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This guide is to support the teaching of English at Camelford Primary School.



National Curriculum Expectation which we strive to achieve:

The overarching aim for teaching English is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment. By following the national curriculum, we aim to ensure that all pupils:

- ☐ read easily, fluently and with good understanding
- ☐ develop the habit of reading widely and often, for both pleasure and information
- ☐ acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- ☐ appreciate our rich and varied literary heritage
- ☐ write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- ☐ use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- ☐ are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

At Camelford, our English lessons are driven by our thematic approach to the curriculum. English is taught as part of the thematic approach and incorporates History, Geography, Science, RE, DT, including educational trips, visiting authors and storytellers and themed book nights. Quality English teaching allows children to discuss and articulate their understanding of what is being taught, promotes the identification and correction of misconceptions and allows teachers to provide clear feedback to children, in order for them to understand their successes and next steps. Teachers have the autonomy to adapt their teaching as required to cater for the individual needs of the children in their class.

In EYFS and KS1, although we use RWI as the basis for our English sessions, we also dedicate a daily English lesson which is linked to our topic. This inspires the children, especially with their writing, but is also an opportunity for the basic skills learned in RWI, to be applied in a thematic way.

Reading

When pupils begin their learning journey at Camelford they learn to read by following the **Read, Write, Inc** programme. This begins in Nursery once we are confident children have developed a range of integral listening skills (we use 'Letters and Sounds' to achieve this). In Nursery, the children have very short RWI sessions, where they begin to learn the first set of letter sounds. The sessions are tailored to the children who are ready for this step. Once entering the reception year, our RWI sessions become more formal. Children are taught in small groups arranged by 'stage not age'. The duration of these sessions become longer each half term. Each half term the children are also assessed so that we are confident they are in the correct group to meet their needs and have success. During RWI, children first learn to read the 40+ sounds, blend these sounds into words, and then read the same sounds with alternative graphemes. We rigorously follow the RWI programme with 4 sessions a week in KS1 and 5 sessions a week in Reception. This ensures the building blocks to reading are fully embedded. Pupils 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 increases. Once pupils successfully complete RWI (know all 44 phonemes and the corresponding graphemes and can read at a fluent pace) they embark on our **Accelerated Reader** programme which regularly assesses the children to ensure they are regularly reading books suited to their level. In KS1, we also have a weekly guided reading session which focuses on comprehension and understanding. We use the 'Totally Pawsome Gang' to ensure our teaching and learning is focused on specific skills. The 'Totally Pawsome Gang' is also used throughout our daily story time and links are made throughout the curriculum.



Reading is at the heart of everything we do at Camelford. To develop a wealth of experience and a love for reading, we have agreed a list of must read books called 'Camelford Page Turners'. Each team have carefully selected a range of modern and classic literature to be read to classes to ensure all children, no matter their reading ability, have access to a diet of rich texts that deal with age appropriate themes. Each week children also have access to and use a range of non-fiction books as part of their topic. Whole class guided reading is embedded into the timetable and is a time when children are taught the skills of reading, ie vocabulary, inference, prediction, explanation, retrieval, sequencing and summarisation.

Whilst at Camelford, pupils will be read to by daily. Books will be enjoyed and experience together. Please refer to our book spine for a list of our agreed books which we believe will motivate and engage our children.

Reading Vipers

Vocabulary
Infer
Predict
Explain
Retrieve
Sequence or Summarise



Novel studies

At Camelford, we read whole class high quality novels, some of which are linked to our topics and some that aren't. This was to ensure that we had a wide range of fiction and non fiction books, including picture books.

In EYFS and KS1, we have key stories and texts which link directly to our topic and engage the children in their learning.

In KS1, the 'Totally Pawsome Gang' is used as a stepping stone to 'Reading Vipers' used in KS2.

When teaching reading in KS2, we ensure we complete the 'Reading Vipers' acronym weekly - Vocabulary, Inference, Prediction, Explanation, Retrieval, Sequencing and Summarisation

Allocated time for reading:

Weekly, a minimum of 2 hours 15 minutes is assigned and dedicated reading time, this consists of 4 thirty minute sessions, plus a 15 minute fluency lesson. Reading widely within our topic learning is planned for and as said above, classes share a novel daily. Pupils visit the library on a weekly basis and are encouraged to share and discuss books.

Writing

The teaching of writing is topic/book inspired to engage our children. We use a range of tools to support our children. These are ISPACE , VCOP and Alan Peat.

I ng starter
S imile
P reposition
A dverb
C onjunction
E d verb

Vocabulary
Conjunctions
O peners
Punctuation



As a school, we moderate our writing termly, within school and also across the MAT. This is to ensure we are consistent with our assessments. Please see appendix for the writing assessment sheets that we use.

Grammar, Punctuation and Spelling

We follow a clear plan to ensure coverage of the key skills. In EYFS and KS1, grammar and punctuation is taught both within our RWI and English sessions. In KS2, we have 2 x 15 minute timetabled slots for the teaching of grammar and punctuation and we have an additional two 15-minute sessions for the teaching of spelling.

In KS1, we have a dedicated session for practising the common exception spellings through a range of games and activities. Children are tested on these spellings and then individual lists sent home to parents. In KS2 we use No- Nonsense spelling to teach spellings at Camelford. Children are set spellings on a Friday based on their spellings from the week, and then are tested on the following Friday. These results are recorded and sent home to parents.

Letter-join 

Handwriting

We use the programme letter join to support our teaching of handwriting. As children start school we introduce them to the pre-cursive letter formation. In EYFS and KS1, children practise their handwriting daily through our RWI sessions. This is supported by providing focused opportunities in EYFS for children to continue to practise their letter formation, alongside a wide range of activities to develop their fine motor skills. In KS1 there are also two dedicated short sessions for handwriting. In LKS2 there are two sessions a week, moving to one session and by Y6 handwriting sessions should be through intervention only as the expectation will be that children's handwriting will be at the expected standard.

