



ENGLISH SUBJECT GUIDANCE

RATIFYING COMMITTEE	Educational Standards & Achievements Committee
DATE RATIFIED	Summer 2022
NEXT REVIEW DATE	Summer 2024

Ravenbank English Subject Guidance

Intent

At Ravenbank, we promote excellence across the English curriculum and ensure that all children achieve their full potential. We strive to create avid readers which we believe creates the foundation upon which high quality writing is built. Improving children's skills in reading, writing and spoken language is key to learning across the curriculum and success in the wider world. We aim for Ravenbank's pupils to express their thoughts and feelings with fluency and articulation, enabling them to become independent and confident learners. This is achieved via a challenging English curriculum which fosters a love of literature through widespread reading for pleasure and equips children with a strong command of the spoken and written word. The curriculum celebrates diversity and ensures that children experience a broad and balanced English curriculum whilst eliminating discrimination and advancing equality of opportunity. High-quality texts and learning experiences are chosen to reflect these principles and challenge children to expand their knowledge and understanding.

Implementation

Statutory Requirements

Statutory requirements for the teaching and learning of English are laid out in the National Curriculum in England: Framework Document (2014) and the Statutory Framework for the Early Years Foundation Stage (2021).

Approaches to the teaching of Spoken Language at Ravenbank

There are four key strands to the spoken language curriculum: speaking, listening, discussion and drama. These strands are delivered across the Primary Curriculum as well as discretely during the daily English lessons.

This learning enables children to:

- become confident communicators who speak clearly and fluently, listen carefully to others and respect their thoughts and feelings.
- listen with concentration, identify a speaker's key points and respond appropriately.
- adapt their speech to a wide range of circumstances and demands.
- reflect on their own and others' contributions, exploring language choices and the reasons for this.

Adults support this by:

- modelling high quality spoken language skills to the children, demonstrating a high regard for the thoughts and feelings of others
- providing exciting and engaging language experiences within a range of formal and informal situations. These incorporate opportunities to work individually, with a partner or in a group situation
- delivering high quality drama activities during which children can explore real and imagined situations via role-play, hot-seating, drama and discussion
- providing opportunities to perform to a larger audience, in assemblies and productions, where children's efforts and skills are celebrated by staff, parents, carers, visitors and peers
- acknowledging pupils' cultural backgrounds and dialects, promoting diversity and equality via a broad and balanced approach to the curriculum

Approaches to the teaching of Reading and Phonics at Ravenbank

Our overarching intent is to foster a love of literature through widespread reading and to create a community of fluent, accurate readers with excellent comprehension. Reading is at the heart of our curriculum and quality texts are used to inspire children across many subject areas. We enable children to express themselves creatively and imaginatively, as they become enthusiastic and critical readers of stories, poetry and drama, as well as non-fiction and media texts. Pupils gain an understanding of how language works by looking at its patterns, structures and origins.

By the time our pupils leave Ravenbank, we aim for them to be competent readers, fluent readers with an excellent understanding of the texts they read. They can recommend books to their peers, seek out books from a range of different genres and engage in discussion about authorial choices or impact on the reader. It is our intention that pupils will be able to use and apply their reading skills in order to access learning in any subject as they progress to secondary school and beyond.

Ravenbank's approach to the teaching of reading will:

- foster a love of reading across the curriculum and encourage an appreciation of its value.
- develop fluent, reflective and independent readers through a structured focus on word, sentence and text level knowledge.
- be pitched at the correct level for each child, ensuring every child is sufficiently challenged whilst able to make clear progress.
- excite and stimulate children through active learning in which they enjoy achieving and progressing.
- use phonics, reading and writing skills together to connect and develop each of these aspects.
- encourage consistency of teaching and learning across the school in this area.
- accelerate children's literacy learning leading to improvements in attainment, both in relation to the Phonics Screening Check and throughout the school.

Early Reading

We promote high standards by equipping our pupils with a strong foundation in systematic synthetic phonics via the DfE validated Read Write Inc. programme, with a whole school approach to teaching early reading.

Read Write Inc. Phonics is an inclusive English programme which teaches children to read accurately and fluently and develop sound comprehension. They learn to form each letter, spell correctly, and compose their ideas step-by-step. Pupils learn the alphabetic code: first they learn one way to read the 40+ sounds and blend these sounds into words, then learn to read the same sounds with alternative graphemes.

All pupils in EYFS and Key Stage One have daily phonics lessons until they have completed the programme. They experience success from the very beginning. Lively phonic books are closely matched to their increasing knowledge of phonics and 'tricky' words and, as children re-read the stories, their fluency and comprehension increases. Along with a thought-provoking introduction, prompts for thinking out loud and discussion, children are helped to read with a storyteller's voice. Linked high quality story books are read to the children regularly which set the context for their learning and further develop their reading and comprehension skills. Children also enjoy frequent story time sessions with the class teacher across the week.

Spelling & Handwriting with Read Write Inc.

Children practise spelling words linked to their learning in class daily. They use 'Fred fingers' to count the sounds in a word, 'Fred Talk' to sound them out, then write them simultaneously as they say the sounds. Handwriting is taught daily as part of the Read Write Inc. session in line with the scheme. Children are taught to use correct posture and a static tripod grip.

Organisation of Read Write Inc.

Read Write Inc. is taught daily for 5 days per week and sessions last for up to 1 hour per day depending on the child's age and stage of development. It is taught by teachers and teaching assistants, all of whom are trained in the delivery of this scheme. Children are grouped according to their progress. Assessments take place on a half-termly basis in order to track progress and inform future planning.

Inclusion in relation to Read Write Inc.

Children develop at different paces and need differing levels of support to fulfil their potential. They are assessed on a half-termly basis and allocated to a teaching group based on their attainment and progress. Should a child progress faster than the rest of the group, further assessments are delivered and the child moved to the correct group. Where necessary, additional 'keep up not catch up' interventions are provided for children on a 1:1 or small group basis. Lessons and interventions are multi-sensory and are tailored to the individual needs of each child.

Children remain on the Read Write Inc. programme until they have a secure knowledge of synthetic phonics and have passed the Phonics Screening Check. Beyond Key Stage 1, this is delivered as an intervention in small groups with a fully trained member of staff. If children require further support in years 5 and 6, they progress to the 'Fresh Start' programme which follows on from Read Write Inc.

Reading Beyond Read Write Inc.

The majority of pupils complete the Read Write Inc. scheme by the end of Autumn Term in Year 2. At this point, they adopt the approach to teaching reading that is followed by the rest of the school.

