETRY PERFORMANCE	Recognise and analyse different forms and features of poetry and learn a wider range of poetry by heart e.g. narrative, slam, historical Compare and contrast poems by one author and between different authors Explore how grammar affects the style of poems Discuss the use of vocabulary for effect Consider appropriate dialogue Describe the structure of a stanza in a poem Prepare poems and plays to read aloud and to perform e.g. write extra lines for a poem they have read, annotate the features of a selection of poems by one author, write a different ending for a narrative poem Use the rhyme scheme aabccb Discuss the characteristics of a good recital Show understanding through intonation tone and volume so that the meaning is clear to an audience Investigate punctuation in selection of poems	
WORD MEANINGS	Use dictionaries and thesaurus to check the meaning of words and expand vocabulary Choose vocabulary and grammar to suit formal and informal writing Use vocabulary which is becoming more precise	
UNDERSTANDING	Reflect with insight on what they have read and check that the book makes sense to them Discuss their understanding and explore the meaning of words in context Summarise the main ideas drawn from more than one paragraph Identify key details to support the main ideas Consider themes and conventions and compare books which have similar themes and conventions. Respond to a book with appropriate questions and careful answers.	
INFERENCE	Draw inferences such as inferring characters' feelings, thoughts and motives from their actions Justify inferences with evidence Answer well questions which require deduction and inference	

PREDICTION	Predict what might happen from details stated and implied
AUTHORIAL INTENT	Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing)
NON FICTION	Distinguish between statements of fact and opinion Retrieve, record and present information from non-fiction
DISCUSS READING	Discuss a novel in its entirety and its key themes Recommend books that they have read to their peers, giving reasons for their choices Participate in discussions about books, building on their own and others' ideas and challenging views courteously Explain and discuss their understanding of what they have read, including through formal presentations and debates Provide reasoned justifications for their views
HANDWRITING	Maintain legibility in joined handwriting when writing at speed
SPELLING	Spell correctly most words from the year 5 / year 6 spelling list Use a dictionary to check the spelling of uncommon or more ambitious vocabulary
COMPOSITION	Use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs Select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility) Integrate dialogue in narratives to convey character and advance the action In narratives, describe settings, characters and atmosphere
GRAMMAR	Use verb tenses consistently and correctly throughout their writing
PUNCTUATION	Use the range of punctuation taught at Key Stage 2 mostly correctly
PROOF READ AND EDITING	Discuss and improve shared writing Work with a partner to assess their written work against success criteria to improve their work Edit and improve own work, using appropriate grammar and spelling knowledge Proof read work for spelling and punctuation errors Use drafting, re-drafting and editing processes independently and make improvements
INCIDENTAL WRITING	Baseline assessment, recount, setting description, play script, letter, character description, diary entry, diary Internal monologue, witness statement, radio script, postcard, letter of complaint, interview write up, revisited genre assessed write

IMPLEMENTATION: PHONICS:

We teach decoding through a systematic phonics programme: Twinkl Phonics. Twinkl Phonics is a phonics resource accredited by the Department for Education. It aims to build children's speaking and listening skills in their own right as well as to prepare children for learning to read by developing their phonic knowledge and skills. Foundation Stage and year 1 teach 20 mins of phonics each day. Children in Year 2 and 3 who have not passed the phonics screening also have 20 mins phonics each day.