When children have shown their teacher that they can consistently join in all their subject books, they will show their books to the English lead, and if they agree, they will issue them with a pen licence. For some SEN children, they may be permitted use of a pen if required.

Speaking and listening

There are many opportunities for speaking and listening at our school. English sessions include freeze framing, thought tapping, debates using talk factory, role play, daily discussion opportunity, drama techniques such as conscience alley.

Communication and Language is one of the Prime Areas of Learning in Early Years; developing listening skills, clear speech and a broad vocabulary are an integral part of every day. These skills are taught through every day interaction with individual children, modelling language for them, through investigative learning opportunities to stimulate questions, through playing listen and respond games and through myriad opportunities for hearing and engaging with stories, rhymes and non-fiction texts. Text are used to introduce children to new vocabulary and language structure and are repeated often in Nursery. In Reception the Pie Corbett Talk for Writing technique and Vivian Gussin Paley's storytelling and story acting approach is used weekly. This is built upon in KS1, alongside weekly 'Show and Tell', which allows children the opportunity to share news with their classmates and is also a time to develop questioning skills/responses.

Planning overview:

Teachers plan across the phase, to ensure consistency for our children. Teachers regularly meet to track progress of similar ability children, through looking at books, planning and through discussions. Learning objectives are agreed during weekly planning sessions, and outcomes discussed, with all classes in the same phase working towards the same outcome and legacy project. As a whole staff, we meet together once a term to assess writing outcomes, and ensure progress is evident and the presentation policy is being adhered to.

Assessment:

We use NFER Reading and GPS assessments termly, and track children's progress. We plan interventions carefully where progress isn't as it should be. Teachers used the writing grids (see Appendix) to track children's writing and regularly assess the children's writing during phase meetings. We also meet bi annually with teachers in our MAT to ensure accurate assessments and expectations.

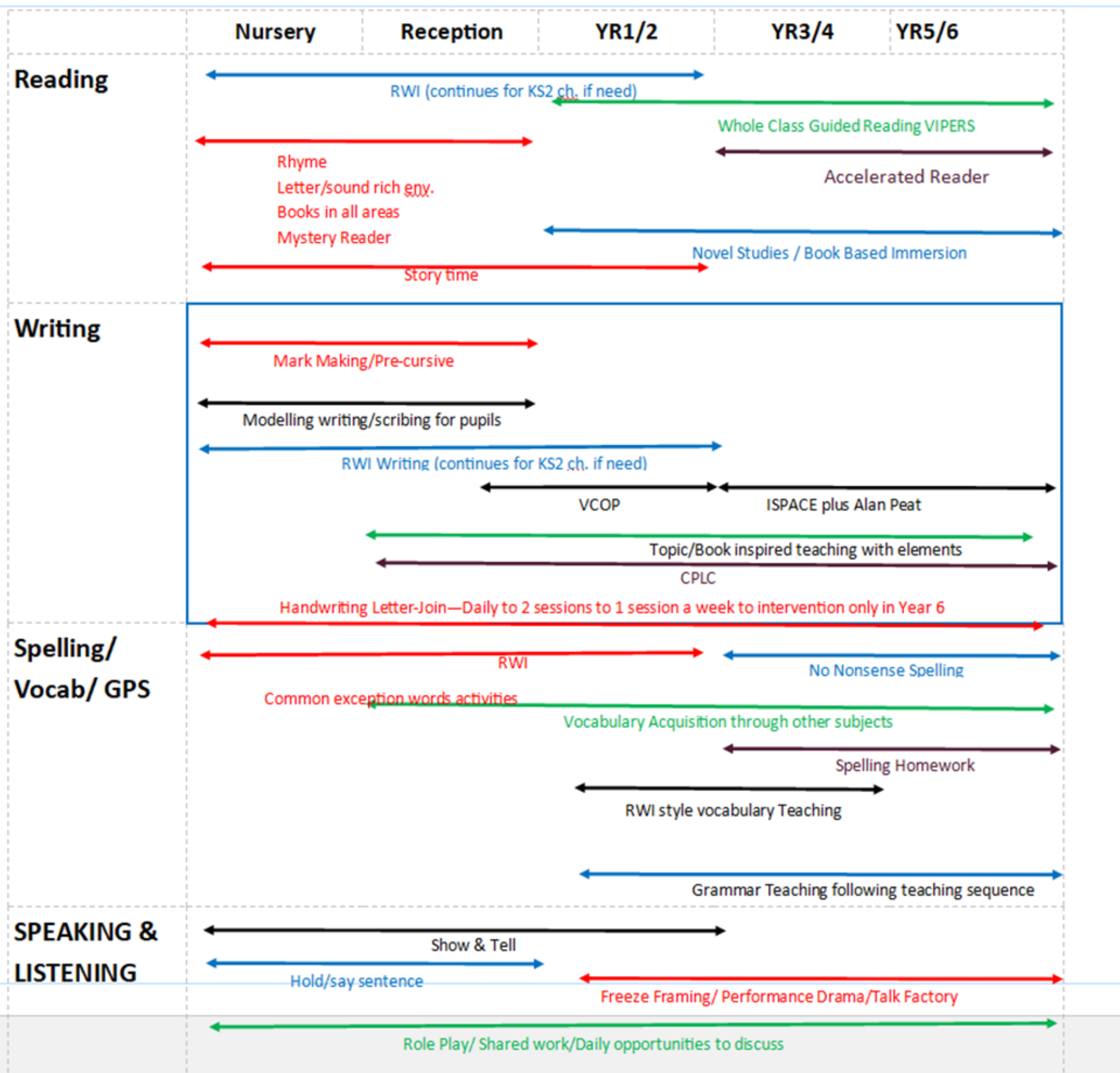
Additional English information

Throughout the year, we celebrate reading through World Book Day, invited authors, school trips, story tellers, creating class books, (e.g Tintagel castle), we have themed book nights and much more. If you have any ideas please speak to the English team.