Reading is taught in a variety of ways at Ravenbank, including shared reading, guided reading, whole-class reading of quality literature and listening to individual readers. It stretches across the curriculum using texts that have been carefully selected for their quality and purpose. Reading comprehension skills are developed through the children's experience of high quality discussions with the teacher, as well as from reading and discussing a range of stories, poems and non-fiction.

Teaching staff listen to each child read on a weekly basis during a structured guided reading session. Sessions may be more frequent depending on the child's individual needs and stages of development. Children who are working below age group expectations will have intervention with an adult. During guided reading sessions, a range of reading activities take place for the children not reading with an adult. These activities include: reading comprehensions; reading for pleasure; listening to audio-books; book club activities and activities that focus on the key reading comprehension skills. These skills include: inference, prediction, retrieval, vocabulary, summarising and commentating. They also encourage children to think like an author and scrutinise texts in this manner. See appendix 1 for possible reading activities.

The younger children enjoy daily story time sessions with the class teacher, sharing high quality picture books from significant authors. As the children gain in maturity, longer chapter books are read to the children on a half-termly basis. These books are chosen in order to challenge all children, often beyond the level at which the children read independently. Adults model reading with fluency, intonation and expression to the children and develop their comprehension with in

depth discussions and activities linking to the texts. When selecting texts, in addition to considering the quality of the text, care and attention is given to ensure that the Fundamental British Values and diversity are promoted. Classic literature and a broad range of genres are included in order to develop each child's cultural capital beyond that which is familiar.

Home Reading Books

All home reading books are closely matched to the child's reading ability. Children on the Read Write Inc. scheme have corresponding home reading books. Once the children have completed the requirements of the Read, Write Inc. scheme and secured their phonic knowledge, a variety of reading resources are used to support readers. Children have the opportunity to read differently structured scheme books as well as school library books at home. They progress to become 'free readers', when they are encouraged to select high quality texts as their home reading books. The timetable for the changing of reading and library books is outlined in [Ravenbank's Homework Policy](#).

Children are encouraged to read a variety of texts and share books with their parents and carers. We want them to develop an enjoyment and life-long love of books and reading. We hope that interaction with quality texts will help to inspire them as writers.

Learning Environment

Every classroom has their own reading area containing high quality, age appropriate literature, which celebrates diversity and inclusion. The class libraries include baskets labelled with the following genres: Fiction; Non-Fiction; Poetry; Theme basket (relating to learning in class); Recommended Reads and First News (Key Stage 2). Each class also has a basket of 50 recommended reads specific to their year group. Children are encouraged to read these texts during the year.

Each class has an English Working Wall display. These link to current learning and are informative and interactive. They promote learning by providing the children with resources to help them improve their writing. Resources include key vocabulary, grammatical concepts, punctuation and examples of children's work. Children's work is celebrated and evident in classroom and corridor displays. In EYFS and Key Stage 1 classrooms, Read Write Inc. speed sounds charts and sound cards are displayed which are relevant to the children's stage of learning. In Key Stage 2 classrooms an upper and lower case alphabet is displayed.

The school library is richly-resourced and inviting. Children are encouraged to change their library books on a weekly basis. Lunch and break time activities take place daily in the library for children of all age groups, organised by trained Year 6 Librarians.

Whole-School Initiatives

In order to promote the value of reading and foster a love of literature, the school also offers the following experiences annually:

- a school book fair
- the Ravenbank Big Book Reading Challenge
- whole-school visits from relevant authors, illustrators or poets
- performances from visiting acting groups such as the Manchester Actors

Writing

At Ravenbank we intend to promote a love of writing, and equip children with the skills they need to convey their thoughts and ideas expressively and coherently across a range of genres. We aim for

our pupils to be confident, independent writers who value their skills and consider writing to be an interesting and enjoyable process which they apply across the curriculum and beyond.

We deliver a bespoke writing curriculum based on the requirements of the National Curriculum and supported by a clear progression of knowledge and skills. Much of the curriculum is taught via engaging and inspiring texts which are used to motivate the children and to model high quality examples of writing. These texts are carefully chosen to challenge children academically and to expose them to a wide range of high quality texts that they may otherwise not experience. Children learn to orally retell various text types and this enables them to later apply those structures to their own writing.

Particular attention is paid throughout the school to the formal structures of writing, and the development of transcription and composition skills are promoted across the curriculum with a strong focus on grammar, punctuation, spelling and handwriting. A cumulative approach to learning ensures that pupils have access to high quality word and sentence level activities which hone in on specific skills. Short burst focused writing opportunities, modelled by the teacher, help pupils to work on specific aspects of a unit before the concepts are applied to an extended piece of writing. These opportunities provide a mix of guided and independent writing activities so that pupils can be supported in improving their work and also have the opportunity to write freely, exploring their thoughts and ideas. From the beginning of the children's learning journey, they are encouraged to edit their work, correct spellings and make improvements. As they progress through school, there is an increased focus on the drafting, editing and improving process. Feedback is provided from staff and peer to peer. Marking and feedback is provided swiftly and pupils have the opportunity to use this feedback to make improvements. This enables feedback to be used effectively and maximises the opportunity for skills development.

Ravenbank's writing curriculum ensures that learning is cumulative and coherent, with a focus on quality texts and the acquisition of key skills. This can be viewed in Appendix 3 at the end of this document.

Spelling

Spelling is an integral aspect of the writing process and accurately using spelling conventions helps to convey meaning and improve fluency in writing. At Ravenbank, spelling is taught regularly in focused sessions within each class. Our early writers learn to spell phonetically, using their knowledge of synthetic phonics to represent sounds using appropriate graphemes and segment them to spell words.

We aim to develop pupils' understanding of:

- phoneme-grapheme correspondence
- patterns in words
- the structure of words: compound words; prefixes; roots and origins
- specific words of interest associated with topic and curriculum areas
- spelling rules
- common exception words which do not follow the rules of spelling conventions
- strategies to assist in knowing and remembering spellings such as word banks, dictionaries and thesauruses

All children are encouraged to use a range of strategies to secure their weekly spelling lists into their long-term memories. This is supported in Key Stage 2 by weekly spelling tests. These are differentiated appropriately so that all children are able to successfully complete the requirements of the test. Staff ensure that pupils transfer their knowledge to their written work and this is evident both in teaching and feedback in books.

Handwriting

Children need to develop competence in both transcription and composition in order to become effective writers as writing down ideas fluently depends on effective transcription. This relationship defines the role of handwriting as a functional tool in the writing process.

Handwriting begins in the EYFS with the development of gross and fine motor skills leading to mark-making in preparation for writing. All pupils are encouraged to develop these skills via a wide range of writing tools and mediums. Children's pencil grip is monitored and a dynamic tripod grip is secured. The needs of left-handed children and those with physical difficulties are also taken into consideration and supported where necessary with appropriate resources and intervention.