PHONICS OVERVIEW PHASE 2: RECEPTION
Develops children's knowledge of grapheme-phoneme correspondences (GPCs), their skills of blending and segmenting with letters and recognition of high frequency words containing GPCs not taught at that phase. Develops children's knowledge of 19 letters of the alphabet with one sound for each. Teaches and practises the skills of blending separate sounds together into whole words for reading and segmenting whole words into separate sounds for spelling.
Letter progression Set 1: s, a, t, p Set 2: i, n, m, d Set 3: g, o, c, k Set 4: ck, e, u, r Set 5: h, b, f, ff, l, ll, ss Tricky words: I the, to, go, no
Assessment: Phase 2 • Give the sound when shown any Phase Two letter, securing first the starter letters: s, a, t, i, p, n; • Find any Phase Two letter, from a display, when given the sound; • To orally blend and segment CVC words; • To blend and segment in order to read and spell (using magnetic letters). VC (Vowel Consonant) words such as: if, am, on, up and 'nonsense words' such as ip, ug and ock; Be able to read the five tricky words: the, to, I no, go
PHASE 3
Develops children's knowledge of GPCs, their skills of blending and segmenting with letters and recognition of high frequency words containing GPCs not taught at that phase. Develops children's knowledge of the seven remaining letters of the alphabet and graphemes to cover most of the phonemes represented by more than one letter. Teaches and practises the skills of blending and segmenting sounds represented by single letters and graphemes of more than one letter.
Letter progression Set 6: j, v, w, x Set 7: y, z, zz, qu Consonant digraphs: ch, sh, th, ng, Vowel digraphs: ai, ee, igh, oa, oo, ar, or, ur, ow, oi, ear, air, ure, er Tricky words: no, go, I, the, to, he, she, my, was, we, me, be, to, they, all
Assessment: Phase 3 • Give the sound when shown all (or most) Phase 2 & 3 graphemes; • Find all (or most) Phase 2 & 3 graphemes, from a display when given the sound; • To blend and read CVC words (using Phase 2 & 3 graphemes); • To segment and make a phonetically plausible attempt at spelling CVC words (using Phase 2 & 3 graphemes); • To read the tricky words: he, she, we, me, be, was, my, you, her, they, all, are; • To spell tricky words: the, to, I, no, go; To write each letter correctly when following a model;
PHASE 4
Develops children's knowledge of GPCs, their skills of blending and segmenting with letters and recognition of high frequency words containing GPCs not taught at that phase. There are no new GPCs to be learnt in this phase. Develops children's knowledge and skills of blending and segmenting words with adjacent consonants.
Practise recognition and recall of Phase 2 & 3 graphemes and reading and spelling CVC words. Teach blending and segmentation of adjacent consonants. Teach and practise reading & spelling CVCC words. Reading common high frequency words.
Tricky words: said, so, he, she, we, me, be, have, like, some, come, was, you, were, there, little, one, they, are, all, do, when, out, what, my, her.
Assessment: Phase 4 • Give the sound when shown any Phase 2 & 3 grapheme; • Find any Phase 2 & 3 grapheme, from a display, when given the sound; • To blend and read words containing adjacent consonants; • To segment and spell words containing adjacent consonants; • To read the tricky words: some, one, come, do, so, were, when, have, there, out, like, little, what; • To spell the tricky words: he, she, we, me, be, was, my, you, her, they, all, are; To write each letter, usually correctly.

PHASE 5: DURATION: THROUGHOUT YEAR 1

Develops children's knowledge of GPCs, their skills of blending and segmenting with letters and recognition of high frequency words containing GPCs not taught at that phase. Children learn more graphemes for the 40+ phonemes taught in Phases Two and Three and more ways of pronouncing graphemes introduced in Phases Two and Three. Teaches and practises the skills of blending and segmenting using all GPCs taught.

Practise recognition and recall of Phase 2, 3 & 5 graphemes (as learned). Learn new phonemes: /zh/ (treasure), ay (day), ou (out), ie (tie), ea (eat), oy (boy), ir (girl), ue (blue), aw (saw), wh (when), ph (photo), ew (new), oe (toe), au (Paul), Split digraphs: a-e (make), e-e (these), i-e (like), o-e (home), u-e (rule). Teach alternative pronunciations for graphemes: i, o, c, g, u, ow, ie, ea, er, a, y, ch, ou. Teach alternative spellings for phonemes.

Key words: All 100 high frequency words

Assessment: Phase 5

- Give the sound when shown any grapheme that has been taught;
- To write the grapheme for any given sound;
- To apply phonic knowledge and skill as the prime approach to reading and spelling unfamiliar words that are not completely decidable;
- To read and spell phonetically decidable two-syllable and three-syllable words;
- To read automatically all the words in the list of 100 high frequency words;
- To accurately spell most of the words in the list of 100 high frequency words; To form each letter correctly.