Role of parents

All children have a home/school reading record, which we encourage children to have in school daily. This is also where we record when we read with the children and where parents can record when they have listened to their child reading. As well as accelerated reader being a good motivational tool for the children, it is also a great programme for parents to track the progress their child is making. We regularly hold reading and writing workshops for parents across the school, and they often involve the children. These workshops are designed to update parents with latest developments in the curriculum and make them aware of the expectations on their child.

Parents are also invited to termly parents meetings to discuss their child's progress, they can view children's books at anytime and we inform the parents of their child's termly assessments.



Camelford Reading Spine/ Camelford Page Turners

Reading spine intention:

Children will hear, read and study many books during their time at Camelford Primary School.

During EYFS/KS1 children will hear many stories, often more than once, to enable them to become familiar with the story structures but also to develop their love of reading.

During KS2 the children will read a wide range of fiction books, including picture books. These have been chosen to enable a love of reading and to introduce the children to languages and experiences they may not have experienced otherwise.

Non-fiction books will be linked to topics and teachers carefully plan, select and purchase these.

Some of the books on the reading spine will be studied during discrete reading sessions; others will link to curriculum topics. In some cases, the books will be shared only during class reading time, which is timetabled at the end of every day. This is to ensure our children have experienced a wide range of books enabling them to develop their love of reading whilst also extending their vocabulary.

EYFS/KS1 Reading Spine

Year group	Books					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery (each year)	Julia Donaldson books	Small Penguin One dark night	We're going on a bear hunt Owl babies	Whatever Next Peace at Last	Dear Zoo Farmer Duck	Hiku
EYFS (each year)	The Way Back Home Funnybones Tiddler The Hungry Caterpillar Don't forget the bacon	Where the wild things are The Jolly/Christmas Postman Titch Little Rabbit Foo Foo	What the ladybird heard Giraffes Can't Dance The tiger that came to tea Superworm	How to catch a star Each Peach Pear Plum Traditional Tales Goldilocks, Three Little Pigs, Billy Goats Gruff,	Handa's Surprise Aliens Love Underpants Traditional tales: Enormous Turnip, Little Red Hen, Jack and the beanstalk (Pie Corbett)	The Stickman The day the crayons quit The Monkey Puzzle
Year 1/2 A	The Way Back Home Author Study: Julia Donaldson 'The Pirates of Scurvy Sands'	The Jolly/Christmas Postman	Where the wild things are Author study: Oliver Jeffers 'Brunel - Information Book'	Aliens Love Underpants 'The Wild Tribe Heroes' books	The Stickman Author study: Dr Seuss 'Words and your heart'	Tiddler Author study: Valerie Thomas 'Wild'
Year 1/2 B	The Monkey Puzzle Author study Alex T Smith 'The Great Fire of London'	Giraffes Can't Dance	Handa's Surprise Author study: Jill Murphy Stories from UK countries	How to catch a star 'The Happiness Tree'	The day the crayons quit Funnybones Author study: Lynley Dodd 'The Mousehole Cat' and 'Percy Pongelly and the Wibble-Wobble'	Each Peach Pear Plum What the ladybird heard 'Once there were Giants'

Year group	Books					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3/4 A	Firework Maker's Daughter Phillip Pullman	Mousehole Cat (picture book) Antonia Barber	The Iron Man Ted Hughes	Charlotte's Web E.B. White	Why the Whales Came Micheal Morpurgo	Flotsam David Weisner
Year 3/4 B	Escape from Pompeii Christina Balit	Cloud Busting Malorie Blackman	Charlie and the Chocolate Factory -Roald Dahl The	The Butterfly Lion - Micheal Morpurgo	The Lion, the witch and the wardrobe C.S. Lewis	Varjak Paw SF Said
Year 5/6 A	Street child Berlie Doherty	Clockwork Phillip Pullman	Farther (Picture book) Grahame Baker -Smith	Skellig David Almond	Tom's Midnight Garden Phillipa Pearce	The Girl of Ink and Stars
Year 5/6 B	Friend or Foe Micheal Morpurgo	Goodnight Mr Tom	The Explorer	The Hobbit J RR Tolkein	Holes Louis Sacher	Treason Berlie Doherty