Pupils are encouraged to develop fluent lines of correctly orientated letters from an early age and emergent writing is encouraged. Handwriting is taught discretely both as part of the Read Write Inc. Scheme and during discrete teaching sessions in class. During these sessions, letter formation, pencil grip and posture can be readily overseen. Children receive daily handwriting tuition as part of the Read Write Inc. scheme. Beyond this, sessions take place at least weekly until they have a secure casual cursive script. Staff ensure that the children apply their learning during handwriting sessions to their work across the curriculum and this is evident in the children's books.

Before moving on in Year 2 to joining letters in a casual cursive style, we ensure that children are able to print letters accurately, starting and ending in the correct place and of a consistent relative size. Lead in lines are not taught, as per government guidance. Pupils are taught simple exit strokes for letters that end on the line (a, d, h, i, k, l, m, n, t, u). Descenders are not be joined, nor are the letters x, b, s or z.

By the end of Key Stage 2, children write legibly and at speed, developing their own style of writing. Self-evaluation is encouraged using the 'S' factors: sitting, size, shape, spacing, slant, stringing (i.e. joining) and speed.

Assessment and Target Setting

Children are assessed formatively during lessons and learning experiences are tailored to meet their emerging needs. At the end of each term, a summative assessment is completed which is then used to plan for future learning. From the end of the Summer Term in Year 1 and beyond, the children are assessed termly in Reading. Years 2 and 6 use SAT papers in preparation for their SATs, all other year groups use NFER tests. This data is used alongside ongoing teacher judgements to plan reading activities that are closely matched to individual children's age and stage of development. Any child not on track to meet age related expectations receives intervention with a member of the teaching team.

In writing, children complete an independent assessed piece of writing each half term. See appendix 1 for further details. This information, along with the children's work day to day is used to assess their progress and identify targets for development. The children are made aware of these targets and supported to improve in these areas.

Teachers use their discretion to ensure that, on occasion, a **particular weakness** does not prevent an accurate judgement being made of a pupil's attainment overall. This can be implemented for children with a handwriting difficulty who are secure in all other aspects of writing.

The quality of writing in English and curriculum books is evaluated by the English subject leads via a schedule of learning walks, drop ins, pupil conferencing and work scrutinies. These inform future areas for improvement and the impact of new initiatives. The English subject leaders provide an annual action plan for the subject which addresses areas for development and improvement which is then shared with all staff.

Parents & Carers Partnership

Parents and carers play a key role in helping their child learn, especially with regards to reading. The enjoyment of shared reading with a family member can ignite a passion for reading that can last a lifetime. Parent helpers are actively encouraged to support children in school by listening to children read during the school day. Parent/carer communication is encouraged across the school via a reading record book which is updated daily by children who add the pages read and a star rating. This record is checked weekly by teaching staff who help the children to evaluate what they have read and choose new texts, encouraging them to read the expected amount and to read a suitable challenging text.

School supports and encourages home reading using a range of strategies. Parents are supported in helping their children to learn to read via a range of workshops and presentations. They are encouraged to maintain a dialogue with school staff via their child's reading record. As children get older, they complete their reading records independently and these are checked by parents at home. Initiatives such as the Ravenbank Big Book Challenge and visits from children's authors aim to encourage children to read for pleasure, which helps parents to encourage the children to read at home. Support is offered in the selection of high quality texts via the school website, where families can access reviews of age appropriate literature and recommended reading lists.

<https://www.ravenbankschool.co.uk/warrington/primary/ravenbank/site/pages/information/phonicsreading>

Learning Outside the Classroom

Opportunities for drama and writing activities beyond the classroom are promoted, and planned learning experiences aim to encourage children to develop their skills from the development of motor skills to writing for a purpose. Visits from popular children's authors and drama groups provide a range of opportunities for the children to experience an enriched curriculum.

Pupils use their English skills in a variety of settings outside of the classroom and beyond the school. For example: outdoor treasure hunts with clues to read and challenges to complete; reading and listening to stories in the nature area; acting out stories on the outdoor stage; reading signs and other sources of information for a purpose such as baking or reading instructions to complete a task; using experiences from the wider world to stimulate ideas for writing. Our youngest children develop their gross and fine motor skills in preparation for writing via a wide range of outdoor activities such as digging with sticks or threading daisy chains.

Impact of Ravenbank's English Curriculum

At Ravenbank, the impact of the English curriculum is evident far beyond daily English lessons. Pupils articulate their ideas effectively and enjoy showcasing their engagement through drama activities. The diverse curriculum and rich texts explored immerse children in high quality learning experiences which are reflected in the quality of their work. They write enthusiastically and adeptly across a range of genres, demonstrating a wide vocabulary and deep understanding of the English Language. They are proficient spellers and leave Ravenbank able to use and apply the spelling and grammar rules and conventions that they have been taught. They take pride in the presentation, content and impact of their work and are proud to share their writing with others.

Through discussion and feedback, pupils talk enthusiastically about reading and writing and understand the importance of English as a curriculum area. They can talk confidently about their favourite authors and can make reading recommendations to their peers. The school library is well-used and children enjoy spending time exploring texts and activities there during unstructured times. The school librarians support the younger children in these activities, sharing their love of reading across the school. The reading materials provided for the children encourage them to read for pleasure and foster a love of reading.

Pupils at Ravenbank are confident and able readers and writers, who demonstrate a love of literature and an enthusiasm for learning. This is evidenced by our excellent end of Key Stage and Phonics Screening Check results. This strong foundational knowledge ensures that children are well prepared for their secondary education and are able to access learning across the curriculum.

Appendix 1 Assessed Independent Writing – Support for Teachers

Please follow school and government guidance to ensure consistency throughout year groups when assessing independent writing:

- Assessed writing is produced independently by the pupil. See the guidance below for what constitutes independent writing.
- It can be edited by the pupil, without the support of the teacher, before it is marked and assessed.
- Children in **Upper Key Stage 2** write a first draft, which is edited and improved, before a final draft.
- Independent writing is assessed by the teacher using the appropriate checklist for the year group (national curriculum targets).
- Teacher's marking should use the symbols agreed in the school marking scheme.
- The writing is marked and assessed with feedback. This can be written feedback, using **green pen**, or verbal feedback.
- Targets should be set for children (national curriculum targets).
- Children can then make corrections/improvements in **purple pen** so that it is clear what has not been achieved independently.
- By the end of the academic year, all statements for 'working at the expected standard' should be evidenced to achieve this.
- However, teachers can use their discretion to ensure that, on occasion with good reason, a particular weakness does not prevent an accurate judgement being made of a pupil's attainment overall.