PHASE 6: DURATION: THROUGHOUT YEAR 2 AND BEYOND

Develops children's knowledge of GPCs, their skills of blending and segmenting with letters and recognition of high frequency words containing GPCs not taught at that phase. Increases fluency of the blending of words encountered for the first time in reading and accuracy of spelling choices.

Investigate and learn how to add suffixes (-s, -es, -ing, -ed, -s, -er, -est, -y, -en, -ful, -ly, -ment, -ness). Teach spelling of long words. Introduce & teach the past tense. Learning & practising spelling. Syllables. Base words. Analogy. Mnemonics.

IMPLEMENTATION: READING COMPREHENSION:

Our school uses a range of strategies to help children develop their understanding of text. Each of these comes from a background of theory, research and classroom practice. The strategies apply equally to 'reading' pictures in picture books and other texts where exploring the visual information is important to full understanding.

COGNITIVE STRATEGIES PRIOR KNOWLEDGE ACTIVATION:

Activation of prior knowledge can develop children's understanding by helping them see links between what they already know and new information they are encountering. There are many ways of encouraging children to bring to the forefront of their minds, knowledge that relates to the text they are about to read or are reading.

- Brainstorming around the title, chapter heading, picture on the front cover (these can be written, oral or drawn)
- Word association chain around key word in title or an image in the text.
- Memories around key word in title or an artefact (This reminds me of...It makes me think of...)
- Mind-mapping, concept mapping or other grids / proforma (e.g. pre learning grid)

PREDICTION:

This involves discussing a text with a teacher or reading partner. The aim of the strategy is to establish the purpose for reading, to encourage reasoning whilst reading and to test predictions. The children read the text a section at a time and as they do so the teacher encourages them to explain what will happen next, predict how it will end, revise their earlier predictions in the light of new evidence found in the text. The children offer evidence for their hypothesis. This can be oral, or children could make written predictions / revisions in a reading journal.

CONSTRUCTING IMAGES: VISUALISING DRAWING DRAMA:

Creating visual images improves comprehension by linking prior experiences to the new idea thus building richer schemas.

The teacher models the process by reading aloud and talking about any associations that come to mind and asking the children to picture it.

Children are then encouraged to do the same for other passages and verbalise this process to a partner. This can be used with both fiction and non-fiction texts. During and after reading children can sketch what they see, undertake freeze frames of key moments in a story and make models based on the text e.g. creating the Borrowers living room in design and technology sessions.

SUMMARISING:

Effective summarising involves children evaluating a text and deciding which elements of it are most significant. Teacher will model how to skim read a text. Children skim read a text and give oral summary. Children go through a text paragraph by paragraph highlighting the key sentence/sentences in each. Children write brief summaries at the end of each chapter outlining key events and further insights into character and plot. Children summarise by restructuring key information contained in a text into a non-prose form. It may involve children drawing a matrix, a tree diagram, a semantic map/word web, a labelled picture or a retrieval chart.

QUESTIONING/CLARIFYING:

Class, group focused discussion with the aim of clarifying understanding. Such discussion goes beyond simple recall questions into inference and deduction.

Talk to the Author: Children write questions to the author, for example 'Who was this? Why did this happen?' The teacher models this process initially and then the children try. This helps children differentiate between fact and opinion, as well as helping them search for bias.

Journals: These encourage children to review their background knowledge, reflect on previous learning and predict future learning. The children will have read some of the book in private reading and when they join

the guided group it is a way of focusing their attention before reading the next section. The teacher writes the focus on the board before the children join the group e.g. what seemed important to you in what you learnt about X? The children read the focus, reflect on their response and write in their journals. This then serves as a basis for discussion.