Year 1/2 A – English																
Autumn																
Spelling	RWI daily spelling – linked to RWI stage (5 daily spellings linked to Set 2/3 sound) Y1/2 common exception words – up to 5 words each week (differentiated according to ability/level). Practise using different spelling games and activities - rainbow words, pyramid, LSCWC. Display ‘Key vocabulary/words must know’ for topic – refer to and encourage children to use as support when writing these words.												Assessment Week	Test children on common exception words. Individual words to go home for each child. Children to begin practising focused words which they got incorrect during test.		
Grammar and Punctuation	Basic sentence features – capital letters, finger spaces and full stops Joining words and clauses using ‘and’ Y2 additional – commas, exclamation marks and question marks			Adjectives Expanded noun phrases to describe and specify		Time words Conjunctions (subordination and co-ordination) Capital letters for people and places			Adjectives Expanded noun phrases to describe and specify		Sentences with different forms - commands			Review/consolidate learning this term Capital letters, fingers spaces, full stops Joining words/phrases with ‘and’ Commas, exclamation marks and question marks Adjectives/expanded noun phrases Time words Conjunctions Sentences with different forms		
Handwriting (letter join)	Patterns Handwriting position Pencil grip Children’s names		Easy letters (following letter join scheme) Y2: Easy words (h/w books)					Harder letters (following letter join scheme) Y2: Easy words (h/w books)						Harder letters (following letter join scheme) Y2: Easy words (h/w books)		
Reading / Key Texts	‘The Pirates of Scurvy Sands’ by Jonny Duddle (plus a range of other texts)													A range of Christmas stories/texts		
Writing Outcomes	Immersion into new topic *Summer holidays news - Assessment	Pirate Roles and Responsibilities (on board their class pirate ship). Apply for roles Character Descriptions of new pirates		Sail to island... Descriptive diary writing of setting		VISIT TO FALMOUTH MARITIME MUSEUM Recount of visit or.. Report on Pirate Life		Fact Files of famous pirate – Sir Francis Drake (visit workshop)		Fiction – Pirate Adventures Develop imagination through story writing		Instructions ‘How to be the perfect pirate’ Review of topic		Christmas related writing opportunities Letter to Santa – unaided writing assessment List writing Messages for Christmas cards		
Spring																
Spelling	RWI daily spelling – linked to RWI stage (5 daily spellings linked to Set 2/3 sound) Y1/2 common exception words – up to 5 words each week (differentiated according to ability/level). *Each child will practise individual spellings (the words they spelt incorrectly during test at end of Autumn 2) Practise using different spelling games and activities - rainbow words, pyramid, LSCWC. Display ‘Key vocabulary/words must know’ for topic – refer to and encourage children to use as support when writing these words.													Test children on common exception words. Individual words to go home for each child. Children to begin practising focused words which they got incorrect during test.		
Grammar and Punctuation	Basic sentence features	Headings and subheadings Technical vocabulary	Time words Expanded noun phrase Conjunctions		Expanded noun phrases Adjectives			Suffixes – adding s/es, ing, er, ed, est and Prefixes – un (Y1) Suffixes to spell longer words (Y2) *Include words with prefixes/suffixes in stories				Compound words (Y1) Spelling words with contracted forms (Y2) Possessive apostrophe - singular (Y2) Homophones and near-homophones (Y2)				
Handwriting (letter join)	Continue using letter join scheme. Y1 - begin using handwriting books (continue letter families/practise words) Y2 – focus on joining															
Reading / Key Texts	‘Journey’ and ‘Quest’ by Aaron Becker							‘The Wild Tribe Heroes’ Books								
Writing Outcomes	Recount of Christmas – Assessment Immersion into new topic	Information Fact files Different forms of transport <i>Amelia Earhart</i>	Recount of the visit to Bodmin and Wenford Railway.		Story Writing Using ‘Journey’ as stimulus. Key focus – develop imagination and descriptions of different places. *Language development			Fiction Writing Stories linked to the environment/with a message				Poetry Poems about the environment		Information Writing		

Spring												
Spelling	RWI daily spelling – linked to RWI stage (5 daily spellings linked to Set 2/3 sound) Y1/2 common exception words – up to 5 words each week (differentiated according to ability/level). *Each child will practise individual spellings (the words they spelt incorrectly during test at end of Autumn 2) Practise using different spelling games and activities - rainbow words, pyramid, LSCWC. Display ‘Key vocabulary/words must know’ for topic – refer to and encourage children to use as support when writing these words.						→ Link to grammar work on suffixes and prefixes				Test children on common exception words. Individual words to go home for each child. Children to begin practising focused words which they got incorrect during test.	
											Compound words (Y1) Spelling words with contracted forms (Y2) Possessive apostrophe - singular (Y2) Homophones and near-homophones (Y2) Adjectives and expanded noun phrases	
Grammar and Punctuation	Basic sentence features	Headings and subheadings Technical vocabulary Conjunctions				Suffixes – adding s/es, ing, er, ed, est and Prefixes – un (Y1) Suffixes to spell longer words (Y2) *Include words with prefixes/suffixes in stories Adjectives and expanded noun phrases						
Handwriting (letter join)	Continue using letter join scheme. Y1 - begin using handwriting books (continue letter families/practise words) Y2 – focus on joining						→					
Reading / Key Texts	A range of stories from the four UK countries						‘The Happiness Tree’ by Danny English					
Writing Outcomes	Recount of Christmas – Assessment Immersion into new topic	Factual writing about the four UK countries Capital cities, human and physical features,				Fiction Unit based on ‘The Happiness Tree’ Focus on vocabulary using RWI Techniques Character description leading to fictional story writing						
Summer												
Spelling	RWI daily spelling – linked to RWI stage (5 daily spellings linked to Set 2/3 sound) Continue Y1/2 common exception words – individual lists for each child. *Days of the week (capital letters) Dictated sentences – common GPC’s and exception words						→	Dictated sentences – common GPC’s and exception words				
Grammar and Punctuation	Different uses of capital letters		Recap all sentence features taught Range of punctuation		Focus on copying up pieces of work - presentation							
Handwriting	Continue using letter join scheme. Y1 - continue using handwriting books (practise words and begin joining) Y2 – focus on joining							‘Once there were giants’ by Martin Waddell and Penny Dale				
Reading / Key Texts	‘The Mousehole Cat’ by Antonia Barber ‘Percy Pengelly and the Wibble-Wobble’ by Jenny Steele Scolding and Andy Mc Pherson											
Writing Outcomes	Informative writing about Cornwall		Character descriptions linked to key stories		Fictional writing (set in Cornwall)		Recount of beach visit	Factual writing linked to ‘Incredible Me’ (link with Science)		Information text – linked to Science		