Below is the teacher assessment guidance from the Standards and Testing Agency:

Key Stage 1 (<https://www.gov.uk/government/publications/key-stage-1-teacher-assessment-guidance/key-stage-1-teacher-assessment-guidance#assessing-english-writing>)

Key Stage 2 (<https://www.gov.uk/government/publications/key-stage-2-teacher-assessment-guidance/key-stage-2-teacher-assessment-guidance#assessing-english-writing>)

Independent writing
<p>Pupils' writing, on which teachers base their judgements, must be produced independently by the pupil.</p> <p>Teachers should keep in mind that the national curriculum states writing can also be produced through discussion with the teacher and peers. A piece of independent writing may therefore provide evidence of a pupil demonstrating some 'pupil can' statements independently, but not others. For example, a pupil may produce an independent piece of writing that meets many of the statements relating to composition and the use of grammar but does not demonstrate independent spelling. This could be because the teacher has provided the pupil with domain-specific words or corrected their spelling.</p> <p>Teachers may use success criteria in lessons to help pupils understand what they have learnt and to help them judge whether a pupil has met the objectives for a piece of writing. Using success criteria does not mean that a pupil's writing is not independent. Teachers would simply need to avoid modelling or over scaffolding the expected outcome. Furthermore, using detailed success criteria as a teaching tool for one aspect of writing could still provide independent evidence of other 'pupil can' statements which have not been mentioned.</p>
<p>Writing is likely to be independent if it:</p> <ul style="list-style-type: none"> • emerges from a text, topic, visit or curriculum experience in which pupils have had opportunities to discuss and rehearse what is to be written about • enables pupils to use their own ideas and provides them with an element of choice – for example, writing from the perspective of a character they have chosen themselves • has been edited, if required, by the pupil without the support of the teacher, although this may be in response to self, peer or group evaluation • is produced by pupils who have, if required, sought out classroom resources, such as a dictionary or thesaurus, without being prompted to do so by the teacher
<p>Writing is not independent if it has been:</p> <ul style="list-style-type: none"> • modelled or heavily scaffolded • copied or paraphrased • edited because of direct intervention by a teacher or other adult – for example, when the pupil has been directed to change specific words for greater impact, where incorrect or omitted punctuation has been indicated, or when incorrectly spelt words have been identified by an adult for the pupil to correct • produced with the support of electronic aids that automatically provide correct spelling, synonyms, punctuation or predictive text • supported by detailed success criteria that specifically direct pupils what to include, or where to include it, in their writing – such as directing them to include specific vocabulary, grammatical features or punctuation

Appendix 2

Useful Websites and Documents

clpe.org.uk. (2020). *Choosing and Using Quality Children's Texts – What we Know Works*, [online] Available at <https://clpe.org.uk/library-and-resources/what-we-know-works-booklets/choosing-and-using-quality-childrens-texts-what-we>

Books for Topics – Top Books for Each Year Group, [online] Available at <https://www.booksfortopics.com/yeargroups>

CLPE (2020). *Core Book List*. [online] CLPE. Available at: <https://clpe.org.uk/corebooks/about>

clpe.org.uk (2019). *Reading for Pleasure – What we Know Works*. [online] Available at: <https://clpe.org.uk/library-and-resources/research/reading-pleasure-what-we-know-works>

Education Standards Research Team (2012). *Reading Evidence on Reading for Pleasure*. [online] DfE. Available at: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/284286/reading_for_pleasure.pdf

DfE (2014). *The National Curriculum in England Framework Document 2014*. [online] Available at: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/381344/Master_final_national_curriculum_28_Nov.pdf

DfE (2021) *Statutory Framework for the Early Years Foundation Stage 2021*. [online] Available at: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/974907/EYFS_framework_-_March_2021.pdf

English programmes of study: Key Stages 1 and 2 National Curriculum in England. (2013). [online] Available at: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/335186/PRIMARY_national_curriculum_-_English_220714.pdf

“Children’s Book Reviews, Recommendations and Free Opening Extracts | Lovereading4kids UK.” <https://www.lovereading4kids.co.uk/>

National Literacy Trust. (2019). *Research reports | National Literacy Trust*. [online] Available at: <https://literacytrust.org.uk/research-services/research-reports/>

National Literacy Trust. (n.d.). *Resources*. [online] Available at: <https://literacytrust.org.uk/resources/?phase=primary>

Oxford Owl Read Write Inc. Guide for Parents [online] <https://home.oxfordowl.co.uk/reading/reading-schemes-oxford-levels/read-write-inc-phonics-guide/>

Read Write Inc. Phonics – Learning to Read at Home https://www.ruthmiskin.com/en/find-out-more/parents/?mc_cid=71ef745098&mc_eid=8851bf28a2

Year 1 English Units					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Feelings and Emotions stories <u>Key Text:</u> 'The Colour Monster' Anna Llenas	Senses Poems <u>Key Text:</u> Firework Poetry	Information Texts <u>Key Text:</u> Non-fiction texts and sources – castles. Cross curricular work.	Repetitive Language <u>Key Text:</u> 'We're Going on a Bear Hunt' Michael Rosen	Fantasy stories <u>Key Text:</u> 'The Pirates Next Door' Johnny Duddle	Nature Poems <u>Key Text:</u> Wide selection of nature poems in a variety of formats.
Rhyming stories <u>Key Text:</u> 'Funny Bones' Allan Ahlberg This is the Bear in the Scary Night	Stories in a familiar setting <u>Key Text:</u> 'The Tiger Who Came to Tea' Judith Kerr	Humorous Poems <u>Key Text:</u> a range of examples (The Works Poetry book)	Stories from Different Cultures <u>Key Text:</u> Handa's Hen African traditional cultural stories. Making it rain on Kapiti Plain. We're going on a Lion Hunt.	Fantasy stories <u>Key Text:</u> 'The Night Pirates' Peter Harris	
Recounts <u>Key text:</u> N/A	Letter Writing <u>Key Text:</u> 'Dear Father Christmas' Alan Durant	Traditional Tales <u>Key Text:</u> Traditional tales linked to castles – Jack and the Beanstalk.		Fantasy stories <u>Key Text:</u> 'Class Three All At Sea' Julia Jarman	Hopes and Dreams Transition activities. <u>Key Text:</u> Assorted books linking to managing change.
Assessment – retell Naughty Bus story with a tweak.	Assessment – Letter to Santa	Assessment – retell Jack and the Beanstalk	Assessment – retell We're going on a Lion Hunt	Assessment – retell (with a tweak / Class One All at Sea)	Assessment – recount walk to Spud Wood
Other class texts: 'Ruby's Worry' Tom Percival & other books about feelings My Two Grandads / My Two Grandmas – Floella Benjamin	Other class texts: Christmas stories	Other class texts: Traditional tales with focus on castles	Other class texts: Michael Rosen books e.g. Chocolate Cake	Other class texts: Pirate stories. Johnny Duddle texts.	Other class texts: Alice in Wonderland (History link).
SVPG - phoneme linked spellings and Common Exception Words taught in RWI groups throughout year Basic sentence structure. Capital letters, finger spaces, full stops. Accurate letter formation & pencil grip. Simple sentence construction.	SVPG focus: Adjectives Question marks Accurate letter formation. Plural nouns (adding –s, -es) Adding –ing, -ed, -er to verbs where no change is needed.	SVPG focus: Capital letters for proper nouns. Command sentences (!).	SVPG focus: Joining clauses. Sequencing sentences to create short narratives. Adding –er and –est to adjectives where no change is needed to the root word. Days of the week.	SVPG focus: Sequencing sentences to create short narratives. Adding the prefix –un without any change to the root word.	SVPG focus: Compound words. Read words with contractions. Adding s and es to words.