STORY GRAMMAR/TEXT STRUCTURE ANALYSIS:

Story maps/story shapes/story charts

Children draw a 'map' of the events in a story. This helps them recall and retell the story. The particular structure of a story, such as a circular story or an 'A to B' journey can also be made explicit via story mapping.

Structural organisers

Children identify the structure of non-fiction texts and then map the content onto various structural organiser grids e.g. point/evidence grid, cause/effect grid, argument/counterargument list.

INTERPRETIVE STRATEGIES:

Children imagine how a character might feel; identifying with a character, charting the development of a character over time in a longer text.

There are many strategies that require children to make explicit their response to and knowledge of a character. These include;

- Feeling graphs or map showing how emotions develop throughout the story
- Journal entries
- Hot seating TV interviews. Compile a list of questions to ask if you were to interview the character. This can be combined with hot seating and the interview conducted with the character.
- Drawing characters and surrounding the drawing with phrases from the text
- Writing thought bubbles for characters at key moments in the text when they don't actually speak
- Relationship grids with each character listed along the top and down the side. Each cell represents a relationship to be explored.
- Speculating on actions and motives e.g. asking why did, what if?
- Character emotions register. This involves creating a 5-point emotions scale with the pupils for the possible range of reactions at certain specific points in the story (for example from 'mildly irritated' to 'incandescent with rage'). Pupils then rate characters on the scale.
- Child taking on the role of the author, answering questions about the book and justifying what 'they' have written
- Drawing a diagram, grid, flow chart etc. to show information
- Drawing a strip cartoon/story board identifying 4/5 main points from the story or information
- Highlighting words, phrases which link together to build a picture of character or mood, or setting and so on
- Writing a blurb for the book
- Identifying facts and opinion and consider how they are woven together
- What's important grids

READING FOR MULTIPLE MEANINGS:

- Ranking characters according to criteria e.g. most powerful to least powerful, kindest to meanest. Do different criteria give different insights?
- Recording all the different roles a character plays in a story e.g. daughter, friend inside an outline of the character
- Retelling a scene from the point of view of a minor character within it
- Justifying the actions of a 'villain'
- Problem solving. Stop at the point where a character faces a problem or dilemma and list alternative suggestions. Consider the consequences of each suggestion
- Looking for/challenging a consistent point of view
- Genre Exchange – children transpose something from one written genre they have just read into another written genre
- Criteria rating certain scenes at a crucial point – mostly likely to happen/least likely to happen, most likely to be true, least likely to be true
- Story comparison charts: Several versions of a story are read (e.g. Cinderella) and a comparative chart is completed
- Relating texts to personal experiences: Say what they would have done at certain points in the story
- Choose the funniest, scariest, most interesting moment from a story or information book. Justify their choice.
- Response journals (ongoing throughout the reading of long books).

- Relate to other books by the same author or on same topic, read by the group or individual. Discuss similarities or differences.

SEMANTIC STRATEGIES:

- Previewing vocabulary:
- The teacher provides a list of words relating to the book/topic. The meanings of the words are then discussed before reading.
- Building banks of new words
- As children read they mark or note on post-it notes or in vocabulary journals any new words/words they are unsure of. After reading, the group discusses ways of working out the meaning (e.g. root, morphology, etc). Once a word is understood children note its meaning. They may add a visual cue to remind them of the meaning.
- Word tracker/oral thesaurus
- Children track particular groups of words/phrases (e.g. appearance words). They list these and suggest alternatives.
- Making dictionaries and glossaries
- Children track words whose meanings are unclear e.g. technical words, dialect words, slang and so on. They then investigate the meanings and create text specific dictionaries

GUIDED READING:

All children learn the following skills:

- Recall/knowledge: Recalling, revising material that has already been covered – facts, terms, basic concepts.
 - Analysis: Asking pupils to break down subject matter into its parts, look at the nature of its parts and their relationship with one another.
 - Comprehension: Asking pupils to express ideas in their own words or to interpret major elements in texts to make them more accessible.
 - Synthesis: Asking pupils to build a new idea, or theory, plan, experiment or forecast using sophisticated thinking.
 - Application: Asking pupils to understand a general principle and apply to a new situation.
 - Evaluation: Asking pupils to assess or judge. Making judgements and explaining reasons for them.
- Developing reasoning.
Develop a critical stance based on information from a range of sources.