Year 3/4 A – English																	
Autumn																	
Spelling (NNS)	Y2: -s, -es, -er, -ed, -ing un- / dis-	un- / dis- Y2: apostrophes for contraction	Words from statutory and personal spelling lists	‘ei’ (vein), ‘eigh’ (eight), ‘aigh’ (straight), ‘ey’ (they)	Words from statutory and personal spelling lists	Homophones (brake/break, grate/great, eight/ate, weight/wait, son/sun)			Revise statutory words from last half term	Revise homophones	Revise -s, -es, -er, -ed, -ing + un- / dis-	/ɪ/ sound spelt ‘y’	Assessment Week	Proofreading	Words ending with /g/ spelt ‘-gue’ /k/ spelt ‘-que’	consolidation	
Grammar and Punctuation	Capital letters	Capital letters	Full stops	Conjunctions	Full stops	Conjunctions	Subordinate clauses		Full stops	Conjunctions	Subordinate clauses	Full stops		. ? !	. ? !	consolidation	
Handwriting	Capital letters	Capital letters	Capital letters	c	a	D	g and q		o	e	s	i		l and t	x and z	consolidation	
Reading / Key Texts	Firework Maker’s Daughter Phillip Pullman								Mousehole Cat (picture book) Antonia Barber					Christmas- non fiction			
Writing Outcomes	Setting description and a short story			Short story			Letter		Setting description	Instructions				Setting description			
Spring																	
Spelling (NNS)	Year 2: suffixes ‘-ness’ and ‘-ful’	Prefixes ‘sub-’ and ‘tele-’	Y2: apostrophe for contraction	Y3/4 statutory word list	/ʃ/ sound spelt ‘ch’, ‘s’, ‘ss (ion/ure)’	suffixes ‘-ness’, ‘-ful’, ‘-less’, ‘-ly’			Spellings from last half term	Prefixes ‘super-’ and ‘auto-’	Y3/4 statutory word list	Homophones	Proofreading	/k/ sound spelt ‘ch’			
Grammar and Punctuation	a or an	conjunctions	nouns	tenses	prepositions		apostrophes		prefixes	an or a	inverted commas	commas	tenses	tenses			
	conjunctions	verbs	noun phrases	capital letters	adverbs		word families		tenses	suffixes	. ! or ?	subordinate clauses	word families	prepositions			
Handwriting	i, l and t	c, a and d	g and q	e and s	o and r		v and w		n	m	h	b	p	u			
Reading / Key Texts	The Iron Man Ted Hughes								Charlotte’s Web E.B. White								
Writing Outcomes	Non-Chronological Reports - Olympics				Greek Myth				Letters of persuasion- to government-re: plastic		Debate- linked to environment- leading to discussion wrting						
Summer																	
Spelling (NNS)	Taught suffixes: -ed, -ing, -s, -es, -ness, -ful, -less, -ly	Suffix ‘-ly’ Root words endings: le + ic	Y2: Apostrophes for contractions	Y3/4 statutory word list	Rare GPCs (/ɪ/ sound): myth, cygnet etc		Y1/2: vowel digraphs		Spellings from last half term	Assessment Week?	The /ʌ/ sound spelt ‘ou’: trouble, young etc	Homophones: heel/heal/he’ll, plain/plane, groan/grown, rain/rein/ reign	Proofreading	Y3/4 statutory word list	consolidation		
Grammar and Punctuation	word classes	adverbs	tenses: present perfect	Function of a sentence	commas		apostrophes		Subordinate clauses		prefixes	Subordinate and main clauses	Adverbs	Subordinate clauses	consolidation		
	conjunctions	word families	A or an	. ! or ?	Inverted commas		Noun phrases		tenses		suffixes		conjunctions	Word families	consolidation		

Handwriting	U	j	j	f	f	k		consolidation		consolidation	consolidation	consolidation	consolidation	consolidation
Reading / Key Texts	Why the Whales Came Micheal Morpurgo									Flotsam David Weisner				
Writing Outcomes	Persuasive leaflet about Cornwall			Short story						Explanation of evolution	Instructions to make sandwich snacks (Dt link)			

Year 3/4 B– English																
Autumn																
Spelling (NNS)	ei	ure	Prefixes in il	Prefixes im ir	Suffix ing	Suffix en			Suffix er	Suffix ed	homeph ones	apostrophe	Assessment Week	Proof reading	3/4 word list	3/4 word list
Grammar and Punctuation	nouns	Word families	Consonants/v owels	conjunctions	adverbs	prepostions	Noun phrase		Present perfect tense	Subordinate clause	Fronted adverbial	Apostrophes for plurals		pronouns	Relative clause	A an
Handwriting	Capital letters	Capital letters	Capital letters	c	a	D	g and q		o	e	s	i		l and t	x and z	consolidation
Reading / Key Texts	Escape from Pompeii Christina Balit								Cloud Busting Malorie Blackman					Christmas linked-Non fiction		
Writing Outcomes	Instructions (3 weeks)				Diary entry- A day in the life of a Roman soldier (3 weeks)				Narrative (diary of Pompeii) (3 weeks) Roman performance poetry- to march to (1 week)					Christmas Story (with a moral)		
Spring																
Spelling (NNS)	The /g/ sound spelt ‘gu’	/tʃə/ spelt ‘- ture’	Y3/4 statutory word list	Possessive apostrophe - plurals	Homophones - scene/seen, mail/male, bawl/ball	Y3/4 statutory word list		Spellings from last half term	Proofreading	Prefixes ‘anti’, ‘inter-’	Y3/4 statutory word list	/ʃən/ spelt ‘-cian’, ‘- sion’, ‘-tion’, ‘-ssion’	Revise spelling from term			
Grammar and Punctuation	prepositions	Capital letters	determiners	Inflections - verbs	Statement, question, exclamation, command	Subordinate clauses		tenses	Expanded noun phrases	Inverted commas	Apostrophes	Word families	Possessive pronouns			
	word classes	Apostrophes	Pronouns	suffixes	Progressive verbs	Conjunctions		Word families	commas	Inverted commas	pronouns	Subordinate clauses	prepositions			
Handwriting	i, l and t	c, a and d	g and q	e and s	o and r	v and w		w	n	m	h	b	p			
Reading / Key Texts	Charlie and the Chocolate Factory –Roald Dahl								The Butterfly Lion – Micheal Morpurgo							
Writing Outcomes	Character descriptions	Non Chronological Reports			Instructions-how to make chocolate				Recounts- trip lanked to Blue Planet- recycling centre		Persuasive letter		PlayScript based on environment			
Summer																
Spelling (NNS)	/s/ sound spelt ‘sc’ (Latin origin)	Endings that sound like /ʒən/ spelt ‘sion’	Y3/4 statutory word list	Apostrophes for possession: singular and plural	Homophones	Assessment week		Suffix ‘-ous’	Y3/4 statutory word list	Prefixes: un-, dis-, in-, re-,	sub-, inter-, super-,	anti-, auto-	Suffix ‘-ly’ for words ending in ‘y’, ‘le’ and ‘ic’	consolidation		
Grammar and Punctuation	Inverted commas	conjunctions	capital letters	determiner	pronouns			prefixes	tenses	pronouns	fronted adverbials	tenses	suffixes - plurals	consolidation		