SVPG Continuous Provision:

See statutory requirements

Year 1 Writing – transcription

Spelling

spell:

- words containing each of the 40+ phonemes already taught
- common exception words
- the days of the week

name the letters of the alphabet:

- naming the letters of the alphabet in order
- 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
- using the prefix un–
- using –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest]

apply simple 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 and common exception words taught so far

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
- form capital letters
- form digits 0-9
- understand which letters belong to which handwriting ‘families’ (ie letters that are formed in similar ways) and to practise these

Writing – composition

write sentences by:

- saying out loud what they are going to write about
- composing a sentence orally before writing it
- sequencing sentences to form short narratives
- re-reading what they have written to check that it makes sense

discuss what they have written with the teacher or other pupils

read their writing aloud, clearly enough to be heard by their peers and the teacher

Writing - vocabulary, grammar and punctuation

develop understanding of the concepts set out in [English appendix 2](#) by:

- leaving spaces between words
- joining words and joining clauses using ‘and’
- beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark
- using a capital letter for names of people, places, the days of the week, and the personal pronoun ‘I’
- learning the grammar for year 1 in [English appendix 2](#)

use the grammatical terminology in English [English appendix 2](#) in discussing their writing

Year 2 English Units					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Retell <u>Key Text:</u> 'The Lighthouse Keeper's Lunch' Ronda and David Armitage	Retell <u>Key Text:</u> 'The Boy Who Was Always Late' John Burningham	Traditional Stories (including from other cultures and alternative 'twist' versions) <u>Key Text:</u> Puss-in-Boots, Jamil's Clever Cat, Hansel and Gretel	Explanation Texts <u>Key Text:</u> 'Tadpole's Promise' Jeanne Willis and Tony Ross	Fantasy Stories <u>Key Text:</u> 'Ocean Meets Sky' Eric Fan and Fan Terry	Significant Authors <u>Key Text:</u> 'The BFG' Roald Dahl
Poetry (descriptive poems and patterns) <u>Key Text:</u> A range of examples on the theme of Autumn	Letter writing <u>Key Text:</u> 'Dear Teacher' Amy Husband John PGeoatrick Norman McHennessy	Riddles <u>Key Text:</u> Example texts	Non-chronological reports <u>Key Text:</u> 'Wolves' Emily Gravett (and other non-fiction books about wolves)	Narrative Poetry <u>Key Text:</u> 'The Owl and the Pussycat' Edward Lear & Charlotte Voake 'The Further Adventures of the Owl and the Pussycat' by Julia Donaldson & Charlotte Voake	
Retell <u>Key Text:</u> 'Owl Babies' Martin Waddell					
Assessment – story writing (Owl Babies)	Assessment – recount letter (The Great Fire of London)	Assessment – instructions (link to science and DT learning – making a healthy snack/planting a bulb.)	Assessment – explanation text (butterfly life cycle)	Assessment – fantasy story writing	Assessment – narrative in the style of the author
<u>Other class texts:</u>	<u>Other class texts:</u> 'The Great Fire of London' Emma Adams	<u>Other class texts:</u> 'The Magic Paintbrush' Julia Donaldson Chinese new Year // Tom Thumb // 'Little Inchkin' Fiona French (a Japanese version of Tom Thumb)	<u>Other class texts:</u>	<u>Other class texts:</u> 'George's Marvellous Medicine' Roald Dahl (in preparation for Summer 2)	<u>Other class texts:</u>
<u>Spellings:</u> Revisit Year 1 spelling assessments. Recap over Year 1 graphemes. Revisit Year 1 CEW and HF words	<u>Spellings:</u> oi/oy ou/ow ir/er/ur air, are, ear eer, ere, ear, ier, ir, er, ur, ear, or ou, ow wh, ph au, aw, au, al	<u>Spellings:</u> j/dge ge g as a j c as a s silent letters (wr, gn) le at the end of words el, il, al at the end of words	<u>Spellings:</u> recap el, il, al igh – y at the end of words. Singular to plural nouns (drop y-ies) Y + ing Dropping e and adding ing E to ed Comparative and superlative words (er/est) Irregular past tense verbs (y to i ed, er, est) Adding ing, ed, est to words Suffixes (ment, less, full, less, ly)	<u>Spellings:</u> Irregular past tense verbs Verbs ending in y 'ed' endings Compound words Suffixes (ment, less, full, less, ly) revision Comparative and superlative revision	<u>Spellings:</u> singular and plurals s/es y/eys/ies prefixes (un, dis) multisyllabic words shortened forms - contractions
<u>SVPG focus:</u> Capital letters, full stops	<u>SVPG focus:</u> Capital letters, full stops, statements past tense noun phrases coordination	<u>SVPG focus:</u> Commands, Questions, exclamations Apostrophes for possession	<u>SVPG focus:</u> Apostrophes for possession and contractions Present tense adverbs	<u>SVPG focus:</u> Past and present tense Compound words Commas in a list Capital letters Questions, exclamations	<u>SVPG focus:</u> Revision – see continuous provision
<u>SVPG continuous provision</u> <ul style="list-style-type: none"> • Capital letters, full stops, • Sentence types • Questions, (question marks) exclamations, (exclamation marks) • Noun phrases • Coordination/subordination 					