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In Reception: All children take part in guided reading sessions, in small groups, throughout the week, for up to 20 minutes. Children at the pre-reading stage take part in book talk sessions, in small groups or 1:1 with an adult. All children also have a daily phonics session with follow up intervention sessions, for identified children.

In Reception/Nursery: All children have access to quality books within every area of continuous provision. A range of different genres are provided that are linked to the area of provision and children's interests. Adults read the books with the children also children read/explore them independently and share them with their peers.

KS1: All children are regularly heard read through 1:1 sessions and through whole class guided reading sessions, 30 minutes each day, using Steps to Read. This follows the 4-step teaching sequence. All children also have a daily phonics session in phase groups.

In KS2: All children will have 30 minute daily whole class guided reading lessons using Steps to Read and Reading plus. Targeted children will take part in reading intervention sessions.

Year 1 and Year 2, all pupils:

- will read with an adult 1:1 every day, while they are developing the foundations of reading skills and phonics.

- Once they can read, age-appropriate unfamiliar texts, they will read with an adult 1:1, twice a week.
- Once they are fluent for their age and are confidently developing their comprehension skills, they will read with an adult 1:1, once a week.
- This will continue for pupils who still need support in KS2.

SHARED & FOCUSED READING:

Whole-class reading skills are modelled, taught and developed through a whole class book, text in English or other subject and then consolidated through independent focused reading activities.

IMPLEMENTATION: CLOSING GAPS IN READING:

Both Formative and Summative assessment is used to identify children with gaps in their reading competencies.

1:1 reading will continue once a week.

In Year 3 and 4: Children who have gaps in their reading and phonics skills will take part in a reading intervention called Code which will build up their skills and knowledge and close any gaps.

Children in Key stage two with gaps in phonics and use Twinkl intervention resources to close any gaps, including ebooks to read at home.

Independent reading in school and at home:

All children will have a home reading book.

In Reception: All children will have a home reading book following the phonics scheme. Wordless books are also provided for children who are at the pre-reading stage. All children take home a Rainbow Reading book of their choice (reading for pleasure).

In Year 1 and Year 2: pupils who still need support with phonics and reading fluently, will receive a book following the home reading and phonics scheme and a rainbow reading book (reading for pleasure).

In KS2: All children who need support, will have a home reading banded book and a Rainbow reading books, which are matched to age related expectations, to encourage them to read for pleasure. Children who are confident readers, at age related expectations, will have a Rainbow reading book.

Class Reading

Reception:

Pupils read through;

- Daily phonics for 20 mins, building up to 30 minutes as the children progress.
- Phonics intervention for some targeted pupils will take place daily.
- Guided reading sessions, in small groups, throughout the week, for up to 20 minutes.
- Children at the pre-reading stage take part in book talk sessions, in small groups or 1:1 with an adult.
- Access to books within all areas of continuous provision, that children read with their teachers and their peers.
- Weekly whole class shared read
- Daily access to Teach Your Monster to Read or Reading Eggs

Year 1:

Pupils read through;

- daily phonics for 30 mins.
- whole class reading lessons (Steps to Read) for 30 mins every day.
- Reading Eggs 15 mins daily.
- Phonics intervention for some targeted pupils will take place daily.

Year 2:

Pupils read through:

- Daily phonics for 30 mins.
- Whole class reading lessons (Steps to Read) for 30 minutes every day
- Reading eggs twice a week for 30 minutes
- Children reading independently to Teacher or TA at least once a week
- Reading and phonics intervention for targeted group each day

Year 3:

Pupils read through;

- whole class reading lessons (Steps to Read), for 30 mins every Wednesday, Thursday and Friday
- Reading Plus/Reading Eggs twice a week for 30 mins on Mondays and Tuesdays.
- Phonics intervention for two targeted groups takes place each day, morning and afternoon.
- Whole class read to each day by the teacher. Reading for pleasure.