	Word classes	Statement, question, exclamation, command	fronted adverbials	subordinate clauses	commas			apostrophes	noun phrases	Inverted commas	conjunctions	Word families	Word classes	consolidation
Handwriting	u	j	j	f	f			consolidation	k	consolidation	consolidation	consolidation	consolidation	consolidation
Reading / Key Texts	The Lion, the witch and the wardrobe C.S. Lewis							Varjak Paw SF Said						
Writing Outcomes	Persuasive Advert- visit the UK			Setting description of a local place linked to UK and Wider World				Story BBC radio- short story		Non-Chronological Report (based on science				

Year 5/6 A – English																
Autumn																
Spelling (NNS) and Handwriting	plurals	Silent letters	-ough	Able/ible	homophone	hyphen			Using dictionary	Proof reading	Y5/6 words	Y5/6 words	Assessment Week	Word etymology	revision	revision
Grammar and Punctuation	nouns	Capital letters	Word classes	Past tense	Relative clause	adverb	Punctuation !?		Conjunctions	Expanded noun phrase	Pronoubs	Brackets		Commas to clarify meaning	apostrophe	Direct speech
	prepostions	Word families	Subordinate clause	Relative pronouns	plurals	apostrophe	Co-ordination conjunction		Possessive pronouns	Clause /phrase	statement	question		command	exclamation	Subjunctive
Reading / Key Texts	Street child Berlie Doherty								Clockwork Phillip Pullman						Christmas non fiction	
Writing Outcomes	Vikings- Character description of a viking				Explanation of a Viking boat				Information text- Vikings					Christmas Poetry		
Spring																
Spelling (NNS) and Handwriting	Y3/4: apostrophe for possession	personal spelling lists	Rare GPCs (bruise, guarantee, immediately, vehicle, yacht)	Etymology + ‘-ably’ and ‘-ibly’	Homophones (led/lead, steel/steal, alter/altar)	personal spelling lists			Revise last half term		Proofreading	Building from root words	personal spelling lists	‘ei’ and ‘ie’ words		
Grammar and Punctuation	Present perfect verbs	Standard English verb inflections	Commas in a list	Commas to clarify	Relative clauses	dashes			Word families + root words	Apostrophes	Cohesion using pronouns	Tenses – consistent past and present	Subordinate clauses	Inverted commas		
	Progressive verbs forms	Word families + root words	fronted adverbials	Word classes	Brackets	determiners			Standard English verb inflections	fronted adverbials	Pronouns	Modal verbs	Conjunctions	Punctuation marks		
Reading / Key Texts	Farther (Picture book) Grahame Baker -Smith							Skellig David Almond								
Writing Outcomes	Egypt- Adventure portal story					Egyptian poetry		Balanced argument- sustainability				Debate- on local topic- letter to visitor				
Summer	Revise last half term															
Spelling (NNS) and Handwriting	Word classes	Using etymological/ morphological strategies	Y5/6 Word List	Proofreading for words on statutory list	Homophones: cereal/serial, father/farther, guessed/ guest, morning/mourning, who’s/whose	Y5/6 Word List			Revise last half term	Assessment Week?	Proofreading: use of dictionary to check words	Strategies for learning words: problem suffixes	Homophones	Y5/6 Word List	Consolidation	
Grammar and Punctuation	apostrophes	Subordinate and main clauses	commas	Capital letters	Modal verbs	Consistent tense			pronouns		Conjunctions	suffixes	Modal verbs	Statement, question,	Consolidation	

													exclamation, command		
	The Viewer	Relative clauses/ pronouns	Fronted adverbials	determiners	Present perfect verb tense	Word families		Inverted commas		pronouns	Dashes	adverbs	Word families	Consolidation	
Reading / Key Texts	Tom’s Midnight Garden Phillipa Pearce									The Girl of Ink and Stars					
Writing Outcomes	Blog advertising a visit to a country (wider world)				Horror/Mystery Story Endings=- based in wider world country			Persuasive Texts/Adverts		Science non fiction linked to evolution		Play Scripts			