Year 2 Writing – transcription

Spelling

segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly

- learning new ways of spelling phonemes for which 1 or more spellings are already known, and learn some words with each spelling, including a few common homophones
- learning to spell common exception words
- learning to spell more words with contracted forms
- learning the possessive apostrophe (singular) [for example, the girl's book]
- distinguishing between homophones and near-homophones
- add suffixes to spell longer words including –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

Handwriting

- form lower-case letters of the correct size relative to one another
- start using some of the diagonal and horizontal strokes needed to join letters and 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

Writing – composition

develop positive attitudes towards and stamina for writing by:

- writing narratives about personal experiences and those of others (real and fictional)
- writing about real events
- writing poetry
- writing for different purposes

consider what they are going to write before beginning by:

- planning or saying out loud what they are going to write about
- writing down ideas and/or key words, including new vocabulary
- encapsulating what they want to say, sentence by sentence

make simple additions, revisions and corrections to their own writing by:

- evaluating their writing with the teacher and other pupils
- rereading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form
- proofreading to check for errors in spelling, grammar and punctuation (for example, ends of sentences punctuated correctly)

read aloud what they have written with appropriate intonation to make the meaning clear

Writing - vocabulary, grammar and punctuation

- develop understanding of the concepts set out in [English appendix 2](#) by:
- learning how to use both familiar and new punctuation correctly - see [English appendix 2](#), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)
- learn how to use:
- sentences with different forms: statement, question, exclamation, command
- expanded noun phrases to describe and specify [for example, the blue butterfly]
- the present and past tenses correctly and consistently, including the progressive form
- subordination (using when, if, that, or because) and co-ordination (using or, and, or but)
- the grammar for year 2 in [English appendix 2](#)
- some features of written Standard English

use and understand the grammatical terminology in [English appendix 2](#) in discussing their writing

Year 3 English Units					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Traditional Tales (Africa) <u>Key Text:</u> Anansi Tales	Instructions <u>Key Text:</u> 'How to Wash a Woolly Mammoth' by Michelle Robinson	Play Scripts <u>Key Text:</u> Traditional tales and script for assembly performance	Poetry (language play) <u>Key Text:</u> 'Foodscape' images	Descriptive Story Writing <u>Key Text:</u> 'Lost Happy Endings' Carol Ann Duffy	Letter Writing (formal) <u>Key Text:</u> Example formal letters
Descriptive Stories / Story Features <u>Key Text:</u> 'Stone Age Boy' by Satoshi Kitamura	Newspaper Reports <u>Key Text:</u> Non-fiction texts about Stonehenge	Adventure Story <u>Key Text:</u> 'There's a Pharaoh in my Bath' by Jeremy Strong	Non-chronological reports <u>Key Text:</u> The Travel Book (Lonely planet Kids) and websites	Comic Strips <u>Key Text (video):</u> Pigeon Impossible (Literacy Shed)	Persuasive letter writing <u>Key Text:</u> 'The Day the Crayons Quit' Drew Daywalt
Information Text <u>Key Text:</u> non-fiction texts about prehistoric animals	Performance Poetry <u>Key Text:</u> Poems by Michael Rosen, Valerie Bloom and Brian Moses			Imagery Poetry <u>Key Text:</u> 'The Magic Box' Kit Wright	
Assessment – diary writing (Stone Age Boy)	Assessment – instructions	Assessment – play script	Assessment – non-chronological report	Assessment – story opening	Assessment – persuasive letter
<u>Other class texts:</u> 'Stig of the Dump' Clive King	<u>Other class texts:</u> 'Stig of the Dump' Clive King	<u>Other class texts:</u>	<u>Other class texts:</u>	<u>Other class texts:</u>	<u>Other class texts:</u>
<u>Spellings:</u> All words on the Year 3/4 statutory word list are learnt across the year Recap on Y2 spelling patterns -ly silent letters suffixes -ed -ing y - ies plural comparative and superlative adjectives homophones	<u>Spellings:</u> doubling letters words with ou and y prefixes dis- in- mis- prefixes il- in- im- prefix sub- prefix re-	<u>Spellings:</u> prefixes in- inter- prefix anti- prefixes super- auto- suffix -tion -ly -ally	<u>Spellings:</u> Words ending: -sure -ssure -ture -sion -ous	<u>Spellings:</u> Words ending: -tion -ssion -cian words with /k/ sound spelt ch	<u>Spellings:</u> soft ch sound -gue -que words with sc words with -ey and -ei homophones
<u>SVPG focus:</u> Revision of word classes: Nouns Adjectives, verbs, adverbs Expanded noun phrases	<u>SVPG focus:</u> Direct speech rules and application Punctuation and types of sentences (statements/questions/ commands and exclamations) prepositions determiners (definite (the) and indefinite (a and an) articles)	<u>SVPG focus:</u> use of colon (:) in playscripts. Clauses - main and subordinate conjunctions FANBOYS ISAWAWABUB simple sentences Compound sentences complex sentences Fronted adverbials and use of commas	<u>SVPG focus:</u> Pronouns for cohesion and avoid repetition possessive apostrophe and apostrophe for contractions	<u>SVPG focus:</u> Verb tenses to include the Present perfect possessive apostrophe and apostrophe for contractions	<u>SVPG focus:</u> Fronted adverbials Word classes and using varied punctuation to create interest for the reader.
SVPG Continuous Provision See statutory requirements					