Year 4:

Pupils read through;

- whole class reading lessons (Steps to Read), for 30 mins every day.
- Reading Plus once a week for 1 hour.
- Phonics intervention for some targeted pupils will take place daily for 30 mins.

Year 5:

- Whole class novel (2 x per week)
- Reading Plus (3x per week), Reading Eggs/Eggspress for those unable to access Reading Plus. Adults to support targeted children and listen to them read aloud
- Reading intervention for targeted pupils: Toe by Toe, Nessy, Guided Comprehension
- Children are read to at the end of each day by the class teacher

Year 6:

Pupils read through;

- whole class reading lessons (week 1, Reading Plus and week two, Steps to Read).
- Reading Plus once a week for 30 mins.
- completing a reading comprehension, once a week for 1 hour.
- Reading intervention for some targeted pupils will be once a week, for comprehension and daily using Toe by Toe.
- Whole class book reading will take place 4x a week for 20 mins.

SHARED & FOCUSED READING:

Whole-class reading skills are modelled, taught and developed through a whole class text, text in English or other subject and then consolidated through independent focused reading activities.

IMPLEMENTATION: CLOSING GAPS IN READING:

Both Formative and Summative assessment is used to identify children with gaps in their reading competencies.

1:1 reading will continue once a week.

In Year 3 and 4: Children who have gaps in their reading and phonics skills will take part in a reading intervention called Code which will build up their skills and knowledge and close any gaps.

Children in Key stage two with gaps in phonics and use Twinkl intervention resources to close any gaps, including ebooks to read at home.

IMPLEMENTATION: HOW WE TEACH GRAMMAR, PUNCTUATION AND SPELLING:

At St Columba's this includes grammatical awareness, sentence construction, punctuation and the higher skills of grammar. This is taught directly through quality texts, modelled examples and investigation. *Grammar skills are split into continuous (over the year) and specific skills (half termly) in each year group* and are taught alongside independent writing, children's examples and participative activities. Grammar work is taught through the main English session, through modelling by the teacher and in guided group work which all children have access to weekly and at other times where required. We also teach grammar, punctuation and spelling through discrete GPS lessons and the Immersion, Analysis and Proof Reading and Editing phases of the Reading to Writing process. GPS competencies are further embedded through focused homework activities.

Children's phonological awareness and spelling strategies are assessed and inform teaching. Dedicated time is allocated for teaching and investigating spelling, as well as grammar work linking to a related text in the main English session. Investigation lessons are taught used alongside the age-related spelling objectives. The school uses the Introduce/Review, Teach, Practise, Apply and Review teaching strategy weekly during the spelling session. Children are encouraged to practise their spellings as homework and are given tasks to support their learning in class. To support their spelling knowledge in class, the children also use different games to enhance their understanding. Children are given the opportunity to practice regularly. Word banks (given and created) along with dictionaries can be used to support children's spelling at the point of writing. This ensures they develop their ability to revisit and recall spellings.

Handwriting:

Handwriting and letter formation is explicitly taught throughout the school, using 'joinit' and 'Twinkl phonics' The correct way of forming letters with joining flicks is modelled by the teacher and patterns of letters are taught where appropriate in KS2. Children have a separate handwriting book and there are at regular sessions a week dedicated to demonstrating and practising handwriting. Children need to have adult interventions when handwriting to ensure incorrect formation is not practised. Good presentation is emphasised at all times and through all forms of writing.

In the Foundation Stage children are taught to write their name through tracing, copying and writing from memory. Support is given to those with poor pencil grip through triangular pencils and pencil grips. Left-handed writers should be sat on the left-hand side of the table.

From year 2 writing is on handwriting lines for writing lessons.

Independent reading in school and at home:

All children will have a home reading book.