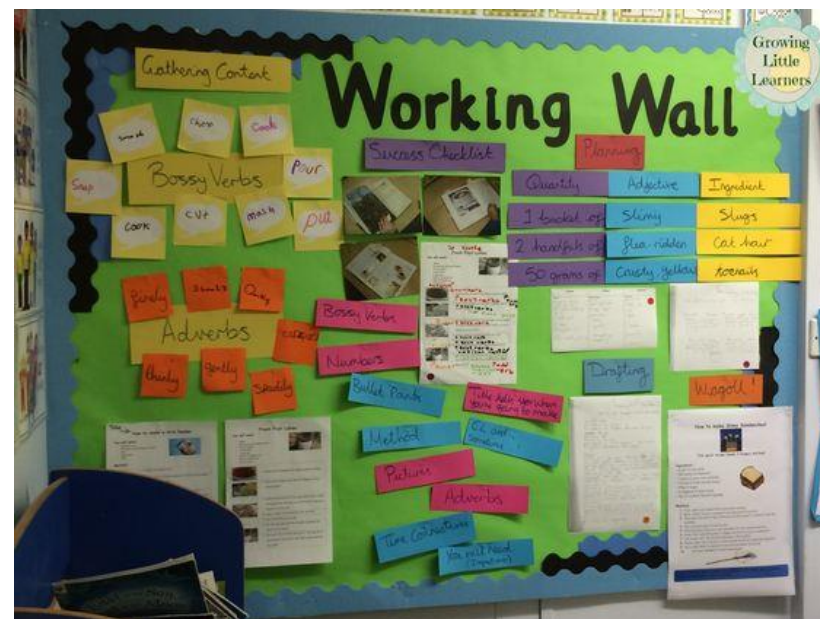
Year 5/6 B – English																							
Autumn																							
Spelling (NNS) and Handwriting	Spelling strategies. games	Ibly/ably	I spelt ei after c	suffix	prefix	clous/tious	homphones		homephones	Silent letters	Proof reading	Dictionary skills	Assessment Week	Syllables	revision	revision							
Grammar and Punctuation	Present tense	dash	conjunction	brackets	Semi colon	Word classes	Commas to clarify meaning		Past tense	Modal verbs	Apostrophes for contraction	Subordinate clause		Hyphen	Exclamation	Nouns							
	Commas	Semi colon	pronouns	Statements	Subjunctive	Main clause/ subordinate clause	Subject/object		Expanded noun phrase	Exclamation	Prepostion	Plurals		Determiners	Speech marks	Pronouns							
Reading / Key Texts	Friend or Foe Micheal Morpurgo								Goodnight Mr Tom					Chirstmas during the war- Sainsbury’s advert- Literacy shed									
Writing Outcomes	Short story Evacuee letter home parents				Letter to evacuees from			Eyewitness report		WW2 report		WW2 report		Recount an event – put yourself in the picture.		Setting description of a WW2 scene		Character descriptions		Story introduction		WW2 narrative	
Spring																							
Spelling (NNS) and Handwriting	‘ough’ letter string	statutory and personal lists	Endings ‘-cial’, ‘-tial’	Proofreading	personal spellings lists	Generating words from prefixes			Revise last half term	Homophones (dessert / desert, stationery / stationary, complement/ compliment, principle/ principal, prophet/profit)		MOCK SATS	statutory and personal lists	Generating words from prefixes / roots	personal spellings lists								
Grammar and Punctuation	Antonyms	Synonyms	Nouns phrases	Dashes	Commas - fronted adverbials	Subjunctive verbs		Active and passive voice			Targeted revision		Targeted revision	Targeted revision									
Reading / Key Texts	The Explorer							The Hobbit J RR Tolkein		Alma- Literacy shed													
Writing Outcomes	Short story- Shipwrecked book			Newspaper Report- based on short story				Balanced argument- wind turbine and solar panels/field –invite local visitor		1 st person narrative- suspense -													
Summer																							
Spelling (NNS) and Handwriting	Rare GPCs from statutory word list	Words ending in ‘ant’, ‘ance and ‘-ancy’	Y5/6 Word List	Y5/6 Word List	SATS WEEK	Y5/6 Word List			Proofreading	Proofreading	Words ending ‘-ent’, ‘-ence’ and ‘-ency’	Homophones (draught/ draft, dissent/descent, precede/proceed wary/ weary)	Y5/6 Word List	Y5/6 Word List	Consolidation								
Grammar and Punctuation	Targeted revision	Targeted revision	Targeted revision	Targeted revision	SATS WEEK	Targeted revision			Punctuation focus: semi colons	Punctuation focus: colons	Punctuation focus: dashes	Punctuation focus: apostrophes	Punctuation focus: commas	Consolidation	Consolidation								

Reading / Key Texts	Holes Louis Sacher	REVISION + SATS			Treason Berlie Doherty		Consolidation
Writing Outcomes	Global news report	REVISION + SATS	Write instructions for escape room		Business plan- fiver challenge	Non fiction linked to science- evolution	Consolidation

English Learning Environment

It would be great to see:

- ❖ Learning Journey- who is the audience and what is the purpose for writing?
- ❖ A WAGOLL (What a good one looks like) linked to your current genre. This can be an exemplar, your own or one of the children's. Please make sure it is pitched high.
- ❖ ISPACE/VCOP/ Alan Peat displayed as visual reference
- ❖ Good words to magpie- generated with the children
- ❖ Success ladder /Steps to Success
- ❖ Focus Year 3/4/5/6 words and current spelling words
- ❖ Photos of learning that will aid as a prompt for children when independently writing.
- ❖ Writer's Toolkit for that piece of writing
- ❖ Punctuation prompts
- ❖ Good examples of handwriting expectations
- ❖ Accelerated Reader 100% target display (KS2 classrooms)



End of year 3 writing - expected standard - The pupil can write for a range of purposes and audiences

Name:

Collection

- using paragraphs to organise ideas of a related material

•write narrative including describing settings and characters

•write non narrative material using headings and subheadings to organise text

- use the forms 'a' and 'an' correctly

- use coordinating and subordinating conjunctions (and, but, so, if/when, if, because)

- using mostly correctly

- capital letters

- full stops

- question marks

- exclamation marks

- commas for lists

- apostrophes for contraction

- Start using speech punctuation

- Use present perfect instead of simple past tense (he has gone/he went)

•spelling most words correctly from y3 spelling rules taught
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•spelling most words correctly from y3 high frequency/exceptions list (Appx 1)
--

- writing all letters of accurate size and shape (ascenders, descenders, upper, lower)

- producing legible joined handwriting.

End of year 4 writing - expected standard - The pupil can write for a range of purposes and audiences

Collection

- write narrative creating settings, characters and plots, considering purpose and audience

- | |
|--|
| <ul style="list-style-type: none">• write non narrative material using simple organisational devices |
|--|

- use standard English forms for verb inflections (we were not we was, I did not I done)

- Use fronted adverbials (eg Later that day, After the game, In the distance) with comma

- using mostly correctly

Inverted commas for speech

Apostrophes for possession, incl. plurals

Avoid repetition by using appropriate pronouns in place of nouns

Use present perfect instead of simple past tense (he has gone/**he went**)

- spelling most words correctly from y4 spelling rules taught

- spelling most words correctly from y4 high frequency/exceptions list (Appx 1)

- producing legible joined handwriting with fluency.

End of year 5 writing - expected standard - The pupil can write for a range of purposes and audiences

Name:

Collection

Write narratives, describing settings, characters and atmosphere, integrating dialogue to convey character

Use devices for cohesion within paragraphs (then, after that, this means, firstly)

Use adverbials (place, time, number) for cohesion **across** paragraphs (Nearby, Later, Finally) or tense choice (He had seen her before)

Write a range of non-narrative texts using a range of organisational features including headings, subheadings, bullet points, underlining and specific layout

Write using accurate subject-verb agreement when using singular and plural (the boy was/the boys were)

Use relative clauses beginning with who, whose, which, that or where

Indicate possibility by using adverbs (Eg perhaps, surely) or modal verbs (Eg might, should, will, must)

Use commas to avoid ambiguity (Eg, Let's eat Grandma/Let's eat, Grandma)

Beginning to use the following punctuation marks for parenthesis

Brackets

Dashes

Commas

spelling most words correctly from y5 spelling rules taught

spelling most words correctly from y5 high frequency/exceptions list (Appx 1)

maintain legible, joined handwriting with fluency

End of year 6 writing – working towards the expected standard

Name:	
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Collection

- Write for a range of purposes

- Use paragraphs to organise ideas

- In narratives, describe settings and characters

- In non-narrative writing, use simple devices to structure the writing and support the reader (e.g. headings, sub-headings, bullet points)

- Use mostly correctly:

- capital letters

- full stops

- question marks

- commas for lists

- apostrophes for contraction

- Spell correctly most words from the year 3 / year 4 spelling list, and some words from the year 5 / year 6 spelling list

- Write legibly (no specific requirement for a pupil's handwriting to be joined)

End of year 6 writing – working at expected standard

Name:	
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Collection

- 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)

- In narratives, describe settings, characters and atmosphere

- Integrate dialogue in narratives to convey character and advance the action

- 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)

- Use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs

- Use the range of punctuation taught at key stage 2 mostly correctly (e.g. inverted commas and other punctuation to indicate direct speech).

- Use verb tenses consistently and correctly throughout their writing

- Spell correctly most words from the year 5 / year 6 spelling list and use a dictionary to check the spelling of uncommon or more ambitious vocabulary

- Maintain legibility in joined handwriting when writing at speed

End of year 6 writing – working at greater depth

Name:

Collection

- Write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (e.g. literary language, characterisation, structure)

- Distinguish between the language of speech and writing* and choose the appropriate register.
- *Pupils should recognise that certain features of spoken language (e.g. contracted verb forms, other grammatical informality, colloquial expressions, long coordinated sentences) are less likely in writing and be able to select alternative vocabulary and grammar

- Exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this

- Use the range of punctuation taught at key stage 2 correctly (e.g. semi-colons, dashes, colons, hyphens) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity.

Policy for Expected Standards in Presentation

Rationale

Children's attitude to work, the effort they display and the satisfaction they derive is directly linked to the care taken in the presentation of their work. It is therefore proper that we expect and strive for the highest standards within our school as a whole.

Aims

- To ensure continuity and progression in the expected standards of presentation across the whole school.
- To develop an understanding of the conventions associated with the presentation of written work, taking into account the audience for which it is intended.
- To develop pride in our own achievements, and therefore a greater sense of personal self-esteem.

Guidelines

- Books used will be consistent across the school.
- Where work is presented on loose-leaf paper or in worksheet format it should be stored in such a way that it does not deteriorate. (these should also be kept to a minimum)
- All exercise books should be neatly labelled with the child's first and surname, subject and class on a printed label.
- Exercise books should be maintained in good order to reflect the value of its contents. Covers should not be defaced or illustrated upon in anyway, and internal pages should not contain doodling or scribble.

All work carried out in exercise books should adhere to the following conventions:

- The date should be written at the top of the work. (short date for Maths)
- A clear line should be left between the date and the IALT.
- Date, IALT and any sub-headings should be underlined using ruler.
- The IALT and the date should be separated from the main body of text by a clear line.
- An empty line should separate consecutive pieces of work.
- A sharpened pencil should always be used in Maths books and in diagrams and data drawings in other books.
- Black handwriting pen should be used for all other written recording once a child has the skills to use this medium for writing and has earned their pen licence.

- When children make a mistake, children and teachers should use a single line to cross out. Children may use a rubber when using pencil.
- Children use coloured pens only for specific reasons such as editing or peer assessment.
- Children should use colour pencils when illustrating work in books.
- Children use guidelines if they are writing on plain paper
- Children should be enthusiastically encouraged to use the cursive handwriting style.
- Children follow the 5 line rule—they start a new page if they have less than 5 lines.
- Teachers should encourage a good and high standard of presentation in all work across all subjects.

Written by Grace Pimlott September 2017 Reviewed by Grace Smith September 2019

Timetable showing the teaching of English.

English highlighted yellow.

Example Timetable	9-9.30	9.30 - 10.30	10.30 - 10.45	10.45 - 11	11- 12.10	12.10 - 1	1-1.20	1.20-2.10	2.10 - 2.55	2.55- 3.05
Monday	Reading fluency/speed (15 mins)	English	Grammar and Punctuation 10.15 Assembly 1030	Break	Maths	Lunch	Maths Fluency	PE (Hall)	Computing	Class reading (books from reading spine)
Tuesday	Reading	English	Spelling NNS		Maths		99 club JG	Topic JG	Library JG	Class reading
Wednesday	Reading	English	Spelling NNS		Maths		Class assembly/Maths fluency	RE JG	MFL PSHE Jigsaw JG	Class reading
Thursday	Reading	English	Grammar and Punctuation		Maths		Maths Fluency	Games (Playground)	Science	Class reading
Friday	Praise assembly until 930am	English	10.30am Spelling test and new lists given	Break	Maths	Lunch	Reading	Art/DT plus Golden time		Class reading