Year 4 English Units					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Spooky Stories/alternative endings <u>Key Text:</u> 'Wolves In The Walls' Neil Gaiman	Newspapers <u>Key Text (video):</u> Broken: Rock, Paper, Scissors (Literacy Shed)	Adventure Stories (features) <u>Key Text:</u> 'The Firework Maker's Daughter' Philip Pullman	Classic Fiction / Play Scripts <u>Key Text:</u> 'The Iron Man' Ted Hughes	Historical Fiction (story openers and cliff hangers) <u>Key Text:</u> 'Johnny's Blitz' Richard Brown	Diary Writing <u>Key Text:</u> Extracts from Anne Frank's Diary
Recount <u>Key Text:</u> Example recounts	Letters (formal and informal) <u>Key Text:</u> 'Bill's New Frock' Anne Fine	Adventure Stories (character study, letters and diary writing) <u>Key Text:</u> 'The Firework Maker's Daughter' Philip Pullman		Persuasive Writing (WW2 propaganda, modern adverts) <u>Key Text:</u> A range of adverts and texts	Imagery Poetry <u>Key Text:</u> 'City Jungle' Pie Corbett 'The Door' Miroslav Holub
Autobiography <u>Key Text:</u> 'Coming to England' Floella Benjamin	Poetry – structure and form (Kennings and Cinquains) <u>Key Text:</u> A range of poems	Adventure Stories (story writing) <u>Key Text:</u> 'The Firework Maker's Daughter' Philip Pullman	Non-chronological reports <u>Key Text:</u> Examples of a range of Non-Chronological Reports	Explanation Texts (the water cycle) <u>Key Text:</u> Example texts	
Assessment – recount (Chester visit – Romans)	Assessment – letter (Boudica)	Assessment – adventure story writing	Assessment – non-chronological report (India)	Assessment – explanation text (How a Dog Works)	Assessment – diary writing (evacuee)
Other class texts: 'The Boy at the Back of the Class' Onjali Q Rauf	Other class texts: 'The Boy at the Back of the Class' Onjali Q Rauf	Other class texts:	Other class texts:	Other class texts:	Other class texts:
Spellings: -Words with aw/spelt augh -Prefix 'in' -Prefix 'im' -Prefix 'il' -Homophones -Words with 'shun' endings spelt with 'sion' -Review	Spellings: -Words with a 'shun' sound spelt 'sion' -Words with a 'shun' sound spelt 'ssion' -Words with a 'shun' sound spelt 'tion' -Words with a 'shun' sound spelt 'cian' -Words with 'ough' sound -Statutory spellings/Challenge words/Review	Spellings: -Homophones -Suffix 'ation' -Prefix 'sub' -Plural possession apostrophes -Review	Spellings: -Words with the 's' sound spelt 'sc' -Words with a soft 'c' -Word families based on common words -Challenge words/Review	Spellings: -Prefix 'inter' -Prefix 'anti' -Prefix 'auto' -Prefix 'ex' -Prefix 'non' -Words ending in 'ar' 'er' -Review	Spellings: -Suffix 'ous' -Adverbials of frequency, possibility and manner -Review
SVPG focus: See statutory requirements -Contractions -Conjunctions -Expanded noun phrases -Similes/Metaphors -Inverted commas	SVPG focus: See statutory requirements -Quotes -Pronouns -Conjunctions -Fronted adverbials -Onomatopoeia	SVPG focus: See statutory requirements -Fronted adverbials -Direct speech -Plural/possessive apostrophes -Similes/Metaphors/ Personification	SVPG focus: See statutory requirements	SVPG focus: See statutory requirements	SVPG focus: See statutory requirements
SVPG Continuous Provision: See statutory requirements					

Year 3 and 4 Writing – transcription

Spelling

- use further prefixes and suffixes and understand how to add them - see [English appendix 1](#)
- spell further homophones
- spell words that are often misspelt - see [English appendix 1](#)
- place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]
- use the first 2 or 3 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

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 their handwriting, [for example, by ensuring that the downstrokes of letters are parallel and equidistant, and that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]

Writing - composition

Planning:

- discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
- discussing and recording ideas

Drafting and writing:

- composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures [English appendix 2](#)
- organising paragraphs around a theme
- in narratives, creating settings, characters and plot
- in non-narrative material, using simple organisational devices [for example, headings and sub-headings]

Evaluating and editing:

- assessing the effectiveness of their own and others' writing and suggesting improvements
- proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
- proofread for spelling and punctuation errors
- read their 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

Writing - vocabulary, grammar and punctuation

develop understanding of the concepts set out in [English appendix 2](#) by:

- extending the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although
- using the present perfect form of verbs in contrast to the past tense
- choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
- using conjunctions, adverbs and prepositions to express time and cause
- using fronted adverbials
- learning the grammar for years 3 and 4 [English appendix 2]

indicate grammatical and other features by:

- using commas after fronted adverbials
- indicating possession by using the possessive apostrophe with plural nouns

using and punctuating direct speech, use and understand the grammatical terminology in [English appendix 2](#) accurately and appropriately when discussing their writing and reading

Year 5 English Units					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Historical Narrative / Legend / Epic <u>Key text:</u> 'Beowulf' (including a version by Michael Morpurgo)	Stories Which Raise Issues (Dilemmas) <u>Key text:</u> 'There's a Boy in a Girls' Bathroom' Louis Sachar	Memoir Writing <u>Key text:</u> Diverse text/links to Science topic Hidden Figures by Margot Lee Shetterly	Older Literature <u>Key text:</u> 'Midsummer Night's Dream' and 'Macbeth' William Shakespeare	Formal Reports <u>Key text:</u> 'Tuesday' David Weisner	Debate / Persuasive Writing <u>Key text:</u> NA
Urban Poetry - imagery <u>Key text:</u> 'Overheard in a Tower Block' Joseph Coelho	Non-chronological Reports <u>Key Text:</u> A range of non-chronological reports	Narrative / Significant Authors <u>Key Text:</u> 'Kensuke's Kingdom' Michael Morpurgo	Instructions <u>Key Text:</u> A range of instructions	Classic Narrative Poetry <u>Key Text:</u> 'The Highwayman' Alfred Noyes	Retelling a Mayan Myth <u>Key text:</u> The Rain Player by David Wisniewski
Assessment – narrative linked to Beowulf	Assessment – non-chronological report about Christmas around the world	Assessment – diary writing (Kensuke's Kingdom)	Assessment – instructions linked to geography topic - How to have a good time at Robinwood.	Assessment – newspaper report	Assessment – balanced argument linked to animals in captivity
Other class texts: 'Journey to Jo'burg' Beverley Naidoo	Other class texts: 'I Was There - Viking Invasion' Stuart Hill 'The Water Horse' Dick King-Smith	Other class texts: What does it feel like by Michael Morpurgo? A range of poetry and non-fiction texts	Other class texts: Varjak Paw	Other class texts: A range of poetry and non-fiction texts	Other class texts: Centuries of Stories
Spellings: Use further suffixes and understand the guidance for adding them: -ious -cial -ant, -ance and -ation -ent 1 -ture -able -sure	Spellings: Use further prefixes and understand the guidance for adding them: mis- sub- and inter- ir- in- ch words with k sound ch words with s sound	Spellings: Use further suffixes and understand the guidance for adding them: -ible, -ibly -ance -ation double r when adding suffix -ough -sion -ation 2	Spellings: Key Words 1-7 Key words catch up of missed lists in Summer term	Spellings: To spell some words with silent letters: c and b d and h k and n w homophones	Spellings: Use common spelling patterns and recognise anomalies: i before e except after c hyphenated words changing e to sion
<u>SVPG focus:</u> using expanded noun phrases to convey complicated information concisely	<u>SVPG focus:</u> using brackets, dashes or commas to indicate parenthesis using commas to clarify meaning or avoid ambiguity in writing punctuating bullet points consistently using modal verbs or adverbs to indicate degrees of possibility recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms	<u>SVPG focus:</u> using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun	<u>SVPG focus:</u> using a colon to introduce a list using hyphens to avoid ambiguity	<u>SVPG focus:</u> using semicolons, colons or dashes to mark boundaries between independent clauses using passive verbs to affect the presentation of information in a sentence	<u>SVPG focus:</u>
SVPG Continuous Provision: using the perfect form of verbs to mark relationships of time and cause learning the grammar for years 5 and 6 in English appendix 2					