In Reception:

In Year 1 and year 2: pupils who still need support with phonics and reading fluently will receive a book following the home reading and phonics scheme and a rainbow reading book (reading for pleasure).

In KS2: All children who need support, will have a home reading banded book and a Rainbow reading books, which are matched to age related expectations, to encourage them to read for pleasure.

Steps to Writing:

1. The Hook - pupils' engagement with the writing.
Using an artefact, a film, picture, a piece of music, dramatic convention, lego build, a scroll and some mood lighting - using anything that we can engage the pupils with.
2. Analysis of published text
 - a. Display this text and make sure annotations are clear.
3. Create a set of criteria for the area of focus (horror stories, dialogue, setting description)
4. Analysis of teacher text; pre-written using the criteria agreed by the pupils.
 - a. Have all the agreed criteria been met?
5. Guided/Modelled Writing
 - a. Use a screen or board - follow up with Guided Editing where appropriate
6. Paired Writing / Slow Writing (<https://www.literacyshedblog.com/blog/on-slow-writing>)
7. Planning Writing
8. Independent Writing (the assessment point)
9. Analysis of own text against criteria agreed, and the texts at steps 1, 3 and 4.
 - a. Revise the criteria suggested earlier and use peer and self-assessment for pupils to better identify which features have been used effectively etc.

Once the 9 steps have been completed, you may wish to return to step 5 for follow-up writing or editing.

Steps to Writing – Simplified:

1. The Hook - pupils' engagement with the writing.
2. Analysis of published text
3. Setting the Criteria for Success
4. Analysis of teacher text.
5. Guided Writing
6. Paired Writing / Slow Writing

7. Planning Writing (pupils may need a 'Gathering Content' session prior to this)
8. Independent Writing
9. Analysis of own text against criteria agreed

Reading Scheme:



St. Columba's Catholic Primary School

Guided Reading Book Bands

Year	Term	Number	Book band	Phonic/NC Phase
FS	Autumn	1	Pink	Phase 2
	Spring	2	Red	Phase 3
	Summer	3	Yellow	Phase 3/4
	Summer	4	Light Blue	Phase 4
Year 1	Autumn	5	Green	Phase 5
	Spring	6	Orange	Phase 5
	Spring	7	Turquoise	Phase 5
	Summer	8	Purple	Phase 5
	Summer	9	Gold	Phase 5 +
Year 2	Autumn	10	White	Year 2 NC
	Spring	11	Lime	Year 2 NC
	Summer	12	Brown	Year 3 NC
Year 3	Autumn/Spring	12	Brown	Year 3 NC
	Spring/Summer	13	Grey	Year 3/4 NC
Year 4	Autumn	13	Grey	Year 3/4 NC
	Spring	14	Dark Blue	Year 4 NC
	Summer	14	Dark Blue	Year 4 NC
Year 5	Autumn	14	Dark Blue	Year 5 NC
	Spring	14	Dark Blue	Year 5 NC
	Summer	15	Dark Red	Year 5 NC
Year 6	Autumn	15	Dark Red	Year 6 NC
	Spring	15	Dark Red	Year 6 NC
	Summer	15	Dark Red	Year 6 NC

Cross-curricular links

English is taught through a text based curriculum, this also includes links with other subjects, such as History, Geography, Science and RSHE through the choice of texts.

RSHE links

The whole school Personal, Social, Health and Economic Education and Citizenship Overview included texts for every year group to support their learning of all areas of RSHE. Some texts are used in English lessons as well as during RSHE lessons.

SMSC links

Spiritual development	Moral development	Social development	Cultural development
Respect themselves and others Reflect Understand and develop Empathy, Concern & Compassion Become expressive & creative Understand their own and others beliefs Think in terms of the whole Challenge all that would constrain the human spirit: poverty of aspiration, lack of self-confidence and belief, indifference, force, aggression, injustice, self-interest, sexism and racism Defend their aims, values, principles and beliefs Appreciate the intangible Understand feelings and emotions and their likely impact Respect insight as well as knowledge and reason	Distinguish right from wrong Act confidently and consistently in accordance with their own principles Respect others' needs, interests and feelings as well as their own Explore their own and others' views Commit to values in areas which are considered right by some and wrong by others Make responsible and reasoned judgements on moral dilemmas Think through consequences of their own and others' actions Understand and adopt a considerate style of life Understand the need to review and reassess their values, codes and principles in the light of experience	Work successfully as a member of a group or team Appreciate the right and responsibilities of individuals within the wider social setting Take advice offered by those in authority or counselling roles Participate in activities relevant to the community Resolve conflict Adjust to a range of social contexts by appropriate and sensitive behaviour Challenge, when necessary and in appropriate ways, the values of a group or wider community Understand how societies function and are organised in structures such as the family, the school and local and wider communities Share values and opinions with others and works towards consensus Reflect on their own contribution to society Relate well to other peoples' social skills and personal qualities Understand the notion of interdependence in an increasingly complex society	Appreciate of the diversity and interdependence of cultures Appreciate cultural diversity and accord dignity and respect to other people's values and beliefs, thereby challenging racism and valuing race equality Recognise and understand their own cultural assumptions and values Understand the influences which have shaped their own cultural heritage Understand the dynamic, evolutionary nature of cultures Develop a sense of personal enrichment through encounter with cultural media and tradition from a range of cultures Regard the rights of human achievement in all cultures and societies Be open to new ideas and a willingness to modify cultural values in the light of experience

Equality and diversity

All pupils irrespective of gender, race, religion or disability, are entitled to a broad and balanced English curriculum. We have high expectations of all our pupils' attainment of boys and girls, as well as the achievement of other groups (i.e. SEND, EAL, Pupil Premium, CLA) is carefully monitored. Children access the curriculum at the appropriate level, thus ensuring progression and differentiation. Suitable resources and learning environments will be made available to enable children to access the learning required. The RSHE programme provides each year group with texts to use to support their learning.

Health and safety

Health and Safety issues in English include the safe teaching of appropriate procedures when dealing with equipment e.g. interactive boards, laptop etc. The children are taught to be aware of their own and others' safety. Children also learn about e.g. what constitutes appropriate reading material. They are expected to display appropriate behaviour at all times.

Safeguarding

All media and texts are appropriately chosen in line with the Safeguarding Policy and all resources are age appropriate. If a disclosure is raised, as a consequence of themes in texts or media, it is dealt with in line with the Safeguarding Policy.

Feedback

Feedback is given in line with the Feedback and Marking in Practice Section of Assessment for Teaching and Learning Policy.

Assessment

See Assessment, Recording and Report Schedule – Assessment for Teaching and Learning Policy. Teachers use reading and writing skills progression sheets to support their judgements.

Displaying children's learning

Every classroom has an English display area which provides the opportunity for key vocabulary to be displayed, age related spellings (three tier spellings), current grammar/phonics/reading objectives, good examples of children's writing, writing progressions and comprehension skills.

Every classroom has a reading area where subject relevant books are displayed and a selection of books are available for children to choose for reading for pleasure.

There are library areas in both Key Stages containing fiction and non-fiction books as well as subject specific areas such as for Geography and History books.

Across the school every child has a writing progress board displayed with evidence of their writing progress over the academic year from base line to final assessment in Summer 2.

Teacher education

INSET/staff meeting time to develop staff linked to school improvement priorities, coaching and monitoring with opportunities for deliberate practice and trialling of strategies Instructional Coaching to develop an individual teacher in an area of focus through granular steps of development from "novice" to "expert"

All staff - half a term per year of instructional coaching

Our English Curriculum responds to the unique value of every child and supports the formation of the whole person. This ensures all of our children have equal access to a relevant and accessible curriculum and a range of pedagogy which support them to achieve their full potential with regards to their SPIRITUAL, MORAL, EMOTIONAL, INTELLECTUAL, SOCIAL, PHYSICAL AND CULTURAL development. Allowing all our children to make good progress and achieve to a high standard in phonics, reading and writing.