Indicate grammatical and other features:
Use and understand the grammatical terminology in English appendix 2 accurately and appropriately in discussing their writing and reading

Year 6 English Units

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Short Stories <u>Key Text:</u> 'Short' by Kevin Crossley Holland	Poetry (Imagery) <u>Key Text:</u> A range of poems demonstrating figurative language	Classic Narrative Poetry <u>Key Text:</u> 'The Spider and the Fly' Mary Howitt	Extended Descriptive Writing <u>Key Text:</u> 'The Tin Forest' Helen Ward	Stories with Flashback <u>Key Text (video):</u> 'Bilbo' and 'The Piano' animations (Literacy Shed) 'Holes' Louis Sachar	Historical Stories <u>Key Text:</u> 'Street Child' Berlie Doherty
Detective Stories <u>Key Text:</u> A range of extracts/stories inc. Sherlock Holmes (Arthur Conan Doyle), M. I. High (video)		Instructions <u>Key Text:</u> A range of examples 'The Spider and the Fly' Mary Howitt	Debate and Persuasive Writing (including letters) (recycling and graffiti) <u>Key Text:</u> Example texts		
Fantasy Stories / Significant Authors <u>Key Text:</u> 'Clockwork' Philip Pullman	Older Literature <u>Key Text:</u> 'Jungle Book' and 'Just So Stories' Rudyard Kipling	Newspapers <u>Key Text:</u> First News, a range of examples 'The Spider and the Fly' Mary Howitt		Biographies and autobiographies (Dr Barnardo) <u>Key Text:</u> Example texts 'Street Child' Berlie Doherty	Playscripts <u>Key Text:</u> Chosen play script for Year 6 performance
Assessment – diary writing (Clockwork)	Assessment – poetry (moon poems)	Assessment – instructions and newspapers	Assessment – extended descriptive writing and persuasive letter writing	Assessment – story writing (science lab)	Assessment – NA
Other class texts:	Other class texts:	Other class texts: 'Oranges in No Man's Land' by Elizabeth Laird	Other class texts: 'Oranges in No Man's Land' by Elizabeth Laird or 'Holes' Louis Sachar	Other class texts:	Other class texts:
Spellings: Root words Plurals Double consonants 'Ay' sounds 'Ough' words 'F' sounds Year 5/6 word list	Spellings: Prefixes (un, de) Prefixes (im, in, il, ir) Prefixes (auto, trans, bi, tri, semi) Prefixes (aero, micro, super, sub, inter) Prefixes (tele, mis, anti, photo, circum) Hyphenating prefixes Suffixes/word endings (cial, tial) Year 5/6 word list	Spellings: Suffixes/word endings (ent, ant) Suffixes/word endings (ance, anc, ence, ency) Suffixes/word endings (ous) Suffixes/word endings (cious, tious) Word endings (able, ably, ible, ibly) Word endings (al, el, le, Word endings (sure, ture) Year 5/6 word list	Spellings: Word endings (tion, sion, cian) Word endings (en, on) Word endings (er, ar, or) Word endings (ery, ary, ory) Suffixes (ly, ful, ness) Suffixes (ing, ed) Suffixes (ment, ship, hood) Soft/hard 'c' Words with 'que' and 'gue' Noun – ce / verb – se Year 5/6 word list	Spellings: Suffixes (fer) 'Ei' and 'ie' words 'Silent' letters Homophones / other words that are confused x 2 The 'sh' sound The 'i' sound Year 5/6 word list	Spellings: 'U', 'ou' words Comparatives and superlatives Unstressed letters Tricky words Year 5/6 word list
SVPG focus: nouns, singular nouns, plural nouns, types of nouns capital letters, full stops, exclamation marks, question marks pronouns and determiners verbs (including modal verbs) adjectives sentences adverbs using expanded noun phrases to convey complicated information concisely	SVPG focus: mixed practice (types of words) mixed practice (basic punctuation) phrases apostrophes clauses relative clauses using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun using commas to clarify meaning or avoid ambiguity in writing	SVPG focus: subordinating and coordinating conjunctions colons semi-colons inverted commas standard / non-standard English informal / informal 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	SVPG focus: hyphens (intro in Autumn 2 spellings) prepositions commas x 2 (revision Autumn 2) subject and object / active and passive voice synonyms and antonyms different verb forms / tenses (including simple, progressive and perfect form) recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms (intro Spring 1) using modal verbs or adverbs to indicate degrees of possibility using hyphens to avoid ambiguity (intro Autumn 2 spellings)	SVPG focus: brackets / dashes for extra information (revision from Spring 1) tenses (revision from Spring 1) different verb forms / tenses perfect and progressive tenses (revision from Spring Term) prefixes (revision from spelling lessons) suffixes (revision from spelling lessons)	SVPG focus: Mixed practice: clauses, phrases, sentences conjunctions and prepositions sentences and sentence structures writing style making/choosing words apostrophes, inverted commas commas brackets, dashes, hyphens colons and semi-colons

				using passive verbs to affect the presentation of information in a sentence (intro Spring 2)	
--	--	--	--	----------------------------------------------------------------------------------------------	--

SVPG Continuous Provision: See statutory requirements

Year 5 and 6 Writing – transcription

Spelling

- use further prefixes and suffixes and understand the guidance for adding them
- spell some words with ‘silent’ letters [for example, knight, psalm, solemn]
- continue to distinguish between homophones and other words which are often confused
- use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in [English appendix 1](#)
- use dictionaries to check the spelling and meaning of words
- use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary
- use a thesaurus

Handwriting and Presentation

- write legibly, fluently and with increasing speed by:
- choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters
- choosing the writing implement that is best suited for a task

Writing - composition

Planning writing:

- identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
- noting and developing initial ideas, drawing on reading and research where necessary
- in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed

Drafting writing:

- selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
- in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action
- précising longer passages
- using a wide range of devices to build cohesion within and across paragraphs
- using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]

Evaluating and editing:

- assessing the effectiveness of their own and others’ writing
- proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
- ensuring the consistent and correct use of tense throughout a piece of writing
- ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register

Proofread for spelling and punctuation errors

Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear