




EQUALS TRUST




English Curriculum

English Curriculum Statement



Intent – What do we want for our children in English?

At Crossdale, we aim for **all** our children to have a love of reading and writing and to be equipped with high standards of literacy skills that will enable them to participate fully as a member of society.

We aim to inspire children to become effective and expressive communicators, engaged and avid readers and capable, fluent writers.

English teaching focuses on immersing children in a literature rich environment in an exciting and cross-curricular way so that knowledge and skills can be progressively developed and built upon as they move through school.

Reading, in particular, is integral for accessing all areas of the curriculum so that pupils can develop culturally, emotionally, intellectually, socially and spiritually - *reading is a tool for life*.

At Crossdale, we aim to:

- Develop fluent readers by using high quality class texts, RWI phonics and whole class reading sessions.
- Create a story telling school with effective speaking and listening skills that allow pupils to become effective communicators who use a broad and rich vocabulary.
- Use Talk 4 Writing to develop writers who are motivated to write, and fluent in a range of text types.
- Ensure pupils have a good understanding of grammatical devices and apply this in their writing.
- Have high expectations for spelling and handwriting which are discretely taught and applied across the whole curriculum.

Implementation – How will we carry out our vision?

We implement our vision by teaching the National Curriculum and inspiring texts to foster engagement, purpose and passion. Through a reading rich environment, English is taught daily with opportunities to read each day.

Early Reading: Daily synthetic phonics sessions, systematically taught and assessed using Read Write Inc.

Reading Comprehension: In KS2, high quality texts are used for whole class reading comprehension sessions, taught three times weekly using reading fluency strategies.

Writing: Writing begins with a rich and interesting hook and models Talk 4 Writing strategies throughout; text immersion, innovation and then invention that promote pupils who are fluent and confident writers and use aspirational vocabulary.

Handwriting: We use Letter-join as the basis of our handwriting policy, which covers all the requirements of the 2014 National Curriculum, and aspire for everyone to write in a neat, cursive/joined-up handwriting style.

Spelling: Spelling is taught discretely using the Twinkl spelling scheme, pupil practice daily and are tested weekly from Year 2.

Grammar: Grammar lessons explicitly teach new learning for year groups and daily grammar bursts ensure that children can consolidate learning and apply this effectively in their speaking and writing.

Speaking & Listening: Unit design, as well as the structure of reading sessions, equip pupils with a strong command of the spoken and written English language and allows them to participate in discussions by communicating their ideas, emotions and opinions with others using appropriate vocabulary.

Planning should:

- Follow the 'unit overview' blueprint and book spine in this document.
- Have clearly identified vocabulary, WALT, Q&A.
- Follow the Blueprint Unit Plans in this document to structure units of work.
- Be uploaded onto 'AllStaff' well ahead of teaching, alongside all resources that are clearly labelled.
- Take the format of a SMART file or equivalent, ensuring all non-negotiables are met.
- Consider the use of baseline cold tasks to inform teaching of units where appropriate (this won't be for every unit).
- Include Hot task independent pieces that provide opportunities for extended writing and applications of skills taught throughout the unit. These should also be used to inform next steps for individuals and to plug gaps in whole class provision.

Inclusion:

Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

More able pupils, pupils with low prior attainment, pupils from disadvantaged backgrounds, pupils with SEND and pupils with English as an additional language (EAL)

(Further information can be found in our statement of equality, information and objectives, and in our SEND policy and information report.)

Impact – How will we assess what the children know, remember and understand?

Teachers will monitor the impact of their teaching using:

- AFL during lessons
- Half termly phonics & book banding assessments
- Weekly spelling test (Y2 onwards)
- Spaced retrieval activities embedded into planning and practise
- Key objective based cold and hot tasks at the start and end of each unit to assess what knowledge has been remembered and what skills have been mastered.
- Use of past reading & SPAG SATs papers in December and February for Year 2 & 6
- NFER reading and spelling papers at the end of spring and summer terms
- Statutory testing/assessment at key points throughout the year for EYFS, Year 1, 2 and 6

The Subject Leaders monitor the way their subject is taught throughout the school by looking at the intent, implementation and impact using:

- Planning scrutiny & book dips (work scrutiny)
- Pupil Interviews & Learning Walks
- External & internal moderation
- SIL & Governor visits
- Planning and delivering CPD

The Subject Leaders also have responsibility for monitoring the way in which resources are stored and managed. All the monitoring information is used by the Subject Leaders to ensure our provision and pupil outcomes are the very best they can be. Any next steps to move the subject and the children's learning forward are fed into the Subject Leader's monitoring and action plans, which form part of the whole school improvement plan.

Governors monitor whether the school is complying with its funding agreement and teaching a "broad and balanced curriculum" which includes the required subjects, through: Governor monitoring visits.

English Unit Overview

Each unit focuses on a Talk for Writing toolkit which develops progressively through the year groups. Some units bridge a half term.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS *See progression in vocabulary document	Model text – Rosie's Walk Plot – journey Poetry: Ongoing – Rhyme of the week	Model text: The Gingerbread Man Plot – journey tale Non-fiction: Instructions text – how to make a gingerbread man Poetry unit: Performance Poetry Cats – by Eleanor Farjeon	Model text – Supertato Poetry: Senses Poems	Model text – Billy Goats Gruff Plot – defeating the monster Non-fiction: The Terrible Troll (information text) *Poetry: The Morning Rush by John Foster	Model text – The Gruffalo Non-fiction: Poster Poetry: Similes	Model text – The Rainbow Fish Non-fiction opportunities: recount in the form of a diary – recount a trip Poetry: (Performance – Daddy fell into the Pond by Alfred Noyes)
One	2 Weeks of SBW revisit Poetry (senses) – 10 Things you can do with a rainbow Model text – Monkey See, Monkey Do (description) Plot – losing tale	Non-Fiction: Trip to Friendly Forest Hot task: Recount somewhere we have been Model Text: Rapunzel (character sentences) Performance Poetry On the Ning, Nang Nong-Spike Milligan	Model text – Awongalema (Setting & description) Poetry: The Sound Collector by Roger McGough – powerful verbs	Non-fiction: instructions – How to make a crazy cake. Hot task: How to care for a magical tree Poetry (Performance): The Drunken Sailor	Model text – Where the Wild Things Are (Character & settings) Plot – portal Poetry: Poems with constraints – Snail p179	Non-Fiction: Information Texts – Elephog Hot task: Invent a new animal. You Choose books, Alex Scheffler books Poetry: Performance Poetry Lion by Celia Warren Model Text – Jack and the Beanstalk (dialogue)
Two	2 weeks of SBW revisit Model text – Little Charlie (character) The Great Fire of London/ The Battle of Hastings) Plot – meeting tale (quest) Poetry: 10 Things found in a Dragon's Pocket	Model text – Peter and the Wolf (setting – description) Plot – warning Recounts: Local Woodcutter wins medal Hot task: Peter and Wolf Poetry: Performance Poetry The Dragon who ate our School – Nick Toczek	Model text – Kasim and the dragon (suspense & action) Plot – warning Poetry: My Secret- Pie Corbett	Non-fiction: Information – The Vampire Dragon Hot task: Creative – create own dragon. Poetry: Performance Poetry The Frozen Man – Kit Wright	Model text – The Papaya that spoke (character & dialogue) Plot – quest Poetry: The Magic Box – Kit Wright	Persuasion: Come and buy a talking papaya Hot task: Come and buy a talking...chair / fruit etc. Poetry: Performance Poetry The Owl & the Pussy Cat/The Jumbies by Edward Lear
Three	Poetry: Playful Poetry My Secret- Pie Corbett Model text – The Garden (Settings) Plot – portal Hot task – Change setting	Non-Fiction: Information – The River Unicorn Hot task – creative Why you should not kill/chase or protect unicorns. Poetry: Performance Poetry The Marrog – RC Scrivener	Model text – A Close Call (dialogue: myths and legends) Plot – Defeating the monster + character? Poetry: Observation – The Wasp by Pie Corbett	Explanation: why you should not go into the forest. Hot task – why not to go into the woods. Tweak model text to link with Close Call. Poetry: Performance Poetry The Frozen Man – Kit Wright	Model text – Adventure at Sandy Cove (suspense & action) Plot – finding/ warning Recounts autobiography (Mary Anning) Pick up on dialogue again Poetry: Poems with Constraints – Acrostics and Mesostics p165	Discussion: To or no TV? Hot task: link to Sandy. Is honesty the best policy? Poetry: Performance Poetry Overheard on a Saltmarsh – Harold Munroe
Four	Poetry: Playful Poetry – Magical rooms p 57 Model text – The Canal (setting & openings and endings – The Crow's Tale) Plot – warning tale	Recount: Curious creature captured Hot task: Something to do with canal/the rescue, Tíre's recount Model text – Mr Big (character) Plot – change Poetry: Performance Poetry First Day at School – Roger McGough	Model text – Poppy, Waldo and the Giant (suspense: The thieves of Ostia) Plot – meeting tale Poetry: Observation Poetry – The Bicycle p37	Explanations: why dragons are extinct. Hot task – why giants are a nuisance. Drop in things eg poem 10 clues that a giant has visited the local area eg litter bins tipped over. Performance Poetry Walking with My Iguana – Brian Moses	Model text – Staying Out (dialogue) Plot – tale of fear Poetry: Poems with Constraints – Kennings p167	Persuasion: Perfect Parrot for Sale Hot task: change animal eg amazing alligator. Poetry: Performance Poetry From a Railway Carriage. RL Stevenson
Five	Model text – Clock Close (setting) Plot – portal Information texts: Tree Giants Link any sort of giant eg stone or tress giant Poetry: War Poetry	Poetry: Playful Poetry – The Shadow Girl p87 Model text – Zelda Claw Plot – tale of fear (suspense)	Poetry: Observation poetry Grandma – p36 Model text – Dobber and the silver ring (action) Plot – finding	Recounts: Magical machine captures child Hot task: Recount from Dobber's point of view. Eg Yesterday afternoon, Jessica Matthews discovered ... Poetry: Performance Poetry Witches' Chat – William Shakespeare	Model text – Red Hook lesson – lots of dilemmas (character & dialogue) Plot – warning tale Poetry: Poetry with Constraints – Seven ways of looking at the moon p125	Poetry: Performance Poetry Tuger – William Blake Discussion: Should children do homework? Hot task: Should children always listen to what their parents tell them to do? / follow advice? Or should chn have pocket money.
Six	Poetry: Poetry with Constraints Seasonal Haiku – Pie's Grid p161 Model text – The Gas Mask – needs and easier version (character & dialogue) Plot – portal	Persuasion: Alsworthy Letter to the council Hot Task – Recounts in diaries: Anne Frank Model text – Smaug openings & endings and action Plot – defeating the monster Poetry (day of the dead)	Model text – Aladin (character) Plot – wishing Poetry: Performance Poetry The Charge of the Light Brigade – Alfred, Lord Tennyson	Discussion: Should children have mobile phones? Hot task: link to Titanic discussion – should...the captain be held accountable etc? Non-fiction: Titanic (newspaper articles & chronological) Poetry: Rhyming Verse – What are...? Christina Rossetti	Model text – The Catch (action, openings & endings) Plot – finding tale Focused invented writing – basic plot patterns and all non-fiction text types. Poetry: Performance Poetry Night Mail – WH Auden	Model text – The Arrival (setting & suspense) Plot – change Poetry: Performance Poetry Macavity the Mystery Cat – TS Eliot

English pedagogy

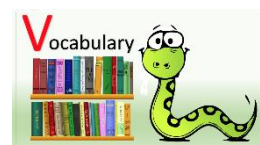


Use of **T4W** to develop oral fluency, internalise language and sentence structures & provide a clear model of what a good for composition and components.

Each unit begins with a **'hook'** to engage the pupils and provide a context for learning within a **curriculum that is designed in a systematic way**, building on previous knowledge and learning.

Planned talk: opportunities for speaking & listening built into daily sessions.

Acquisition of **vocabulary** (broad and varied) taught.



Explicit explanations – **direct teach**.

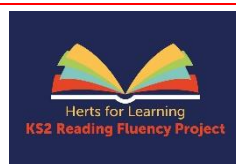
Guided practices – shared write, whole class reading strategies.

Models/modelling; text maps, working walls, word banks, writing toolkits, shared writing.

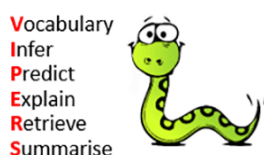
Daily Read Write Inc phonics & reading sessions (developing word recognition & language comprehension at stage not age).



Reading Session (whole class)



developing, fluency alongside comprehension skills x 3 /week in KS2.



Love of reading nurtured!

Story time (class text), books



that match sounds, reading incentives and homework (Reading Journeys and Journals).

Daily spelling drip (spelling tests done weekly with additional words with the same rule and words from previous weeks, this spaced retrieval forms part of our A4L).

Daily grammar burst that complements teaching for the unit or for consolidation (A4L used here to develop automaticity – done without thinking).

Letter-join scheme used across school (pre-cursive in EYFS).



Provision for SEND pupils: all pupils have equal access to curriculum content – we support, scaffold and adapt the curriculum through resourcing, pre-teaching or adult support to ensure that everyone can access the content.

Interventions run for bottom 10% of pupils; KS1 1:1 RWI, Y3/4 RWI Fast Track, Y5/6 RWI Fresh Start and Hertfordshire fluency project.

Reading: Book Spine

Quality texts (chosen from Pie Corbett's book spine/ books for topics) read throughout the term and used as resources for reading fluency sessions. Classics in navy blue and books with windows to *another culture in purple*.

	Autumn Term		Spring Term		Summer Term	
EYFS	The Little Red Hen You Choose The Selfish Crocodile The Lion and the Mouse The Sharing Shell Lost and Found – Oliver Jeffers Colin & Lee, Carrot & Pea – Morag Hood Funnybones – Janey & Allan Ahlberg	The Gingerbread Man Stick Man Rosie's walk Room on the Broom – Julia Donaldson Kipper's Birthday Oi Frog	Julia Donaldson books The Three Billy Goats Gruff The Three Little Pigs Mr Gumpy's Outing The Train Ride The Journey Mental Health wk: Monday – Ruby's Worry Tuesday Chicken Clickin Wednesday – Ravi's Roar Thursday – Perfectly Norman Friday - Worryasaurus	Jack and the Beanstalk Jasper's Beanstalk Farmer Duck The Enormous Turnip The Tiny Seed – Eric Carle Supertato Oliver's Vegetables The Elves and the Shoemaker	The Gruffalo – Julia Donaldson Little Red Riding Hood Goldilocks and the Three Bears Tom and the Island of Dinosaurs Shhh! -Sally Grindley Owl Babies	The Snail and the Whale – Julia Donaldson Fidgety Fish How to Catch a Star – Oliver Jeffers Whatever Next – Julia Murphy On the Way Home – Julia Murphy Princess and the Pea
Year 1	Elmer, The Tiger who came to tea, The Large Family collection, Oi book collection	Knuffle Bunny, Hairy McClary series T4W link – read as a reader – Cinderella, The 3 Little Pigs, The Gingerbread Man plus other traditional tales (focus is openings and endings)	Lost and Found, Hairy Maclary series, Dogger T4W link – read as reader – stories with different settings: *Forest – Goldilocks *Space – Smed and Smoos *Underwater – Dougal's Deep Sea Diary *Jungle – Where the Wild Things Are	Can't you sleep, little bear?, Beegu, Whatever Next, Stuck	Alfie collection, Handa's Surprise. T4W link – read as a reader – stories with repeated dialogue – *Little Red Riding Hood *Chickin' Lickin' *The 3 Billy Goat's Gruff	Cops and Robbers, Peace at Last, Fat Cat, Katie Morag
Year 2	Pumpkin Soup Dr Xargle's book of Earthlets Plus: Flat Stanley	The Owl who was afraid of the dark. Plus: Traction Man and Vlad and the Great Fire of London on Year B.	The Giraffe, Pelly and Me. Plus: Six Dinner Sid	Who's afraid of the Big, Bad Book? Lauren Child Plus: Willa and Old Miss Annie	Paddington series – Michael Bond / Mr Cleghorn's Seal. – Judith Kerr Plus: Flat Stanley The story of Grace Darling.	Fantastic Mr Fox Plus: Meerkat Mail Amazing Grace The Flower by John Light
Year 3	Our Healthy Bodies Charlie and The Chocolate Factory – Roadl Dahl	Magnificent Metals The Iron Man – Ted Hughes	The Greeks Greek Myths for Young children – Heather Amery	The Animal Kingdom The Hodgeheg – Dick King Smith	Stone age-Iron age Stig of the Dump – Clive King	Rocks and Rumbles The Firework – Maker's Daughter – Phillip Pullman
Year 4	The Haudenosaunee & the USA The Boy Who Biked the World; Pt 2 The Americas by Alistair Humphreys	Mountains and Rivers Journey to the River Sea by Eva Ibbotson	Celts & Romans Thieves of Ostia – Caroline Lawrence	States of Matter Katherine Johnson: a life story	The Dark Ages? The Saga of Eric the Viking – Terry Jones	The Digestive System Dirty Bertie stories (Germs, Loo, Toothy)
Year 5	Coalmining Candle Dark Carole Anne Carr	Keyworth & WWI Armistice Runner – Tom Palmer	The Solar System Cosmic – Frank Cottrell Boyce	The Egyptian The Phoenix Code by Helen Moss	The Tudors The Executioner's Daughter - Jane Hardstaff	From Farm to Fork The Secret Garden – Frances Hodgson Burnett
Year 6	WWII Goodnight Mr Tom – Michelle Magorian When Hitler stole Pink Rabbit: Judith Kerr	The Maya Miguel & the Grand Harmony – Matt de la Pena	Great Explorers The Call of the Wild – Jack London Shackleton's Journey – William Grill		Our Diverse Planet The Final Year – Matt Goodfellow (recommended read Skelleg – David Almond)	Identity The Borrowers -Elle McNicoll Transition work: Shakespeare A Midsummer Night's Dream

Poetry Spine

Poetry books are read regularly during “booktime” from year group purple poetry box

Year R Autumn 1 Autumn 2 Spring 1 Spring 2 Summer 1 Summer 2	A yellow Poetry Paintbox: chosen by John Foster Hand Rhymes: collected by Marc Brown The Booktime Book of Fantastic First Poems – Edited by June Crebbin Nursery Rhymes – Debi Gliori Finger Rhymes – John Foster and Carol Thompson Favourite Nursery Rhymes – Jonathan Langley
Year 1 Autumn 1 Autumn 2 Spring 1 Spring 2 Summer 1 Summer 2	Read Me First – Poems for younger readers for every day of the year KS1 Please Mrs Butler – verses Allan Ahlberg The Puffin Book of Fantastic First Poems – Edited by June Crebbin Action Rhymes – John Foster and Carol Thompson Incy-Wincy Moo-Cow – a collection of rhymes by John Cunliffe The Booktime Book of Fantastic First Poems – Edited by June Crebbin Twinkle Twinkle Chocolate Bar – compiled John Foster A Caribbean Doze – poems from Caribbean poets – edited by John Agard & Grace Nichols
Year 2 Autumn 1 Autumn 2 Spring 1 Spring 2 Summer 1 Summer 2	A Caribbean Dozen – edited by Grace Nichols and John Agard Poems for 7 year olds – chosen by Helen Hill The Works – Key Stage 1 – Chosen by Pie Corbett The Booktime Book of Fantastic First Poems – Edited by June Crebbin The Puffin Book of Amazing animal Poems
Year 3 Autumn 1 Autumn 2 Spring 1 Spring 2 Summer 1 Summer 2	Animal Poems – compiled by Jennifer Curry Read Me 2 – A Poem for Every Day of the Year Another day on your foot and I would have died – Poems by John Agard, Wendy Cope, Roger McGough, Adrian Mitchell & Brian Patten Poems from Around the World 2 – collected Brian Moses and David Orme Revolting Rhymes – Roald Dahl Twinkle Twinkle Chocolate Bar – compiled John Foster Little Book of Poetry – Chosen by John Foster The Booktime Book of Fantastic First Poems – Edited by June Crebbin
Year 4 Autumn 1 Autumn 2 Spring 1 Spring 2 Summer 1 Summer 2	Animal Poems – compiled by Jennifer Curry Magic Poems – compiled by Jennifer Curry Read Me outloud! A poem to rap, chant, whisper or shout – chosen by Nick Toczek and Paul Cookson Little Book of Poetry – Chosen by John Foster
Year 5 Autumn 1 Autumn 2 Spring 1 Spring 2 Summer 1 Summer 2	The Works – chosen by Paul Cookson Family Poems – compiled by Jennifer Curry Magic Poems – compiled by Jennifer Curry Poems for 9 year old – Chosen by Kit Wright Puffin Book of Utterly Brilliant Poetry -edited by Brian Patten The Usbourne Book of Poetry – Collected by Sam Taplin Classic Poems 2 – Collected by Brian Moss and David Orme
Year 6 Autumn 1 Autumn 2 Spring 1 Spring 2 Summer 1 Summer 2	Family Poems – compiled by Jennifer Curry Shorts; 100 poems so short you just can't forget them – chosen by Paul Cookson Quick Let's Get out of Here – Micheal Rosen & Quentin Blake The Nation's Favourite Poems – Foreword by Griff Rhys Jones A Poem for Every Night of the Year – Edited by Allie Esiri Classic Poems 2 – Collected by Brian Moss and David Orme

Reading: RWI & Bookband Levels

End of year expectations for phonics Read Write Inc. books and colour book band books per year group.

Please note correlations are only approximate and assessments are completed each half term to inform next steps and groupings. Teachers recommend book band texts for children to take home and read as part of 'bookclub' sessions.

Book Band Colour Book	End of Year EXP	Phonics Read Write Inc. book level
Read a good story!		Books that match the phonics sounds they're learning!
Pink (1, 2)		Red
Red (3, 4, 5)	Reception	green & purple
Yellow (6, 7, 8)		Pink
Blue (9, 10, 11)		Orange
Green 12, 13, 14)		Yellow
Orange (15,16)	Year One	Blue
Turquoise (17,18)		
Purple (19,20)		Grey
Gold (21,22)		
White (23,24)	Year Two	Comprehension & Spelling
Lime (25, 26)		N/A
Brown (27)	Year Three	
Grey (28)	Year Four	
Dark Blue (29)	Year Five	
Burgundy (30)	Year Six	

For Read Write Inc assessment points see the phonics documentation.

Assessment points are as follows:

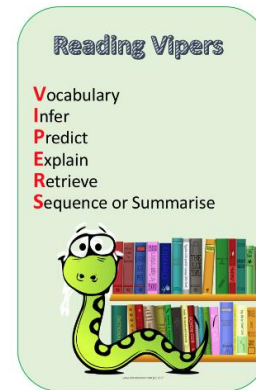
Y2	Half termly using 2eskimos online tool once pupils begin the RWI Comprehension & Spelling programme (reading white or above). Y2 SATS summer term (and EQT mock paper in January).
Y3-5	Termly using 2eskimos online tool (unless pupils are below ARE and then this should be completed half termly).
Y6	Termly using 2eskimos online tool for Autumn & spring. Y6 SATS for summer term (and EQT past paper in January).

Reading fluency & comprehension

Early reading is predominantly taught through the decoding of words using phonics. We follow Read Write Inc. at Crossdale and begin right from the start when children enter into Reception – please see Phonics document for more details.

Reading comprehensions skills are taught using whole class reading and cover all strands of VIPERS.

- V for Vocabulary
- I for Inference
- P for Predict
- E for Explain
- R for Retrieve
- S for Summarise or Sequence



Sessions are planned around quality texts that often consolidate topic work or broaden reading experience. Texts link to topics and help embed knowledge through a cross curricular link. There are text suggestions below but the idea is that texts are chosen which provoke a response.

Text Selection

- KS2 guided reading toolkit/ our suggestions
- CLPE core book list
- BBC 2 500 word competition
- <http://www.lovereading4kids.co.uk/>
- Award winners – Carnegie / Newbery / Costa / Blue Peter
- Picture books
- Prologues and stories within a story
- Short story collections e.g. *The Story Shop* edited by Nikki Gamble and *The Book of Hopes* edited by Katherine Rundell
- The Week Junior
- The Tween Tribune

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The structure is as follows:

- Session 1 of VIPERS every week in KS2 is a fluency session. Text **read** to children. This is where fluency is developed in KS2 through teacher as an expert model. This session outline comes from The Hertfordshire Fluency Project and this outline should take approximately 20 mins to complete.

Session A Outline

- Step 1** – The teacher reads a sentence modelling expert prosody;
Step 2 – Pupils echo the modelled prosody (repeat step 1 and 2);
Step 3 – The teacher repeats a modelled prosodic read of a section of the text;
Step 4 – Pupils echo the modelled prosody (using text marking when appropriate)
Step 5 – Pupils practise reading the section of the text in pairs or small groups
Step 6 – Pupils 'performance read' the section of the text to the group;
Step 7 – The teacher and pupils provide feedback to each other.

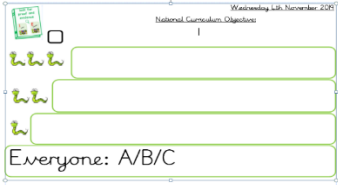
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- Vocabulary element where children have the opportunity to understand new language and master the meaning within the context of their reading
- A statement (everyone challenge) about the text is shared.
- Class discussion about the statement using ABC (Agree/Build/Challenge) **agree** = thumbs up, **build** = two fists building, **challenge** = thumbs down. Discussion is used as a way to orally rehearse the challenge statement.
- Children complete written challenges in books (Y2 upwards). These are progressively more challenging.

Bloom's taxonomy and VIPERS (Fred's Teaching) resources are used to structure challenges and ensure our teaching is focussed on the curriculum, is progressive and knowledge & skills based and covers all areas of comprehension.

For planning please note:

- National Curriculum objectives should be included in the planning grid – using Year Group *good readers toolkit books*.
- Every classroom will have the VIPERS toolkit displayed and is referred to during every session.
- Reading Sessions follow the Medium Term Plan for each year group in KS2 and are planned SMART notebook or PowerPoint template slides. This should be uploaded onto 'All Staff' by Monday of each week.
- Written work is marked using stars & steps against challenges and RR where appropriate.
- Sessions should last no longer than 30 minutes.

Year Group	Provision	Recording
Reception, Year 1 & until RWI programme is complete in Year 2	Children have daily RWI storybook sessions to compliment their phonics sessions – these develop fluency and comprehension skills.	N/A
Y3 - 6	<p>X3 weekly 30 min session</p> <p>Session 1: reading fluency.</p> <p>Session 2: Children continue to respond to 4 VIPERS challenges independently.</p> <p>Session 3: comprehension.</p>	<p>All work recorded in Reading Fluency & VIPERS books</p> 

Progression in Reading

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
DECODING TEXT	Read a wide range of texts accurately and effortlessly by:						
	<ul style="list-style-type: none"> • matching sounds to letters and graphemes (RWI-Set A, B, C) • recognising some whole words including taught phonemes, their name and common exception words from RWI progression above. • sounding and blending most words with graphemes taught in RWI. 	<ul style="list-style-type: none"> • matching sounds to letters and graphemes (See RWI Progression) • reading whole words including taught phonemes and common exception words from RWI • knowing how to word problem solve by breaking unfamiliar words in different ways and combining to read and understand Including: • sounding and blending phonically regular words with graphemes taught in RWI scheme. • noticing word endings -s, -es, -ing, -ed, -er, -est, • using syllable boundaries 	<ul style="list-style-type: none"> • use phonic knowledge to read automatically and with pace. • read most words automatically including all Y2 common exception words. • word problem solve by breaking down unfamiliar words in different ways Including: • attempting different sounds for graphemes to work out which makes sense. • identifying the taught suffixes to help to read unfamiliar words. (including -ly -ment, -ness, -ful – less, -tion) • Identifying words parts for 2 or more syllables 	<ul style="list-style-type: none"> • read some words with unusual phoneme/grapheme correspondences. • read most words automatically including many further Y3/4 common exception words. • word problem solve by breaking unfamiliar words in different ways and quickly combining to read and understand. Including: <ul style="list-style-type: none"> • noticing root words, prefixes, suffixes, (including re-, sub-, inter-, super-, anti-, auto-, -ation, -ous, -tion, -sion, -ssion, -cian) • - using syllable boundaries to see words or word parts within words 	<ul style="list-style-type: none"> • apply what is known about similar words to pronounce and understand new words with unusual ph:gr correspondences correctly. • read most words automatically including all further Y3/4 common exception words. • apply my knowledge of roots, prefixes and suffixes to read unfamiliar words.(including -in, -il,-im, -ir, -ture, -ation, -ous) 	<ul style="list-style-type: none"> • accurately read multisyllabic words without omitting syllables or letters, or mispronouncing unusual ph:gr correspondences. • Read most words automatically including many further Y5/6 common exception words. • apply my knowledge of a broader range roots, prefixes and suffixes quickly and accurately to read unfamiliar words. (-fer, -ance,- ancy, -ent,-ence, -ency, -ible, - able) 	<ul style="list-style-type: none"> • read most words automatically including all further Y5/6 common exception words. • automatically apply knowledge of roots, prefixes and suffixes (morphology) and see the links and similarities between words (etymology and analogy) to read unfamiliar words with accuracy, pace and understanding.
	Develop reading fluency by:						
	<ul style="list-style-type: none"> • re-reading familiar text • pointing to and looking carefully at each word as they read and knowing a full stop shows them they have got to the end of the sentence 	<ul style="list-style-type: none"> • re-reading words, phrases and sentences that required some sounding out on the first read • looking carefully at each word without pointing • to be able to read simple phrases at a good pace with appropriate expression 	<ul style="list-style-type: none"> • independently re-reading words, phrases, and sentences when the text required some slow decoding • recognising and knowing how to use punctuation (. , "" ! ?) to read longer phrases at a good pace with appropriate expression and intonation 	<ul style="list-style-type: none"> • independently re-reading text that required some slow decoding or when the text doesn't make sense to them. • using a wider range of punctuation to read texts at a good pace, with appropriate intonation and expression. Reading silently most of the time. 	<ul style="list-style-type: none"> • re-reading parts of text to improve pace, expression and intonation. • using a growing awareness of audience and purpose to read with appropriate expression and intonation when reading aloud 	<ul style="list-style-type: none"> • reading smoothly and accurately with appropriate expression and intonation that matches their interpretation of the text 	<ul style="list-style-type: none"> • reading a wide range of text accurately and at pace; controlling their tone, pitch, pace and volume to create atmosphere

COMPREHENDING TEXT

Develop the language and vocabulary needed to understand text by:

<ul style="list-style-type: none"> • experiencing story language and rhyme and • using it in play • discussing unfamiliar vocabulary with an adult • reciting the alphabet and recognising the letters in order 	<ul style="list-style-type: none"> • discussing possible meanings of unfamiliar words and phrases • knowing alphabetical order 	<ul style="list-style-type: none"> • considering if their understanding of a word or phrase makes sense in the text and explaining how they know • using simple dictionaries and glossaries to find the meaning of unfamiliar words they meet when reading 	<ul style="list-style-type: none"> • discussing alternative meanings of words and phrases and choosing the most appropriate • knowing how to use the quartiles of the dictionary to locate and find out the meaning of unfamiliar words they have read 	<ul style="list-style-type: none"> • attempting alternative meanings of words and phrases and choosing the most appropriate as they read • to locate words quickly in a dictionary to check the meaning of words that they have read 	<ul style="list-style-type: none"> • discussing how morphology helps to understand unfamiliar words • discussing how inference and context help to understand unfamiliar words • Using a dictionary to check a suggested meaning and consider which definition is the most relevant to the context 	<ul style="list-style-type: none"> • using their knowledge of morphology to clarify unfamiliar words • using inference and context to clarify unfamiliar words • Using dictionaries confidently and efficiently to locate information about words met in reading and to identify the most appropriate meaning of a word from alternative definitions
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Understand texts they can read accurately and fluently and those they listen to by:

<ul style="list-style-type: none"> • talking with an adult about how the text links to their own experiences or to other stories they have heard • talking with an adult about the things the text made them wonder and guessing what is going to happen based on what they know and stories they have heard 	<ul style="list-style-type: none"> • discussing relevant background knowledge (what they have done/ seen/ heard) and information from the teacher • discussing with an adult and their peers what the text made them wonder and making sensible predictions based on what they know and what has been read so far 	<ul style="list-style-type: none"> • using relevant background knowledge (what they have done/ seen/ heard) or information from the teacher • wondering and asking themselves • questions when reading or as they listen to text and predicting what might happen based on what has been read so far 	<ul style="list-style-type: none"> • drawing on background knowledge to identify themes in a text. (such as the triumph of good over evil). • asking themselves questions and making sensible predictions as they read from information stated and implied 	<ul style="list-style-type: none"> • drawing on background knowledge to identify themes in more complex text • asking themselves questions and making sensible predictions as they read from information stated and implied • Evaluating and revising their predictions as they read on. 	<ul style="list-style-type: none"> • drawing on background knowledge particularly from other texts to identify and relate to themes • asking questions about ideas and themes as they read. Making predictions as they read drawing on prior knowledge from texts and their own experiences. Using information in the text to evaluate the plausibility of their assumptions. 	<ul style="list-style-type: none"> • drawing on background knowledge particularly from other texts to identify and relate to more complex themes • asking questions about more complex themes as they read. Making predictions as they read drawing on prior knowledge from their own experiences and other complex texts. Using information in the text to support or alter their assumptions
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	<ul style="list-style-type: none"> noticing when they hear 	<ul style="list-style-type: none"> noticing when they read a word or 	<ul style="list-style-type: none"> noticing when they read a word or 	<ul style="list-style-type: none"> noticing when they encounter parts of the 	<ul style="list-style-type: none"> noticing when they encounter 	<ul style="list-style-type: none"> noticing when they do not understand an idea or theme in 	<ul style="list-style-type: none"> noticing when they do not understand the more complex
	<p>something they don't understand and asking an adult to explain</p> <ul style="list-style-type: none"> drawing on their own experiences to infer how a character might be feeling or why they are behaving in a particular way talking with an adult about what has happened in a story 	<p>phrase they don't understand and asking an adult, or their peers to explain</p> <ul style="list-style-type: none"> by joining ideas in the text and drawing on their own experiences to infer how a character might be feeling or why they are behaving in a particular way retelling a story in sequence, giving the main events 	<p>phrase they don't understand and knowing what they can do to help them understand e.g. re-reading, reading on, using the context</p> <ul style="list-style-type: none"> by joining ideas in the text to make inferences about characters' feelings and actions and checking on these assumptions by drawing on their background knowledge drawing together information from across a number of sentences to sum up what is known about a character, event or idea. 	<p>text they do not understand and actively using a range of strategies to support their understanding</p> <ul style="list-style-type: none"> integrating information from different parts of the text as they read and knowing when and how to relate their background knowledge to the text to explain characters' motives, feelings and attitudes. Considering their thinking and explaining how they arrived at their assumptions. identifying main ideas drawn from more than one paragraph and summarising these 	<p>parts of the text they do not understand and actively using a wide range of strategies to support their understanding</p> <ul style="list-style-type: none"> using information given and implied to explain characters' feelings and attitudes; to identify the most plausible motive behind a character's actions; and to identify causal antecedents leading to an event. Considering their thinking and providing evidence to justify their inferences. summarising the main ideas drawn from longer texts, identifying key details that support the main idea 	<p>the text and using a range of strategies to support their understanding</p> <ul style="list-style-type: none"> using information given and implied to identify and explore key ideas and themes. Examining their reasoning and providing evidence from the text to justify their assumptions. making regular, brief summaries of what has been read, considering what is known or can be inferred about a character, event or theme. 	<p>themes in the text and using a range of strategies to support their understanding</p> <ul style="list-style-type: none"> using information given and implied to identify and explore key ideas and more complex themes. Examining their reasoning and using evidence from the text to confirm or adjust their assumptions. making regular, brief summaries of what has been read, considering what is known or can be inferred in relation to more complex themes, giving examples from the text

RESPONDING TO TEXT	Develop a positive attitude to reading by:						
	<ul style="list-style-type: none">• listening to a range of stories and rhymes.• choosing from a wide range of texts• children to join in with rhyming refrain (see nursery rhyme and reading spine)• talking about their favourite books and stories	<ul style="list-style-type: none">• listening to and discussing a wide range of poems, non-fiction texts and stories including fairy stories and traditional tales• discussing books they have read, with their peers	<ul style="list-style-type: none">• listening to and discussing a wide range of contemporary and classic poetry, non-fiction and stories including• a wider range of stories, fairy stories and traditional tales• discussing books they have read, with their peers and considering why others might want to read them	<ul style="list-style-type: none">• reading, listening to, discussing, and retelling a wide range of poetry, plays, non-fiction (including reference or textbooks) and fiction including fairy stories, myths and legends.• reading books by authors they have not met before and considering why others might want to read them	<ul style="list-style-type: none">• reading, listening to, discussing, and retelling a wide range of poetry, plays, non-fiction (including reference or textbooks) and fiction including fairy stories, myths and legends.• reading books by authors they have not met before and recommending these to their peers	<ul style="list-style-type: none">• reading and discussing an increasingly wide range of poetry, plays, non-fiction (including reference books or textbooks) and fiction including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions• reading books from a wide range of genres and authors and discussing with others	<ul style="list-style-type: none">• reading and discussing an increasingly wide range of poetry, plays, non-fiction (including reference books or textbooks) and fiction including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions• recommending books from a wide range of genres and authors and making links with other texts
	Show their understanding of texts they have heard and read by:						
	<ul style="list-style-type: none">• talking with an adult about their favourite part of a story• participating in role play of familiar stories• answering ‘how’ and ‘why’ questions about their experiences and in response to stories.	<ul style="list-style-type: none">• talking with peers, taking turns and listening to others, about what they like or dislike about a text• using role play to explore the characters and themes of texts including fairy stories and traditional tales• answering questions in discussion with an adult including making simple inferences	<ul style="list-style-type: none">• participating in guided discussions about books, poems, and other texts, explaining and discussing their understanding and considering the opinions of others• using discussion, role play and other drama techniques to explore themes of texts• explaining and discussing their understanding of a text and answering literal and inferential questions	<ul style="list-style-type: none">• participating in discussions about books, poems and other texts, explaining and discussing their understanding and considering the opinions of others• discussing, and using drama techniques to explore themes, such as the triumph of good over evil, in texts including myths and legends• retrieving and recording significant information in fiction and non-fiction texts and using this to answer literal and inferential questions	<ul style="list-style-type: none">• participating in discussions about books, poems and other texts, explaining and discussing their understanding and considering the opinions of others using evidence from the text• recognising, discussing, and using drama techniques to explore themes, such as the triumph of good over evil, in texts including myths and legends• skimming and scanning to retrieve and record information from non-fiction	<ul style="list-style-type: none">• building on their own and others’ ideas and challenging views courteously• recognising discussing, and using drama techniques to explore themes; compare characters; compare differing accounts and viewpoints• using information they have gathered from fiction and non-fiction to participate in debates and to create formal presentations.	<ul style="list-style-type: none">• building on their own and others’ ideas and challenging views courteously and providing reasoned justifications for their views• recognising discussing, and using drama techniques to explore themes; compare characters; compare differing accounts and viewpoints in more complex texts• using information they have gathered from fiction and non-fiction to participate in debates about more complex issues and to create formal presentations.

ANALYSING TEXT	Discuss and evaluate how authors use language structures and presentation by:						
	<ul style="list-style-type: none"> noticing and talking with an adult about interesting words and phrases in text read to them 	<ul style="list-style-type: none"> talking to adults and their peers about interesting words and phrases in texts read to them Know that language in text differs from spoken language. 	<ul style="list-style-type: none"> recognising and talking about literary language in stories and poetry and discussing words and phrases that interest them Know that language in text can have an emotional impact on the reader 	<ul style="list-style-type: none"> discussing how words and phrases capture the reader's interest and imagination Know that the author makes deliberate choices about language and presentation to have an impact on the reader. 	<ul style="list-style-type: none"> discussing words and phrases that capture the reader's interest and imagination and how changing language and presentation can alter and clarify meaning Know that the author's choice of language and presentation directs how the reader perceives characters, settings, topics and themes. 	<ul style="list-style-type: none"> identifying examples of idiomatic and comparative language and exploring how the impact on the reader would change if the author had made different choices Know that the author's use of language and presentation can be interpreted in different ways and justify their interpretation 	<ul style="list-style-type: none"> identifying examples of figurative language and exploring how effectively it is used to suggest meaning and create mental images Know that the author's choice of language and presentation can create bias and the reader needs to consider how this influences their developing opinions, values, and view of the world

Reading Fluency Overview

Hertfordshire fluency project strategies are used alongside resources from a subscription to Fred's Teaching.

Year Two begin only once they have **completed** the RWI Comprehension programme.

Year Two	Summer 1/2
Wk 1	British History: Castles
Wk 2	Disability Representation: What happened to you? & See what I can do
Wk 3	Destination the World: Interview with a shark, big city atlas & Antarctica
Wk 4	Awesome Men: Usain Bolt
Wk 5	Awesome Women: Tubman & Clark
Wk 6	Beside the seaside: Danny McGee drinks the Sea & Winnie and Wilbur Seaside Adventures
Wk 7	Managing Emotions: How to be a Lion & The Lion Inside
Wk 8	Environment: We are extremely good recyclers (Lauren Child)
Wk 9	Wild Animals: The Way Home for Wolf

Year Three	Autumn 1 Our Healthy Bodies	Autumn 2 Magnificent Metals	Spring 1 The Greeks	Spring 2 The Animal Kingdom	Summer 1 Stone Age to Iron Age	Summer 2 Rocks and Rumbles
Wk 1	Class Text: Charlie & The Chocolate Factory Comprehension: The Story of a banana	Black History – Female Figures Comprehension: Remembrance Day	Class Text: Myths & Legends Comprehension: New Year	Class Text: The Hodgeheg Comprehension: Shrove Tuesday	Class Text: Stig of the Dump Comprehension:	Class Text: The Firework Maker's Daughter Comprehension:
Wk 2	Class Text: Charlie & The Chocolate Factory Comprehension: The Skeleton Fact File	Class Text: The Iron Man Comprehension: Anti-bullying Week	Class Text: Myths & Legends Comprehension: Odysseus & Cyclops	Best Books of 2023 Comprehension: Animal Diets	Class Text: Stig of the Dump Comprehension:	Class Text: The Firework Maker's Daughter Comprehension:
Wk 3	<u>LKS2 - Awesome Men: Braille, Gutenberg and Shakespeare</u> Comprehension: James Lind	<u>LKS2 - Remembrance WCR: The Story of World War One</u> Comprehension: European Landmarks	Chinese New Year – V2 Comprehension: Chinese New Year	Favourite authors – Michael Morpurgo Comprehension: Mother's Day	<u>LKS2 - British History: The Stone Age</u> Comprehension:	<u>LKS2 - Awesome Women: Mary Anning</u> Comprehension:
Wk 4	<u>LKS2 - Roald Dahl Week 1!</u> Comprehension: Fair Trade	Class Text: The Iron Man Comprehension: Forces & Magnets	Ancient Greeks Topic (UKS2 – to be amended) Comprehension: Light & Dark	British Science Week LKS2 – 1 Comprehension: Animal Habitats	<u>LKS2 - British History: The Stone Age</u> Comprehension:	NFER Comprehension:
Wk 5	<u>LKS2 - Roald Dahl Week 2!</u> Comprehension: Harvest	<u>LKS2 - Christmas WCR: The Christmasaurus and Elf</u> Comprehension: Advent	Ancient Greeks Topic (UKS2 – to be amended) Comprehension: Safer Internet Day	Class Text: The Hodgeheg Comprehension: Food Chains https://www.fredsteaching.com/shop/ks2-non-fiction-sats-style-comprehension-rebugging-the-planet/	Managing Emotions: Ruby's Worry Comprehension:	<u>LKS2 - Plants Topic WCR</u> Comprehension:
Wk 6	<u>LKS2 - Awesome Women Rosa Parks</u> Comprehension: Black History Month	<u>LKS2 - Christmas WCR: The Christmasaurus and Elf</u> Comprehension: T'was the Night Before Christmas	<u>LKS2 - British Destinations - Wales - Planning</u> Comprehension: Life in Ancient Greece	NFER Comprehension: Easter	The Human Body 1 Comprehension:	Disability representation – LKS - 1 Comprehension:

Year Four	Autumn 1 The Haudenosaunee and The USA	Autumn 2 Mountains & Rivers	Spring 1 Celts & Romans	Spring 2 States of Matter	Summer 1 The Dark Ages?	Summer 2 The Digestive System
Wk 1	Class Text: Living in North & South America by Jen Green Comprehension:	Black History – Rosa Parkes & Little Leaders Series Comprehension:	Class Text: The Thieves of Ostia – Caroline Lawrence Comprehension:	Class Text: The Worst Witch – Jill Murphey Comprehension:	Class Text: The Saga of Eric the Viking – Terry Jones Comprehension:	Class Text: The Demon Dentist -David Walliams Comprehension:
Wk 2	Class Text: Class Text: Living in North & South America by Jen Green Comprehension:	Class Text: Journey to the River Sea by Eva Ibbotson Comprehension:	Class Text: The Thieves of Ostia – Caroline Lawrence Comprehension:	Best Books of 2023 Comprehension:	Class Text: The Saga of Eric the Viking – Terry Jones Comprehension:	Class Text: The Demon Dentist -David Walliams Comprehension:
Wk 3	LKS2 - Awesome Men: Einstein Comprehension:	Remembrance WCR: Anne Frank's Diary and Letters from the Lighthouse Comprehension:	Chinese New Year – V1 Comprehension:	Favourite authors – S F Said Comprehension:	Anglo Saxons Topic LKS2 Comprehension:	LKS2 - Environment-themed WCR: Nen and the Lonely Fisherman and Non-Fiction Comprehension:
Wk 4	LKS2 - Awesome Earth Topic WCR Comprehension:	LKS2 - Around the World: The Himalayas Comprehension:	LKS2 - British History: The Romans Comprehension:	British Science Week LKS2 – 2 Comprehension:	Anglo Saxons Topic LKS2 Comprehension:	NFER Comprehension:
Wk 5	LKS2 - Here We Are WCR Comprehension:	Rivers and Coasts Topic WCR Comprehension:	LKS2 - Romans Topic WCR! Comprehension:	Class Text: The Worst Witch – Jill Murphey Comprehension: https://www.fredsteaching.com/shop/ks2-non-fiction-sats-style-comprehension-rebugging-the-planet/	Managing Emotions: Ravi's Roar Comprehension:	LKS2 - Environment-themed WCR: The Last Wolf and The Eye of the North Comprehension:
Wk 6	LKS2 - Awesome Women Greta Thunberg Comprehension:	LKS2 - Christmas WCR: The Night I Met Father Christmas and Jingle All The Way Comprehension:	LKS2 - British Destinations - Scotland - Planning Comprehension:	NFER Comprehension:	The Human Body 2 Comprehension:	Disability representation – LKS2 - 2 Comprehension:

Year Five	Autumn 1 Coal Mining	Autumn 2 Keyworth & WWI	Spring 1 The Solar System	Spring 2 The Egyptians	Summer 1 The Tudors	Summer 2 From Farm to Fork
Wk 1	Class Text: Candle dark (Carole Anne Carr) Comprehension: The Industrial Revolution	Black History – Black Britons and the Windrush Comprehension: Floella Benjamin	Class Text: Cosmic – Frank Cottrell Boyce Comprehension: Dr Mae Jemison	Class Text: The Phoenix Code -Helen Moss Comprehension: Egypt Fact Sheet	Class Text: The Executioner's Daughter Comprehension:	Class Text: The Secret Garden- Frances Hodgson Burnett Comprehension:
Wk 2	Class Text: Candle dark (Carole Anne Carr) Comprehension: Renewable Energy	Class Text: Armistice Runner Tom Palmer Comprehension: Anti-Bullying Week	UKS2 - Space Topic WCR Comprehension: Planet Earth	Class Text: The Phoenix Code -Helen Moss Comprehension: Strange but True - animals	Class Text: The Executioner's Daughter Comprehension:	Class Text: The Secret Garden- Frances Hodgson Burnett Comprehension:
Wk 3	UKS2 - British History: The Victorians Comprehension: Queen Victoria	Class Text: Armistice Runner Tom Palmer Comprehension: The Christmas Truce	Favourite authors – Michael Morpurgo Comprehension: Chinese New Year	Chinese New Year - 1 Comprehension: Book Week – Kensuke's Kingdom	The Tudors Comprehension:	UKS2 - Awesome Mer Sir David Attenborough Comprehension:
Wk 4	UKS2 - British History: The Victorians Comprehension: Living in a Victorian Workhouse	LKS2 - Remembrance WCR: The Story of World War One Comprehension: The Birds of Flanders Fields	British Science Week UKS2 – 1 Comprehension: Galileo Galilei	LKS2 - Egyptians Topic WCR! Comprehension: British Science Week	The Tudors Comprehension:	NFER Comprehension:
Wk 5	UKS2 - British History: The Victorians Comprehension: UK Doesn't Use Coal Power for Two Months (Twinkl News Report)	Global Destinations – The Amazon Comprehension: War Horse (extract)	UKS2 - Space Exploration: Peake and Hadfield Comprehension: Apollo 13 https://www.fredsteaching.com/shop/ks2-non-fiction-sats-style-comprehension-rebugging-the-planet/	LKS2 - Egyptians Topic WCR! Comprehension: The Legend of Isis and Osiris	Managing Emotions – The Invisible Comprehension:	UKS2 - Environment Week Planning 1 Comprehension:
Wk 6	UKS2 - Epic Adventure Topic WCR Comprehension: The Windrush (link with Black History Month)	UKS2 Christmas 1 Comprehension: Christmas Around the World	UKS2 - Space Exploration: Peake and Hadfield Comprehension:	LKS2 - Egyptians Topic WCR! Comprehension: Howard Carter	The Human Body Comprehension:	Disability positivity – Comprehension:

Year Six	Autumn 1 WWII	Autumn 2 The Maya	Spring 1 & 2 Great Explorers		Summer 1 Our Diverse Planet	Summer 2 Identity
Wk 1	Class Text: Goodnight Mr Tom – Michelle Macgorian Comprehension:	Black History – Michelle Obama, Abolition of Slavery Comprehension: CGP Year 6 Reading Comprehension number 3 - The Story of the Amulet	Class Text: The Call of the Wild – Jack London Comprehension: Resolution Rivals (twinkl)	Class Text: Shackleton's Journey -William Grill Comprehension: Headstart Y6 - Body Language	Class Text: The Final Year – Matt Goodfellow Comprehension: KS2 - SATs-Style Comprehension: Dracula	Class Text: The Borrowers- Mary Norton Comprehension:
Wk 2	Class Text: Goodnight Mr Tom – Michelle Macgorian Comprehension: KS2 - Non-Fiction SATs-Style Comprehension: Football School	Class Text: Miguel & the Grand Harmony Comprehension: KS2 - SATs-Style Comprehension: Dracula	Class Text: The Call of the Wild – Jack London Comprehension: Rainbow flag as a symbol of hope	Best Books of 2023 Comprehension: The Eccentric Artist - fact or opinion?	Class Text: The Final Year – Matt Goodfellow Comprehension: SATs comp	Class Text: The Borrowers- Mary Norton Comprehension:
Wk 3	UKS2 - Refugees: Boy 87 Comprehension: KS2 - SATs-Style Comprehension: Street Child Extract	Class Text: Miguel & the Grand Harmony Comprehension: KS2 - Non-Fiction SATs-Style Comprehension: Extinct Tyrannosaurus Rex	Chinese New Year – 2 Comprehension: KS2 - SATs-Style Comprehension: Art of Protest	Favourite authors - Kiran Millwood Hargrave Comprehension:	The Human Body Comprehension: KS2 - Non-Fiction SATs-Style Comprehension: My Vegan Year	Awesome Series – The inheritance Cycle Comprehension:
Wk 4	UKS2 - Refugees: Boy 87 Comprehension: KS2 - SATs-Style Comprehension: BBC News Article on Foodbanks	Mayans WCR Comprehension: Extinct Tyrannosaurus Rex	UKS2 - Frozen Worlds Topic WCR Comprehension: KS2 - Non-Fiction SATs-Style Comprehension: Rainbows as a Sign of Hope	British Science Week UKS2 – 2 Comprehension: KS2 - SATs-Style Comprehension: Letters from the Lighthouse	SATS PREPARATION	Awesome Series – The inheritance Cycle Comprehension:
Wk 5	UKS2 - Refugees: Illegal and The Unforgotten Coat Comprehension: KS2 - SATs-Style Comprehension: Refugee Boy Extract	Mayans WCR Comprehension: Mock SATs	UKS2 - Environment-themed WCR: COP26 and Paradise on Fire Comprehension: KS2 - SATs-Style Comprehension: Greta Thunberg Speech	UKS2 - Environment-themed WCR: The Last Wild Comprehension: KS2 - Non-Fiction SATs-Style Comprehension: Rebugging the Planet	SATS	Awesome men – Charles Darwin Comprehension:

Wk 6	<u>UKS2 - Remembrance</u> <u>WCR: 50 Things You</u> <u>Should Know About the</u> <u>Second World War</u> <u>Comprehension:</u> CGP Year 6 Reading Comprehension number 5 - air raids.	UKS2 Christmas 2 <u>Comprehension:</u> Christmas	<u>Comprehension:</u> <u>KS2 - Non-</u> <u>Fiction SATs-Style</u> <u>Comprehension: Eight</u> <u>Things You (Probably)</u> <u>Didn't Know About</u> <u>Tutankhamun</u>	Class Text: Shackleton's Journey -William Grill <u>Comprehension:</u>	The Human Body <u>Comprehension:</u>	Disability positivity – 2 <u>Comprehension:</u>
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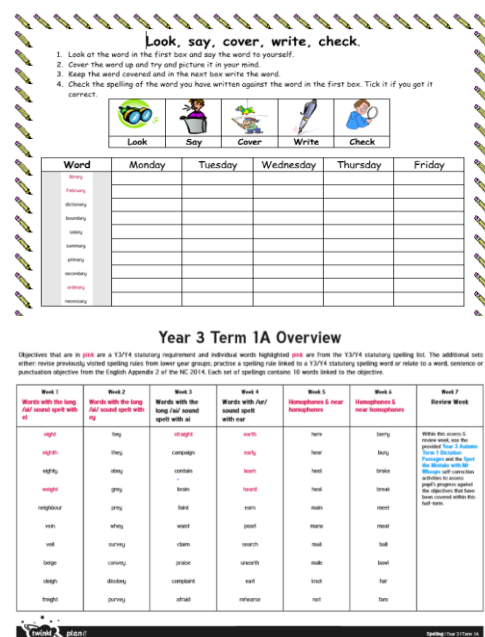
Writing: spelling

From Year 1 -6 children follow spelling lists generated from Twinkl, all of which are in line with and fully cover National Curriculum year group expectations.

Spelling should be discretely taught, teaching spelling rules explicitly, these are then frequently returned to in English lessons.

Children are then given opportunities within the school day to learn these words and have homework relating to this.

- Each week 10 words are taught.
- Tests are given weekly on a **Monday** from Year 2 upwards (plus in reflect in red 2 with the same rule & 2 to review).
- Teachers keep a record of the children's scores in an excel document/record book.
- All class teachers to blog half termly sharing the next words with parents alongside the curriculum map.
- Class teachers set spelling words and homework activity weekly on Seesaw on a Monday.
- Spelling Shed is used to provide engagement or as an alternative for weekly homework. We have unlimited passwords for this so all children will have access to resources linking to the rule and those words for that week.
- Spelling is timetabled and taught discretely (see below)



Monday	<ul style="list-style-type: none"> • Test last week's words – 10 words plus in reflect in red 2 with the same rule & 2 to review. • Teach new spelling rule (quick revisit & review of prior learning, then tune into new words & listening to a passage with the new spellings, then finally 'see it' by introducing new spelling words).
Tuesday	<ul style="list-style-type: none"> • Using the text, find the specific spelling patterns and rules
Wednesday	<ul style="list-style-type: none"> • Activity from the spelling menu
Thursday	<ul style="list-style-type: none"> • Activity from the spelling menu
Friday	<ul style="list-style-type: none"> • Apply spelling knowledge: dictation <p>Dictate a sentence and children repeat. Children then write the sentence and proof read it and check before moving on to the next sentence.</p>

Whilst children are emergent writers, spelling is not marked. Teachers need to keep their professional judgement over which errors it is appropriate to identify using **Reflect in Red**. Where there is a spelling error, sp. is written in the margin but the word is not underlined. Options may then be taken as appropriate, such as; the teacher provides the spelling, the pupil researches the correct spelling using a dictionary, corrections are made, the word is entered into spelling logs.

The importance of vocabulary runs throughout the curriculum and topic specific words are taught at the start of each unit, as well as in VIPERS sessions, to ensure understanding and high expectations for spelling a broader range of words.

Year 1 Spelling Objective Overview

This overview shows the statutory requirements for Year 1 in **pink**. The black objectives either reinforce the rule or pattern being taught, revise spelling rules from previous year groups or practise the common exception words.

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Term 1a	The sounds /f/ and /s/, spelt 'ff' and 'ss'	The sounds /l/ and /k/, /z/ spelt 'll', 'zz' and 'ck'	Adding the endings -ing, -ed and -er to verbs where no change is needed to the root word	The sound spelt n before g 'ng' The /ŋ/ sound spelt n before k 'nk'	The sound /ch/ spelt 'ch' The sound /ch/ spelt '-tch'	The sound v The /v/ sound at the end of words spelt with 've'	Review Week
Term 1b	The digraphs 'ai' and 'oi' are hardly ever used at the end of English words	The digraphs 'ay' and 'oy' are used for those sounds at the end of words and at the end of syllables	The sound /oa/ spelt with the vowel digraphs 'oa', 'ow', 'oe' (oa is very rare at the end of a word)	The sound /ee/ spelt 'e' and with the vowel digraph 'ee'		The vowel digraph 'ie' making the /igh/ and /ee/ sounds	Review Week
Term 2a	The trigraph 'igh'	The vowel digraph 'ar'	The vowel digraph 'er' (unstressed) 'er' (stressed)	The vowel digraph 'ir', 'ur'	Adding -er and -est to adjectives where no change is needed to the root word	Days of the week/Common exception words	Review Week
Term 2b	The sound /k/ spelt with 'k' not 'c', before e, i and y	The split vowel digraphs 'a-e' and 'e-e'	The split vowel digraph 'a-e' and 'e-e'	The /yoo/ and /oo/ sounds spelt with the split digraph 'u-e'	The vowel digraph 'oo' - very few words have oo at the end	The sounds /oo/ and /yoo/ spelt with 'ue' 'ew'	Review Week
Term 3a	The vowel digraphs 'ow' and 'ou'	Words ending with the sound /e/ spelt with 'y'	The vowel digraph 'or' and the vowel trigraph 'ore'	The vowel digraphs 'aw' and 'au'	The vowel trigraph 'air' and 'are'	The vowel trigraph 'ear'	Review Week
Term 3b	New consonant spelling 'ph' and 'wh'	Adding the prefix -un without any change to the spelling of the root word	Adding s and es to words	Compound words	Read words with contractions (Word reading - English)	Common exception words	Review Week

Year 2 Spelling Objective Overview

This overview shows the statutory requirements for Year 2 in **pink**. The black objectives either reinforce the rule or pattern being taught, revise spelling rules from previous year groups or practise the common exception words.

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Term 1a	The sound /n/ spelt 'kn' and (less often) 'gn' at the beginning of words	The sound /r/ spelt 'wr' at the beginning of words.	The sound /s/ spelt 'c' before e, i and y	The sound /j/ spelt with '-dge' and '-ge' at the end of words	The sound /j/ often spelt with 'g' before e, l and y The sound /j/ always spelt with 'j' before a, o and u	Common exception words	Review Week
Term 1b	The sound /l/ spelt with '-le' at the end of words	The sound /l/ spelt with '-el' at the end of words	The sound /l/ spelt with '-il' and '-al' at the end of words	The sound /igh/ spelt with '-y' at the end of words	Adding -ies to nouns and verbs ending in -y	Common exception words	Review Week
Term 2a	Adding -ed, -er and -est to a word ending in -y with a consonant before it	Adding -ing to a word ending in -y with a consonant before it	Adding -ing, -ed, -er, -est and -y to words ending in -e with a consonant before it	Adding -ing, -ed, -er, -est and -y to words of one syllable ending in a single consonant after a single vowel	The sound /or/ spelt 'a' before l or ll	Common exception words	Review Week
Term 2b	The sound /u/ spelt with 'o'	The sound /ee/ spelt with '-ey'	The /o/ sound spelt with 'a' after w and qu	The stressed /er/ spelt with 'or' after wand the sound /or/ spelt 'ar' after w	The sound /zh/ spelt 's'	Common exception words	Review Week
Term 3a	The suffixes -ment, -ness and -ful	The suffixes -less and -ly	Words ending in -tion	Contractions	The possessive apostrophe	Common exception words	Review Week
Term 3b	Homophones and near homophones	Homophones and near homophones	Homophones and near homophones Conjunctions	Months of the year/time	Months of the year/time	Question words SPaG terms	Review Week

Year 3 Spelling Objective Overview

This overview shows the statutory requirements for Year 3/4 in **pink**. The black objectives either practice a statutory spelling rule, revise spelling rules from previous year groups or relate to a word, sentence or punctuation objective from the English Appendix 2 of the National Curriculum 2014.

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Term 1a	Words with the long /eɪ/ sound spelt with 'ei'	Words with the long /ei/ sound spelt with 'ey'	Words with the long /eɪ/ sound spelt with 'ai'	Words with /ur / sound spelt with 'ear'	Homophones and near homophones	Homophones and near homophones	Review Week
Term 1b	Creating adverbs using the suffix -ly (no change to root word)	Creating adverbs using the suffix -ly (root word ends in '-y' with more than one syllable)	Creating adverbs using the suffix -ly (root word ends in '-le')	Creating adverbs using the suffix -ly (root word ends in '-ic' or '-al')	Creating adverbs using the suffix -ly (exceptions to the rules)	Statutory spelling challenge words	Review Week
Term 2a	Words with short /i/ sound spelt with 'y'	Adding suffixes beginning with a vowel (er/ed/ing) to words with more than one syllable (unstressed last syllable - DO NOT double the final consonant)	Adding suffixes beginning with a vowel (er/ed/en/ing) to words with more than one syllable (stressed last syllable – double the final syllable consonant)	Creating negative meanings using prefix mis-	Creating negative meanings using prefix dis-	Words with a /k/ sound spelt with 'ch'	Review Week
Term 2b	Homophones and near homophones	Homophones and near homophones	Adding the prefix bi- (meaning 'two' or 'twice') and Adding the prefix re- (meaning 'again' or 'back')	Words ending in the /g/ sound spelt '-gue' and the /k/ sound spelt '-que'	Words with a /sh/ sound spelt with 'ch'	Statutory spellings challenge words	Review Week
Term 3a	Words ending in -ary	Words with a short /u/ sound spelt with 'o'	Words with a short /u/ sound spelt with 'ou'	Word families based on common words, showing how words are related in form and meaning	Word families based on common words, showing how words are related in form and meaning	Word families based on common words, showing how words are related in form and meaning	Review Week
Term 3b	Words ending in the suffix -al	Words ending with an /zhuh/ sound spelt with 'sure'	Words ending with a /chuh/ sound spelt with 'ture'	Words ending with a /chuh/ sound spelt as 'ture'	Silent letters revision	Silent letters revision	Review Week

Year 4 Spelling Objective Overview

This overview shows the statutory requirements for Year 3/4 in **pink**. The black objectives either practice a statutory spelling rule, revise spelling rules from previous year groups or relate to a word, sentence or punctuation objective from the English Appendix 2 of the National Curriculum 2014.

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Term 1a	Words with /aw/ spelt with 'augh' and 'au'	Adding the prefix in- (meaning 'not' or 'into')	Adding the prefix im- (before a root word starting with 'm' or 'p')	Adding the prefix il- (before a root word starting with 'l') and the prefix ir- (before a root word starting with 'r')	Homophones and near homophones	Words with /shun/ endings spelt with 'sion' (if root word ends in 'se', 'de' or 'd')	Review Week
Term 1b	Words with a /shuhn/ sound, spelt with 'sion' (if root word ends in 'se', 'de' or 'd')	Words with a /shuhn/ sound, spelt with 'ssion' (if root word ends in 'ss' or 'mit')	Words with a /shuhn/ sound, spelt with 'tion' (if root word ends in 'te' or 't' / or has no definite root)	Words with a /shuhn/ sound, spelt with 'cian' (if root word ends in 'c' or 'cs')	Words with 'ough' to make a long /o/, /oo/ or /or/ sound	Statutory spellings challenge words	Review Week
Term 2a	Homophones and near homophones	Homophones and near homophones	Nouns ending in the suffix -ation	Nouns ending in the suffix -ation	Adding the prefix sub- (meaning 'under') and adding the prefix super- (meaning 'above')	Plural possessive apostrophes with plural words	Review Week
Term 2b	Words with the /s/ sound spelt with 'sc'	Words with a 'soft c' spelt with 'ce'	Words with a 'soft c' spelt with 'ci'	Word families based on common words, showing how words are related in form and meaning	Word families based on common words, showing how words are related in form and meaning	Statutory spellings challenge words	Review Week
Term 3a	Adding the prefix inter- (meaning 'between' or 'among')	Adding the prefix anti- (meaning 'against')	Adding the prefix auto- (meaning 'self' or 'own')	Adding the prefix ex- (meaning 'out')	Adding the prefix non- (meaning 'not')	Words ending in -ar/-er	Review Week
Term 3b	Adding the suffix -ous (No change to root word)	Adding the suffix -ous (No definitive root word)	Adding the suffix -ous (Words ending in 'y' become 'i' and words ending in 'our' become 'or')	Adding the suffix -ous (Words ending in 'y' become 'i' and words ending in 'our' become 'or')	Adverbials of frequency and possibility	Adverbials of manner	Review Week

Year 5 Spelling Objective Overview

This overview shows the statutory requirements for Year 5/6 in **pink**. The black objectives either practice a statutory spelling rule, revise spelling rules from previous year groups or relate to a word, sentence or punctuation objective from the English Appendix 2 of the National Curriculum 2014.

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Term 1a	Words with endings that soundlike /shuhs/ spelt with 'cious'	Words with endings that soundlike /shuhs/ spelt with 'tious' or '-ious'	Words with the short vowel sound /i/ spelt with 'y'	Words with the long vowel sound /i/ spelt with 'y'	Homophones and near homophones	Homophones and near homophones	Review Week
Term 1b	Words with 'silent' letters	Words with 'silent' letters	Modal verbs	Words ending in 'ment'	Adverbs of possibility and frequency	Statutor spelling challenge words	Review Week
Term 2a	Creating nouns using -ity suffix	Creating nouns using -ness suffix	Creating nouns using -ship suffix	Homophones and near homophones	Homophones and near homophones	Homophones and near homophones	Review Week
Term 2b	Words with an /or/ sound spelt 'or'	Words with /or/ sound spelt 'au'	Convert nouns or adjectives into verbs using the suffix -ate	Convert nouns or adjectives into verbs using the suffix -ise	Convert nouns or adjectives into verbs using the suffix -ify	Convert nouns or adjectives into verbs using the suffix -en	Review Week
Term 3a	Words containing the letter string 'ough'	Words containing the letter string 'ough'	Adverbials of time	Adverbials of place	Words with an /ear/ sound spelt 'ere'	Statutory spelling challenge words	Review Week
Term 3b	Unstressed vowels in polysyllabic words	Adding verb prefixes de and re-	Adding verb prefix over-	Convert nouns or verbs into adjectives using the suffix -ful	Convert nouns or verbs into adjectives using the suffix -ive	Convert nouns or verbs into adjectives using the suffix -al	Review Week

Year 6 Spelling Objective Overview

This overview shows the statutory requirements for Year 5/6 in **pink**. The black objectives either practice a statutory spelling rule, revise spelling rules from previous year groups or relate to a word, sentence or punctuation objective from the English Appendix 2 of the National Curriculum 2014.

[illegible]

Writing: grammar

Grammar & Grammar Bursts

We know that grammar is essential in enabling children to develop linguistic competence and ultimately allows them to be better communicators in terms of writing and oral skills.

Grammar is taught in a progressive and systematic way at Crossdale, in line with objectives from the National Curriculum and using Pie Corbett's supporting documents 'Progression in Grammar for Each Year Group' with plenty of opportunities for children to re-visit this in future lessons. Explicit teaching of key objectives occurs in each English unit and then revision of grammar happens in every English lesson for approximately 5 minutes which we call a 'grammar burst'. Grammar bursts give children further opportunities to revisit fundamental writing skills and recap fundamental teaching.

Our teaching of grammar (where and when) is documented on our planning template.

Through our creative curriculum, children further embed these terms as they are met and referred to throughout different curriculum areas.

Writing: Progression in GPS

(Developed by Pie Corbett)

Note: In the Punctuation & Terminology columns any terms in bold are a statutory requirement of the National Curriculum in England

Reception

Text Structure	Sentence Construction	Word Structure / Language	Punctuation*	Terminology
Introduce: Planning Tool –Story map /story mountain Whole class retelling of story Understanding of beginning/ middle / end Retell simple 5-part story: <i>Once upon a time</i> <i>First / Then / Next</i> <i>But</i> <i>So</i> <i>Finally,.....happily ever after</i> Non-fiction: Factual writing closely linked to a story Simple factual sentences based around a theme Names Labels Captions Lists Diagrams Message	Introduce: Simple sentences Simple Connectives: <i>and</i> <i>who</i> <i>until</i> <i>but</i> Say a sentence, write and read it back to check it makes sense. Compound sentences using connectives (coordinating conjunctions) <i>and / but</i> -‘ly’ openers <i>Luckily / Unfortunately,</i> ‘Run’ - Repetition for rhythm: e.g. <i>He walked and he walked</i> Repetition in description e.g. <i>a lean cat, a mean cat</i>	Introduce: Determiners <i>the</i> <i>a my</i> <i>your</i> <i>an</i> <i>this</i> <i>that</i> <i>his</i> <i>her</i> <i>their</i> <i>some</i> <i>all</i> Prepositions: <i>up</i> <i>down</i> <i>in</i> <i>into</i> <i>out</i> <i>to</i> <i>onto</i> Adjectives e.g. <i>old, little, big, small, quiet</i> Adverbs e.g. <i>luckily, unfortunately, fortunately</i> Similes – using ‘like’	Introduce: Finger spaces Full stops Capital letters Letter Words Sentence Full stops Capital letters Simile - like	Introduce: Finger spaces Letter Words Sentence Full stops Capital letters Simile - like

Year One

Text Structure	Sentence Construction	Word Structure / Language	Punctuation*	Terminology
Consolidate Reception list. Introduce: Fiction: Planning Tools: Story map / story mountain (Refer to Story-Type grids) Plan opening around character(s), setting, time of day and type of weather Understanding - beginning /middle /end to a story Understanding - 5 parts to a story: Opening <i>Once upon a time...</i> Build-up <i>One day...</i> Problem / Dilemma <i>Suddenly,../ Unfortunately,..</i> Resolution <i>Fortunately,..</i> Ending Non-fiction: (Refer to Connectives and Sentence	Consolidate Reception list (See Connectives and Sentence Signposts doc.) Introduce: Types of sentences: Statements Questions Exclamations Simple Connectives: <i>and</i> <i>or</i> <i>but</i> <i>so</i> <i>because</i> <i>so that</i> <i>then</i> <i>that</i> <i>while</i> <i>when</i> <i>where</i> Also as openers: <i>While...</i> <i>When...</i> <i>Where...</i> -‘ly’ openers <i>Fortunately,...Unfortunately,</i> <i>Sadly,...</i> Simple sentences e.g. <i>I went to the park.</i> <i>The castle is haunted.</i> Embellished simple sentences using adjectives e.g. <i>The giant had an enormous</i>	Consolidate Reception list Introduce: Prepositions: <i>inside</i> <i>outside</i> <i>towards</i> <i>across</i> <i>under</i> Determiners: <i>the a my your an this</i> <i>that his her their some</i> <i>all lots of many more</i> <i>those these</i> Adjectives to describe e.g. <i>The old house...</i> <i>The huge elephant...</i> Alliteration e.g. <i>dangerous dragon</i> <i>slimy snake</i> Similes using as....as... e.g. <i>as tall as a house</i> <i>as red as a radish</i> Precise, clear language to give information e.g. <i>First, switch on the red button.</i> <i>Next, wait for the green</i>	Consolidate Reception list Introduce: Capital Letters: <i>Capital letter for names</i> <i>Capital letter for the personal pronoun I</i> Full stops Question marks Exclamation marks Speech bubble Bullet points	Consolidate Finger spaces Letter Words Sentence Full stops Capital letters Simile – like Introduce: Punctuation Question mark Exclamation mark Speech bubble Bullet points Singular/plural Adjective Verbs

<p>Signposts document for Introduction and Endings)</p> <p>Planning tools: text map / washing line</p> <p>Heading</p> <p>Introduction Opening factual statement</p> <p>Middle section(s) Simple factual sentences around a <i>them</i></p> <p>Bullet points for instructions</p> <p>Labelled diagrams</p> <p>Ending Concluding sentence</p>	<p><i>beard. Red squirrels enjoy eating delicious nuts.</i></p> <p>Compound sentences using connectives (coordinating conjunctions) and/or/ but/so e.g. <i>The children played on the swings and slid down the slide. Spiders can be small or they can be large. Charlie hid but Sally found him. It was raining so they put on their coats.</i></p> <p>Complex sentences: Use of ‘who’ (relative clause) e.g. <i>Once upon a time there was a little old woman who lived in a forest. There are many children who like to eat ice cream.</i></p> <p>‘Run’ - Repetition for rhythm e.g. <i>He walked and he walked and he walked.</i></p> <p>Repetition for description e.g. <i>a lean cat, a mean cat a green dragon, a fiery dragon</i></p>	<p><i>light to flash...</i></p> <p>Regular plural noun suffixes –s or –es (e.g. dog, dogs; wish, wishes)</p> <p>Suffixes that can be added to verbs (e.g. helping, helped, helper)</p> <p>How the prefix un– changes the meaning of verbs and adjectives (negation, e.g. unkind, or undoing, e.g. untie the boat)</p>		<p>Connective</p> <p>Alliteration</p> <p>Simile – ‘as’</p>
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Year Two

Text Structure	Sentence Construction	Word Structure / Language	Punctuation*	Terminology
<p>Consolidate Year 1 list Introduce:</p> <p>Fiction Secure use of planning tools: Story map / story mountain / story grids/ 'Boxing-up' grid (Refer to Story Types grids)</p> <p>Plan opening around character(s), setting, time of day and type of weather</p> <p>Understanding 5 parts to a story with more complex vocabulary Opening e.g. <i>In a land far away....</i> <i>One cold but bright morning.....</i> Build-up e.g. <i>Later that day</i> Problem / Dilemma e.g. <i>To his amazement</i> Resolution e.g. <i>As soon as</i> Ending e.g. <i>Luckily, Fortunately,</i> Ending should be a section rather than one final sentence e.g. suggest how the main character is feeling in the final situation.</p>	<p>Consolidate Year 1 list Introduce: (See Connectives and Sentence Signposts doc.)</p> <p>Types of sentences: Statements Questions Exclamations Commands</p> <p>-‘ly’ starters e.g. <i>Usually, Eventually, Finally, Carefully, Slowly, ...</i></p> <p>Vary openers to sentences Embellished simple sentences using: adjectives e.g. <i>The boys peeped inside the dark cave.</i> adverbs e.g. <i>Tom ran quickly down the hill.</i> Secure use of compound sentences (Coordination) using connectives: <i>and/ or / but / so</i> (coordinating conjunctions)</p> <p>Complex sentences (Subordination) using:</p>	<p>Consolidate Year 1 list Introduce:</p> <p>Prepositions: <i>behind above along before between after</i></p> <p>Alliteration e.g. <i>wicked witch</i> <i>slimy slugs</i></p> <p>Similes using...like... e.g. <i>... like sizzling sausages</i> <i>...hot like a fire</i></p> <p>Two adjectives to describe the noun e.g. <i>The scary, old woman...</i> <i>Squirrels have long, bushy tails.</i></p> <p>Adverbs for description e.g. <i>Snow fell gently and covered the cottage in the wood.</i></p> <p>Adverbs for information e.g. <i>Lift the pot carefully onto the tray.</i></p>	<p>Consolidate Year 1 list Introduce:</p> <p>Demarcate sentences: Capital letters</p> <p>Full stops Question marks Exclamation marks</p> <p>Commas to separate items in a list</p> <p>Comma after –ly opener e.g. <i>Fortunately,....Slowly,....</i></p> <p>Speech bubbles /speech marks for direct speech</p> <p>Apostrophes to mark contracted forms in spelling e.g. <i>don't, can't</i></p> <p>Apostrophes to mark singular possession e.g. <i>the cat's name</i></p>	<p><u>Consolidate:</u></p> <p>Punctuation</p> <ul style="list-style-type: none"> • Finger spaces • Letter • Word • Sentence • Full stops • Capital letter • Question mark • Exclamation mark • Speech bubble • Bullet points <p>Singular/ plural</p> <p>Adjective Verb Connective Alliteration Simile – ‘as’/ ‘like’</p> <p><u>Introduce:</u></p> <p>Apostrophe (contractions and singular possession)</p> <p>Commas for description</p>

<p>Non-Fiction (Refer to Connectives and Sentence Signposts document for Introduction and Endings)</p> <p>Introduce: Secure use of planning tools: Text map / washing line / 'Boxing –up' grid Introduction: Heading Hook to engage reader Factual statement / definition Opening question Middle section(s) Group related ideas / facts into sections Sub headings to introduce sentences /sections Use of lists – what is needed / lists of steps to be taken Bullet points for facts Diagrams Ending Make final comment to reader Extra tips! / Did-you-know? facts / True or false? The consistent use of present tense versus past tense throughout texts Use of the continuous form of verbs in the present and past tense to mark actions in progress (e.g. <i>she is drumming, he was shouting</i>)</p>	<p>Drop in a relative clause: who/which e.g. Sam, who was lost, sat down and cried.</p> <p>The Vikings, who came from Scandinavia, invaded Scotland. The Fire of London, which started in Pudding Lane, spread quickly.</p> <p>Additional subordinating conjunctions: <i>what/while/when/where/ because/ then/so that/ if/to/until</i> e.g. While the animals were munching breakfast, two visitors arrived <i>During the Autumn, when the weather is cold, the leaves fall off the trees.</i> Use long and short sentences: Long sentences to add description or information. Use short sentences for emphasis.</p> <p>Expanded noun phrases e.g. <i>lots of people, plenty of food</i> List of 3 for description e.g. <i>He wore old shoes, a dark cloak and a red hat.</i> <i>African elephants have long trunks, curly tusks and large ears.</i></p>	<p>The river quickly flooded the town.</p> <p>Generalisers for information, e.g. Most dogs.... Some cats....</p> <p>Formation of nouns using suffixes such as –ness, –er</p> <p>Formation of adjectives using suffixes such as –ful, –less</p> <p>(A fuller list of suffixes can be found in the spelling appendix.)</p> <p>Use of the suffixes –er and –est to form comparisons of adjectives and adverbs</p>		<p>'speech marks'</p> <p>Suffix</p> <p>Verb / adverb</p> <p>Statements Questions Exclamations Commands</p> <p>Tense (past / present / future)</p> <p>Adjective / noun</p> <p>Noun phrases generaliser</p>
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Year Three

Text Structure	Sentence Construction	Word Structure / Language	Punctuation*	Terminology
<p>Consolidate Year 2 list Introduce:</p> <p>Fiction Secure use of planning tools: Story map /story mountain / story grids / 'Boxing-up' grid (Refer to Story-Type grids)</p> <p>Plan opening around character(s), setting, time of day and type of weather</p> <p>Paragraphs to organise ideas into each story part</p> <p>Extended vocabulary to introduce 5 story parts: Introduction –should include detailed description of setting or characters Build-up –build in some suspense towards the problem or dilemma Problem / Dilemma –include detail of actions / dialogue Resolution - should link with the problem Ending – clear ending should link back to the start, show how the character is feeling, how the character or</p>	<p>Consolidate Year 2 list Introduce:</p> <p>Vary long and short sentences: Long sentences to add description or information. Short sentences for emphasis and making key points e.g. <i>Sam was really unhappy.</i> <i>Visit the farm now.</i></p> <p>Embellished simple sentences: Adverb starters to add detail e.g. <i>Carefully, she crawled along the floor of the cave....</i> Amazingly, small insects can.... Adverbial phrases used as a 'where', 'when' or 'how' starter (fronted adverbials) <i>A few days ago, we discovered a hidden box.</i> <i>At the back of the eye, is the retina. In a strange way, he looked at me. Prepositional phrases to place the action: on the mat; behind the tree, in the air</i></p> <p>Compound sentences (Coordination) using connectives: <i>and/ or / but / so / for /nor / yet</i> (coordinating conjunctions)</p> <p>Develop complex sentences (Subordination) with range of subordinating conjunctions</p>	<p>Consolidate Year 2 list Introduce:</p> <p>Prepositions <i>Next to by the side of</i> <i>In front of during through throughout because of</i></p> <p>Powerful verbs e.g. <i>stare, tremble, slither</i></p> <p>Boastful Language e.g. <i>magnificent, unbelievable, exciting!</i></p> <p>More specific / technical vocabulary to add detail e.g. <i>A few dragons of this variety can breathe on any creature and turn it to stone immediately.</i> <i>Drops of rain</i></p>	<p>Consolidate Year 2 list Introduce:</p> <p>Colon before a list e.g. <i>What you need:</i></p> <p>Ellipses to keep the reader hanging on</p> <p>Secure use of inverted commas for direct speech</p> <p>Use of commas after fronted adverbials (e.g. <i>Later that day, I heard the bad news.</i>)</p>	<p>Consolidate:</p> <p>Punctuation</p> <ul style="list-style-type: none"> • Finger spaces • Letter • Word • Sentence • Statement question exclamation Command • Full stops • Capital letter • Question mark • Exclamation mark • Speech bubble • 'Speech marks' • Bullet points • Apostrophe (contractions only) • Commas for sentence of 3 – description <p>Singular / plural</p> <p>Suffix</p> <p>Adjective / noun / noun phrases / verb / adverb</p>

<p>situation has changed from the beginning.</p> <p>Non-Fiction (Refer to Connectives and Sentence Signposts document for Introduction and</p>	<p>(See Connectives and Sentence Signposts doc.) -‘ing’ clauses as starters e.g. <i>Sighing, the boy finished his homework.</i> <i>Grunting, the pig lay down to sleep.</i></p> <p>Drop in a relative clause using: who/whom/which/whose/ that e.g. <i>The girl, whom I remember, had long black hair.</i> <i>The boy, whose name is George, thinks he is very brave.</i> <i>The Clifton Suspension bridge, which was finished in 1864, is a popular tourist attraction.</i></p> <p>Sentence of 3 for description e.g. <i>The cottage was almost invisible, hiding under a thick layer of snow and glistening in the sunlight.</i> <i>Rainbow dragons are covered with many different coloured scales, have enormous, red eyes and swim on the surface of the water.</i></p> <p>Pattern of 3 for persuasion e.g. <i>Visit, Swim, Enjoy!</i></p> <p>Topic sentences to introduce non-fiction paragraphs e.g. <i>Dragons are found across the world.</i> <u>Dialogue – powerful speech verb</u> e.g. <i>“Hello,” she whispered.</i></p>	<p><i>pounded on the corrugated, tin roof.</i></p> <p>Nouns formed from prefixes e.g. <i>auto...</i> <i>super...anti...</i></p> <p>Word Families based on common words e.g. <i>teacher –teach, beauty – beautiful</i></p> <p>Use of determiners a or an according to whether next word begins with a vowel e.g. <i>a rock, an open box</i></p>		<p>Bossy verbs Tense (past / present / future)</p> <p>Connective</p> <p>Generaliser</p> <p>Alliteration - ‘as’ / ‘like’</p> <p><u>Introduce:</u></p> <ul style="list-style-type: none"> • Word family • Conjunction • Adverb • Preposition • Direct speech • Inverted commas • Prefix • Consonant/vowel • Clause • Subordinate clause • Determiner • Synonyms • Relative clause • Relative pronoun • Imperative • Colon for instructions
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Year Four

Text Structure	Sentence Construction	Word Structure / Language	Punctuation*	Terminology
<p>Consolidate Year 3 list</p> <p>Introduce: Secure use of planning tools: e.g. story map /story mountain /story grids /'Boxing-up' grids (Refer to Story Types grids)</p> <p>Plan opening using: Description /action</p> <p>Paragraphs: to organise each part of story to indicate a change in place or jump in time</p> <p>Build in suspense writing to introduce the dilemma</p> <p>Developed 5 parts to story Introduction Build-up Problem / Dilemma Resolution Ending</p> <p>Clear distinction between resolution and ending. Ending should include reflection on events or the characters.</p> <p>Non-Fiction</p>	<p>Consolidate Year 3 list</p> <p>Introduce: Standard English for verb inflections instead of local spoken forms</p> <p>Long and short sentences: Long sentences to enhance description or information</p> <p>Short sentences to move events on quickly e.g. <i>It was midnight.</i> <i>It's</i> <i>great</i> <i>fun.</i></p> <p>Start with a simile e.g. <i>As curved as a ball, the moon shone brightly in the night sky.</i> <i>Like a wailing cat, the ambulance screamed down the road.</i></p> <p>Secure use of simple / embellished simple sentences</p> <p>Secure use of compound sentences (Coordination) using coordinating conjunction <i>and / or / but / so / for / nor / yet (coordinating conjunctions)</i></p> <p>Develop complex sentences: (Subordination)</p>	<p>Consolidate Year 3 list Introduce: Prepositions <i>at underneath since towards beneath beyond</i></p> <p>Conditionals - <i>could, should, would</i></p> <p>Comparative and superlative adjectives e.g. <i>small...smaller...smallest</i> <i>good...better...best</i></p> <p>Proper nouns- refers to a particular person or thing e.g. <i>Monday, Jessica, October, England</i></p> <p>The grammatical difference between plural and possessive –s</p> <p>Standard English forms for verb inflections instead of local spoken forms (e.g. <i>we</i></p>	<p>Consolidate Year 3 list</p> <p>Introduce: Commas to mark clauses and to mark off fronted adverbials</p> <p>Full punctuation for direct speech: Each new speaker on a new line Comma between direct speech and reporting clause e.g. <i>"It's late," gasped Cinderella!</i></p> <p>Apostrophes to mark singular and plural possession (e.g. <i>the girl's name, the boys' boots</i>) as opposed to s to mark a plural</p>	<p>Consolidate:</p> <p>Punctuation</p> <ul style="list-style-type: none"> • Finger spaces • Letter • Word • Sentence • Statement question exclamation Command • Full stops • Capital letter • Question mark • Exclamation mark • Speech bubble • 'Speech marks' • Bullet points • Apostrophe (contractions only) • Commas for sentence of 3 – description <ul style="list-style-type: none"> • Colon - <p>Instructions</p> <p>Singular / plural Suffix / prefix Adjective / noun / noun phrases / verb / adverb Consonant / vowel</p>

<p>(Refer to Connectives and Sentence Signposts document for Introduction and Endings)</p> <p>Introduce:</p> <p>Secure use of planning tools: Text map/ washing line/ 'Boxing –up' grid</p> <p>Paragraphs to organise ideas around a theme Logical organisation Group related paragraphs Develop use of a topic sentence Link information within paragraphs with a range of connectives. Use of bullet points, diagrams</p> <p>Introduction</p> <p>Middle section(s)</p> <p>Ending</p> <p>Ending could Include personal opinion, response, extra information, reminders, question, warning, encouragement to the reader</p> <p><i>Appropriate choice of pronoun or noun across sentences to aid cohesion</i></p>	<p>Main and subordinate clauses with range of subordinating conjunctions. (See Connectives and Sentence Signposts doc.)</p> <p>-‘ed’ clauses as starters e.g. <i>Frightened, Tom ran straight home to avoid being caught.</i> <i>Exhausted, the Roman soldier collapsed at his post.</i></p> <p>Expanded -‘ing’ clauses as starters e.g. <i>Grinning menacingly, he slipped the treasure into his rucksack.</i> <i>Hopping speedily towards the pool, the frog dived underneath the leaves.</i></p> <p>Drop in –‘ing’ clause e.g. <i>Jane, laughing at the teacher, fell off her chair. The tornado, sweeping across the city, destroyed the houses.</i></p> <p>Sentence of 3 for action e.g. <i>Sam rushed down the road, jumped on the bus and sank into his seat.</i> <i>The Romans enjoyed food, loved marching but hated the weather.</i></p> <p>Repetition to persuade e.g. <i>Find us to find the fun</i></p> <p>Dialogue - verb + adverb - <i>“Hello,” she whispered, shyly.</i> <i>Appropriate choice of pronoun or noun within a sentence to avoid ambiguity and repetition.</i></p>	<p><i>were instead of we was, or I did instead of I done)</i></p>		<p>Bossy verbs Tense (past / present / future) Connective Generaliser / determiner Alliteration - ‘as’ / ‘like’ Clause / subordinate clause Relative clause Relative pronoun Synonyms</p> <p><u>Introduce:</u> Pronoun Possessive pronoun Adverbial Fronted adverbial Apostrophe – plural possession</p>
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Year Five

Text Structure	Sentence Construction	Word Structure / Language	Punctuation*	Terminology
<p>Introduce: Secure independent use of planning tools Story mountain / grids / flow diagrams (Refer to Story Types grids)</p> <p>Plan opening using: Description / action / dialogue</p> <p>Paragraphs: Vary connectives within paragraphs to build cohesion into a paragraph Use change of place, time and action to link ideas across paragraphs. Use 5 part story structure Writing could start at any of the 5 points. This may include flashbacks Introduction – should include action / description - character or setting / dialogue Build-up – develop suspense techniques Problem / Dilemma – may be more than one problem to be resolved Resolution – clear links with dilemma Ending – character could reflect on events, any</p>	<p>Consolidate Year 4 list Introduce: Relative clauses beginning with <i>who, which, that, where, when, whose</i> or an omitted relative pronoun.</p> <p>Secure use of simple / embellished simple sentences</p> <p>Secure use of compound sentences</p> <p>Develop complex sentences: (Subordination) Main and subordinate clauses with full range of conjunctions: (See Connectives and Sentence Signposts doc.)</p> <p>Expanded –ed clauses as starters e.g. <i>Encouraged by the bright weather, Jane set out for a long walk.</i> <i>Terrified by the dragon, George fell to his knees.</i></p> <p>Elaboration of starters using adverbial phrases e.g. <i>Beyond the dark gloom of the cave, Zach saw the wizard move.</i></p>	<p>Consolidate Year 4 list</p> <p>Introduce:</p> <p>Metaphor</p> <p>Personification</p> <p>Onomatopoeia</p> <p>Empty words e.g. <i>someone, somewhere, was out to get him</i></p> <p>Developed use of technical language</p> <p>Converting nouns or adjectives into verbs using suffixes (e.g. –ate; –ise; –ify)</p> <p>Verb prefixes (e.g. dis–, de–, mis–, over– and re–)</p>	<p>Consolidate Year 4 list</p> <p>Introduce:</p> <p>Rhetorical question</p> <p>Dashes</p> <p>Brackets/dashes/commas for parenthesis</p> <p>Colons</p> <p>Use of commas to clarify meaning or avoid ambiguity</p>	<p><u>Consolidate:</u></p> <p>Punctuation</p> <ul style="list-style-type: none"> • Letter/ Word • Sentence • Statement question exclamation Command • Full stops/ Capitals • Question mark • Exclamation mark • ‘Speech marks’ • Direct speech • Inverted commas • Bullet points • Apostrophe contractions/ possession • Commas for sentence of 3 – description, action • Colon – instructions • Parenthesis / bracket / dash <p>Singular/ plural Suffix/ Prefix Word family Consonant/Vowel Adjective / noun / noun phrase Verb / Adverb Bossy verbs - imperative</p>

<p>changes or lessons, look forward to the future to ask questions.</p> <p>Non-Fiction (Refer to Connectives and Sentence Signposts document for Introduction and Endings)</p> <p>Introduce: Independent planning across all genres and application</p> <p>Secure use of range of layouts suitable to text.</p> <p>Structure: Introduction / Middle / Ending</p>	<p><i>Throughout the night, the wind howled like an injured creature.</i></p> <p>Drop in –‘ed’ clause e.g. <i>Poor Tim, exhausted by so much effort, ran home.</i> <i>The lesser known Bristol dragon, recognised by purple spots, is rarely seen.</i></p> <p>Sentence reshaping techniques e.g. lengthening or shortening sentence for meaning and /or effect</p> <p>Moving sentence chunks (how, when, where) around for different effects e.g. <i>The siren echoed loudlythrough the lonely streetsat midnight</i></p> <p>Use of rhetorical questions</p> <p>Stage directions in speech (speech + verb + action) e.g. <i>“Stop!” he shouted, picking up the stick and running after the thief.</i></p> <p>Indicating degrees of possibility using modal verbs (e.g. might, should, will, must) or adverbs (perhaps, surely)</p>			<p>Tense (past, present, future) Conjunction / Connective Preposition Determiner/ generaliser Pronoun – relative/ possessive Clause Subordinate/ relative clause Adverbial Fronted adverbial</p> <p>Alliteration Simile – ‘as’/ ‘like’ Synonyms</p> <p>Introduce:</p> <ul style="list-style-type: none"> • relative clause / pronoun • Modal verb • Parenthesis • Bracket dash • Determiner • Cohesion • Ambiguity • Metaphor • Personification • Onomatopoeia • Rhetorical question
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Year Six

Text Structure	Sentence Construction	Word Structure / Language	Punctuation*	Terminology
<p>Consolidate Year 5 list</p> <p>Secure independent planning across story types using 5 part story structure. Include suspense, cliff hangers, flashbacks/forwards, time slips Start story at any point of the 5 part structure Maintain plot consistently working from plan</p> <p>Paragraphs -Secure use of linking ideas within and across paragraphs</p> <p>Secure development of characterisation</p> <p>Non-fiction:</p> <p>Secure planning across non-fiction genres and application</p> <p>Use a variety of text layouts appropriate to purpose</p> <p>Use range of techniques to involve the reader –comments, questions, observations, rhetorical questions</p> <p>Express balanced coverage of a topic</p>	<p>Consolidate Year 5 list</p> <p>Secure use of simple / embellished simple sentences</p> <p>Secure use of compound sentences</p> <p>Secure use of complex sentences: (Subordination) Main and subordinate clauses with full range of conjunctions: (See Connectives and Sentence Signposts doc.)</p> <p>Active and passive verbs to create effect and to affect presentation of information e.g. Active: <i>Tom accidentally dropped the glass.</i> Passive: <i>The glass was accidentally dropped by Tom.</i> Active: <i>The class heated the water.</i> Passive: <i>The water was heated.</i></p> <p>Developed use of rhetorical questions for persuasion</p>	<p>Consolidate Year 5 list</p> <p>Build in literary feature to create effects e.g. alliteration, onomatopoeia, similes, metaphors</p> <p>The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (e.g. <i>said versus reported, alleged, or claimed in formal speech or writing</i>)</p> <p>How words are related as synonyms and antonyms e.g. <i>big/ large / little</i></p>	<p>Consolidate Year 5 list</p> <p>Use of the semi-colon, colon and dash to indicate a stronger subdivision of a sentence than a comma. Use of colon to introduce a list and semi-colons within lists.</p> <p>Punctuation of bullet points to list information.</p> <p>How hyphens can be used to avoid ambiguity (e.g. <i>man eating shark versus man-eating shark, or recover versus re-cover</i>)</p>	<p><u>Consolidate:</u></p> <p>Punctuation</p> <ul style="list-style-type: none"> • Letter/ Word • Sentence • Statement question exclamation Command • Full stops/ Capitals • Question mark • Exclamation mark • ‘Speech marks’ • Direct speech • Inverted commas • Bullet points • Apostrophe contractions/ possession • Commas for sentence of 3 – description, action, views/opinions, facts • Colon – instructions • Parenthesis • Bracket- dash <p>Singular/ plural Suffix/ Prefix Word family Consonant/Vowel Adjective / noun / noun phrase</p>








<p>Use different techniques to conclude texts</p> <p>Use appropriate formal and informal styles of writing</p> <p>Choose or create publishing format to enhance text type and engage the reader.</p> <p>Linking ideas across paragraphs using a wider range of cohesive devices: semantic cohesion (e.g. repetition of a word or phrase), grammatical connections (e.g. the use of adverbials such as on the other hand, in contrast, or as a consequence), and elision Layout devices, such as headings, sub-headings, columns, bullets, or tables, to structure text.</p>	<p>Expanded noun phrases to convey complicated information concisely (e.g. <i>the boy that jumped over the fence is over there, or the fact that it was raining meant the end of sports day</i>)</p> <p>The difference between structures typical of informal speech and structures appropriate for formal speech and writing (such as the use of question tags, e.g. <i>He's your friend, isn't he?</i>, or the use of the subjunctive in some very formal writing and speech) as in <i>If I were you</i>.</p>			<p>Verb / Adverb Bossy verbs - imperative Tense (past, present, future) modal verb Conjunction / Connective Preposition Determiner/ generaliser Pronoun – relative/ possessive Clause Subordinate / relative clause Adverbial Fronted adverbial Rhetorical question</p> <p>Cohesion Ambiguity Alliteration Simile – ‘as’/ ‘like’ Synonyms Metaphor Personification Onomatopoeia</p> <p>Introduce</p> <ul style="list-style-type: none"> • Active and passive voice • Subject and object • Hyphen • Synonym, antonym • Colon/ semi-colon • Bullet points • Ellipsis
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Marking code










EYFS

	This is really good! Well Done!		Next step. Do this in your work next time		Use your sounds.
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KS1

	This is really good! Well Done!		Next step. Do this in your work next time		Use your sounds.
	Finger space		Say it out loud.	C -	Mistake with capital / lower case letters
V	Verbal feedback given.		Show me your best handwriting next time.		Read it back.

KS2

	This is really good! Well Done!		Next step. Do this in your work next time		Use your sounds.
	Finger space		Say it out loud.	C =	Mistake with capital / lower case letters
V	Verbal feedback given.		Show me your best handwriting next time.		Read it back.
^	Missing word (add a word here)	//	New paragraph		Target achieved from target card
CS	Comma splicing	RS 	Runaway sentences	->- <- ->	Write as one word. Write as 2 words.

WALT – add in to non-negotiables

S2S (consistent approach) – discuss at SLT re all subjects

Assessing Writing – COLD & HOT TASKS

	<u>Cold Tasks</u>	<u>Hot Tasks</u>	<u>Assessment</u>
Year Reception	• Hot and Cold task are not used in EYFS		• Monthly Big Book; draw a picture, write their name and a sentence.
Year 1	Cold tasks are used to establish children can already do – this is measured against specific criteria from the T4W toolkits and the grammatical structures for the year group. Ideally completed 2 weeks before beginning a unit so that the plan can be amended and adapted for the needs of the class.	Hot Tasks are used in all units as an opportunity for independent extended writing.	• Writing assessments are made using weekly news books and independent writing opportunities such as our termly EQT moderation pieces.
Year 2			• Termly EQT moderation pieces against year group objectives (using Y2 & Y6 government TAFS and Y4 EQT TAF) • Hot tasks for all units. • Evidence of writing across the curriculum in topic and science books.
Year 3			
Year 4			
Year 5			
Year 6			

Extended writing

How often and what that looks like in each year group?

- All units include regular writing that is scaffolded, modelled and developed with the teacher.
- Opportunities are built into each unit to **innovate** and re-write familiar texts in their own words.
- Children participate in independent extended writing in both English lessons and across the curriculum.
- The Hot Task is a piece of extended writing **invented** by the pupil at the end of the unit which allows them to apply skills or knowledge learnt in a new context.
- Each half term all pupils participate in a Trust wide writing task. This uses a short picture or discussion stimulus using TTYP, time for planning in KS2 if appropriate and then independent writing with key year group success criteria given e.g., use conjunctions, adjectives (not use and/so etc).

Reflect in red is the tool used for children to edit and improve their work with direction from teacher marking and / or verbal feedback given. **It promotes editing by reflecting on Steps to Success as well as high standards of key secretarial skills in English.**

- Time should be planned into ensure children can reflect on next steps and respond using red ink.
- It should be used to consolidate previous learning and knowledge, NOT for new teaching.
- It may be different to broader targets or next steps.



Expectations and focus for use of Reflect in Red per year group

Year Group	When and where?	Focus
Reception	Red pens not used	Next steps are verbal and instant.
Year One	Introduced Spring 1	<ul style="list-style-type: none"> • Letter formation • Capital letters and full stops • Common spelling errors
Year Two - Six	RiR is used for next steps targets in English and VIPERS.	<ul style="list-style-type: none"> • Letter formation • Punctuation errors • Common spelling errors • Edit and improve in relation to S2S

Writing: handwriting

Letter-join 

Handwriting is a basic skill that influences the quality of work throughout the curriculum.

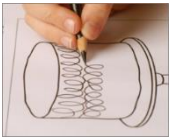


By the end of Key Stage 2 we aim for all pupils to have the ability to produce fluent, legible and, eventually, speedy joined-up handwriting, and to understand the different forms of handwriting used for different purposes so that handwriting is an automatic process that does not interfere with creative and mental thinking.

As a catalyst to speedy handwriting we encourage parents and carers to use the Letter-join resources at home.

Handwriting frequency and activities

Handwriting is a cross-curriculum task and will be taken into consideration during all lessons. Formal teaching of handwriting is to be carried out regularly and systematically to ensure Key Stage targets are met. The following information shows an overview of the kinds of activities we will be doing in school.

At the beginning of each academic year, each teacher should aim to teach handwriting daily, in order for key concepts to be revisited / taught and to embed the expectation of using the correct letter-join style. This should last for approximately 2-3 weeks.

Reception 	For our youngest pupils we will include the following in our routines; <ul style="list-style-type: none">• Movements to enhance gross motor skills such as air-writing, pattern making, dancing.• Exercises to develop fine motor skills such as making marks on paper, whiteboards, blackboards, sand trays, iPads and tablets.• Letter learning to familiarise letter shapes, formation and vocabulary.
Year 1-3 	Children will practise: <ul style="list-style-type: none">• Gross and fine motor skills exercises.• Cursive handwriting reinforcement, learning and practice.• Numerals, capitals and printed letters, including where and when to use them.
Years 4-6 	More advanced handwriting techniques will be taught including: <ul style="list-style-type: none">• Cursive handwriting re-enforcement.• Form-filling/labelling using printed and capital letters.• Dictation exercises to teach the need for quick notes and speedy handwriting writing.

The image below shows our chosen letter formations.

Cursive Lower Case Letters



Capital Letters

A B C D E

F G H I J K

L M N O P

Q R S T U

V W X Y Z

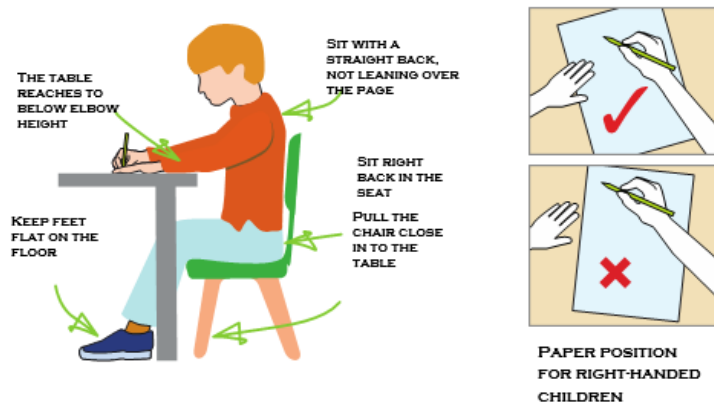
Letter-join 

Joined-up handwriting made easy – www.letterjoin.co.uk

Correct posture and pencil grip for handwriting

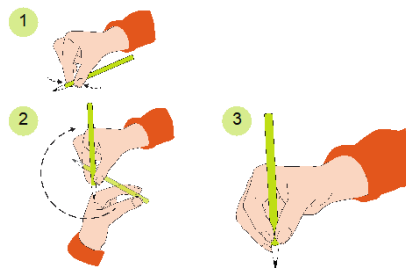
SITTING POSITION

PUPILS SHOULD BE TAUGHT TO SIT CORRECTLY AT A TABLE, HOLDING A PENCIL COMFORTABLY AND CORRECTLY.



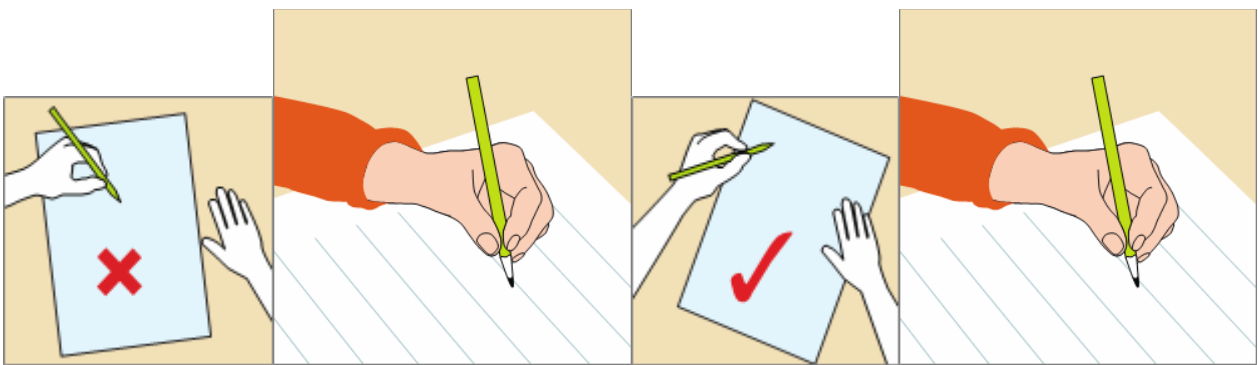
THE TRIPOD PENCIL GRIP

Both right and left handed children should be encouraged to use the tripod grip which allows the pen/pencil to be held securely whilst allowing controlled movements of the pen/pencil nib.



LEFT-HANDED CHILDREN

Left-handed children may find it difficult to follow right-handed teachers as they demonstrate letter formation (and vice versa). Teachers should demonstrate to left-handers on an individual or group basis.



The Writing Process: KS1 blueprint for unit planning

Hook & Baseline Cold Task	The Immersion Stage Enjoy, engage with and explore the book & topic. Investigate the characters, setting, plot, key themes.	The Imitate & Innovate Stage Children to internalise the text, lots of shared writing.	Independent Writing	Perform, Assess & Review
1 lesson	Approx. 3 lessons	Approx. 5 lessons	1 lesson	
<p>Rich and interesting starting point to hook the children in to get them excited about the topic (where possible this should be linked or complement the topic driver).</p> <p>Baseline task (if appropriate) Teaching is focussed by initial assessment. A cold task on blue paper is used as a baseline assessment piece with Steps To Success related to teaching content of the unit as well as prior learning.</p> <p>Set pupil goals for the unit & share with them.</p>	<p>Listen to the teacher model reading/performing the text. Children map the text.</p> <p>Vocabulary: key vocabulary linked to the topic is taught discretely and revisited using spaced retrieval activities throughout the unit.</p> <p>Text Immersion: drama, role-play or spoken language activities are used to explore the text and give children the chance to use vocabulary, text phrases in context.</p> <p>Reading: every lesson should have opportunities for children to read to familiarise themselves with the text type, topic, vocabulary or content. Each unit should have one VIPER specific reading lesson.</p> <p>TOOLKIT</p> <p>Grammar: daily bursts should be dripped within QFT and each unit should have one text specific grammar lessons that is taught.</p> <p>Magpie Together: throughout lesson begin building collections of words and phrases to use in our writing and display on working wall.</p> <p>Spelling: weekly spellings are set on a Monday using Twinkl spelling scheme for each year group; these are dripped through lessons and revisited where appropriate.</p> <p>Shared, guided and independent reading tasks are used to support progress.</p>	<p>Continue revisiting the model text using the text map, text and supporting illustrations, diagrams or images.</p> <p>Text is boxed up into key sections.</p> <p>Rehearse & imitate the language used within the model text through choral reading and retelling. Children to 'internalise' the text.</p> <p>Innovate & rehearse: Support pupils to innovate their text map; changing setting, characters, or problem. Task is modelled by the teacher first to create a class innovation.</p> <p>Shared writing sessions with the teacher explicitly modelling the writing and editing process, breaking the text into significant parts over several lessons e.g. parts of story mountain or title, introduction etc.</p>	<p>Introduce the hot task.</p> <p>Ensure there is an authentic audience or purpose and that the task builds on the unit text and skills taught.</p> <p>This is an independent piece of writing to measure progress and determine next steps. <i>Steps to Success will be the same at the cold task.</i></p>	<p>Children to celebrate the successes in their writing.</p> <p>Teacher to evaluate the unit of teaching.</p> <p>Reflect on progress with pupils.</p> <p>Assessment: Both the technical aspects of writing & the content focussed on.</p>

The Writing Process: KS2 blueprint for unit planning

Hook & Baseline Cold Task 1 lesson	The Immersion & Deconstruction Stage Enjoy, engage with and explore the text and its features. Investigate the characters, setting, plot or key themes. Approx. 3 lessons	The Reconstruction Stage Children have opportunities to practise and apply skills identified. Approx. 5 lessons	Independent Writing 1 lesson	Perform, Assess & Review
<p>Rich and interesting starting point to hook the children in to get them excited about the topic (where possible this should be linked or complement the topic driver).</p> <p>Baseline task Teaching is focussed by initial assessment. A cold task on blue paper is used as a baseline assessment piece with Steps To Success related to teaching content of the unit as well as to measure progress since the previous cold task.</p> <p>Set pupil goals for the unit & share with them.</p>	<p>Purpose: develop children's understanding of the purpose for writing.</p> <p>Exemplar Texts: Listen to the teacher model reading, read together and independently read quality text.</p> <p>Text Immersion: investigate features of the text type, sentence and word levels by immersing children in rich texts.</p> <p>Vocabulary: key vocabulary linked to the topic is taught discretely and revisited using spaced retrieval activities throughout the unit.</p> <p>Text Immersion: synthesising the text through text mapping and marking.</p> <p>Reading: every lesson should have opportunities for children to read to familiarise themselves with the text type, topic, vocabulary or content. Each unit should have one VIPER specific reading lesson.</p> <p>TOOLKIT –</p> <p>Grammar: daily bursts should be dripped within QFT and each unit should have one text specific grammar lessons that is taught.</p> <p>Magpie Together: throughout lesson begin building collections of words and phrases to use in our writing and display on working wall.</p> <p>Spelling: weekly spellings are set on a Monday using Twinkl spelling scheme for each year group; these are dripped through lessons and revisited where appropriate.</p> <p>Shared, guided and independent reading tasks are used to support progress.</p>	<p>Apply Continue revisiting the model text using the text map, text and supporting illustrations, diagrams or images.</p> <p>Text is boxed up into key sections.</p> <p>Modelled Writing: teachers model their 'inner writer' to model effective writing and editing of writing (using Swap/Add/Delete) for the children. Providing a text appropriate scaffold for children to draw upon when writing themselves e.g. model openings, character or setting descriptions, snippets of dialogue, suspense paragraphs etc.</p> <p>Writing less and more often; opportunities to practise and apply skills. Done in short bursts in every lesson; feedback is given and responded to so that good writing habits are formed.</p> <p>Planning a hot task. Children to develop planning skills. Using boxing up or exploded planning strategies, children understand the importance of planning their writing prior to independent work.</p> <p>Grammar: daily bursts should be dripped within QFT and each unit should have one text specific grammar lessons that is taught.</p>	<p>Introduce the hot task.</p> <p>Ensure there is an authentic audience or purpose and that the task builds on the unit text and skills taught.</p> <p>This is an independent piece of writing, using their planning and applying the skills they have practised and refined throughout the unit.</p> <p><i>Steps to Success will be the same at the cold task.</i></p> <p>Editing – time for edits to work are encouraged and some peer assessment may be used. Children are given time to improve their writing.</p>	<p>Children to celebrate the successes in their writing and share, present or display or publish it in some way.</p> <p>Teacher to evaluate the unit of teaching.</p> <p>Reflect on progress with pupils.</p> <p>Assessment: Both the technical aspects of writing & the content focussed on.</p>

SEND Provision in English; reading

For all reading lessons and the reading environment:

Within the classroom, there is a range of texts which meet the needs of all learners. These should also be well organised to support learners with browsing and making choices.

Make modelled, shared and peer talk core to your reading. Talking through any important background knowledge necessary to understand the text, for example the historical and geographical setting for a story can help learners' comprehension.

Consider the physical environment and making displayed print accessible to all learners. Ensure that print which forms part of classroom displays are words that learners have been taught to read or are words that will be taught. Print could be displayed through a key word wall which is built up as learners are explicitly taught new words. Topic-related vocabulary that has been taught displayed on a working wall will support learners with both reading and writing these words.

Use dyslexia friendly fonts or handwriting used for display,

Plan for class 'read-alouds' and discussions that give learners with lower reading fluency access to age-appropriate texts.

Give learners the opportunity to listen to a story without the printed text can support their engagement by freeing up their working memory.

Read for a range of reasons: for fun, for excitement, for relaxation, for information, amongst many others

Throughout the primary phase, learners should be part of reading lessons which follow the sequence of 'teach, practise and then apply'.

Learners should have the opportunity to practise within a scaffolded and supported environment where they are able to receive feedback which supports them with achieving and progressing as such, it is essential that learners are accurately assessed and, during daily reading lessons, are reading texts which are closely matched to their phonic knowledge.

Ensure texts in the classroom will appeal to the learners' interests; a wish-list of topics, genres and authors could be created with the class.

For learners in the early stages of reading, and not yet secure in their phonics knowledge, daily phonics teaching at their phonics level is essential.

Learners should be part of daily reading lessons in which they are reading texts closely matched to their phonic knowledge.

Daily reading lessons, explicitly teach individual reading comprehension skills, e.g., asking questions, drawing inferences, predicting, or summarising (refer to the National Curriculum for age-related-expectations for individual year groups).

Regular assessment is essential to ensure that learners are reading at the most appropriate level

Ensure that learners have sufficient practice in reading, and rereading, books matched to their phonic knowledge so that they can build up their bank of words that can be read speedily.

Support readers with understanding and retaining new vocabulary by pre-teaching new words prior to tackling the text

Use props or guides to support learners to focus on following the print in the text in front of them. This could be a lolly stick, cardboard pointing finger or a reading ruler.

Timetable reading sessions so they are short and frequent; some learners may benefit from multiple shorter sessions each day.

Share the reading between the learner and the adult supporting, e.g., taking turns on alternate pages, will help if the learner has difficulties with reading stamina as well as maintaining focus

Advance of the lesson, show learners the book they will be reading; draw them in through reading the blurb, making real life connections or connections with texts they have already read.

Cognition and Learning Needs

Link new learning to what pupils already know, build on existing knowledge, personalised curriculum.

Adapted to age-appropriate level. Differentiate up.

Break new learning down into small steps.

Provide multiple examples of new concepts and where possible link to real life.

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Use short, simple instructions, one at a time. Repeat and rephrase as required.

Use visuals to support task instructions and auditory instructions.

Allow additional processing time. Give pupils time to think before coming back for an answer to a question

etc. Altered pace.

Visuals for key lists of vocabulary / support other operations e.g., number lines, numicon, operation cards etc. / support working memory etc.

Visual demonstrations, modelling examples.

Teach asking for help / private signal for asking for help.

Coloured overlays / reading pens / talking cans etc.

Direct teaching or sequencing as a concept to child.

Adapt reading texts / allow them to read to a familiar adult rather than the whole class.

Use peer support or focused group support with TA or CT.

Roles given in group situations.

Range of multi-sensory teaching strategies.

Shared learning objectives / own target setting.

Adapted questioning. Checking pupils understand by asking them to repeat task back etc.

Pre and post teaching.

Working walls / displays to scaffold.

Adapted homework tasks.

Parents provided with new vocabulary lists at home to see before the learning takes place.

Movement breaks provided.

Support and teaching for organisation and planning tasks.

Consider environment changes, seating arrangements etc.

Alternate workstations away from distractions.

Regular adult check-ins.

Adapted assessments and planning from b-squared progression steps.

1:1 or group TA support which is planned for and used to maximise learning – they are aware of their role before the lesson and lesson content. E.G TAs are not trying to differentiate the lesson while it is taking place.

Access to specialist intervention e.g. precision teaching / phonics etc.

Advice followed when provided by SFSS / EPS etc.

Communication and Interaction Needs

Explicit teaching of listening skills.

Use pupil's name before asking a question or giving instructions.

Give instructions before, not during an activity. Check understanding.

Have cues for listening and visual supports for auditory instructions.

Keep instructions short and simple.

Adapt language to be non-demanding / positive instruction / forces choice. Avoid figurative or metaphorical language.

Provide accurate language models and correct language following specialist advice.

Allow additional processing time.

Explain new vocabulary.

Support vocabulary with visual aids / vocab lists / word banks / signs and symbols / gestures etc.

Private visual cues in use

Movement and Sensory Breaks.

Working partnerships to support.

Cater for non-verbal communication by using child's preferred choice of communication.

Use social stories / comic strips.

If appropriate, use TA to provide 1:1 or group support to aid communication or interaction.

Pupil attends specialist SALT intervention.

SALT advice followed.

Access to specialist interventions e.g RWI Phonics/ whole word reading

SEMH Needs

Allow the use of functional / fiddle objects.

Adapt instructions to be short and simple. Check understanding and allow additional processing time.

Make tasks shorter, with frequent breaks.
 Use timers.
 Task, organisational and planning checklists
 Increase positive comments and rewards. Targeted praise.
 Pre and post teaching - also get them excited before the lesson with a glimpse of what is to come.
 Additional modelling of tasks.
 Use interactive strategies – whiteboards for all / come to the front take a role etc.
 Clear expectations of what you want to see, adapted to child's level. Rules on display and referred to.
 Adapt sanctions.
 Use private signals for when they are off task or behaving inappropriately.
 Have all resources ready, avoid distractions or task avoidance.
 Shared target setting.
 Language – non-demanding / positive instruction / providing choice / reducing anxiety / deescalating / use humour.
 Plan so the child has a chance to show their strengths.
 Communicate all the achievements.
 Personalised curriculum – link to interests where possible.
 Give the child a responsibility to raise self-esteem.
 Movement and sensory breaks / safe space / calming box / thinking zone.
 TA support either 1:1 or small group.

Alternate break provision
 Alternate SEMH / nurture curriculum.
 ELSA Interventions.

Physical and Sensory Needs

Hearing Impairment:

Sit the pupil at the front of the class where they can see the board and lip read better.
 Consider and adjust for factors affecting lip reading e.g., lighting / moving / facing the child.
 Repeat what others say for the pupil.
 Minimise background noise.
 Shorter instructions / additional processing time. Check understanding. Repeat and rephrase where necessary.
 Provide additional resources to explain new vocab.
 Pre and post teaching sessions.
 Use pupil's name before giving an instruction.
 Vary ways of recording.
 Allow additional time and consider tiredness and additional strain.
 Do not ask the child to take notes while watching a video clip.
 Do not ask them to write while listening to CT talk.
 Use specialist technology provided by Deaf Team e.g., hearing aids and microphone / BSL signing or Makaton.

Use 1:1 TA to follow provision on Individual Support Plan or advice from SFSS.
 Access to specialists Interventions advised by SFSS.
 Interventions – time to talk / talking partners / ELSA.

Visual Impairment:

Avoid pupils having to look directly into a light source, e.g., don't stand with the light behind you. Adapt seating according to needs.
 Use clear, well-spaced print, with a contrasting background. Enlarge texts. Enlarged lines, squares etc.
 Avoid shiny surfaces.
 Give verbal instructions to replace pictures or facial expressions or written instructions etc.
 Use pupil's name before talking to them and indicate who is talking in class before they speak.
 Minimise the need for extensive handwriting.
 Use tactile indicators to help the child locate things.
 Allow additional time and prepare for tiredness and strain.
 Ensure the pupil has the best medium for recording work, for them e.g., record auditory instead of visually

Pre and post Teaching.

Give as many firsthand, multi-sensory experiences as possible.

Use audio books / reading pens.

Follow specialist advice given by SFSS.

Use TA to implement specialist provision e.g., use of braille etc.

Physical needs:

Adapt the classroom and seating to cater for free movement and access. The environment supports the child to learn as independently as possible.

Uses specialist equipment provided by PDSS / OT / Physio etc.

Provide access to resources.

Encourage oral presentation if writing is difficult.

Consider adapting paper size, lines, marking a dot, using a chunkier pen, fix paper to the table, sponge instead of a paint brush etc.

Avoid unnecessary copying.

Allow additional time to complete tasks, if required. Consider tiredness and strain.

Adapt physical activities e.g., PE according to needs follow advice from PDSS.

Use technology to support and increase access.

Access fine and gross motor interventions.

Follow specialist advice from PDSS.

Use TA support according to individual Support Plan.

Sensory Processing

Make adaptations for sensory overload / slow or under responsive e.g., sensitive to noise (ear defenders or provide a quieter area to work) / sensitive to touch (adapt clothing / give gloves for messy work) / provide firm touch etc.

Provide planned sensory breaks.

Allow the use of functional objects / fiddle toys.

Allow objects for chewing.

Provide movement and calming breaks.

Appropriate demand on/for eye contact.

Prepare for sensory experiences.

Consider adaptations e.g., special place in the line to avoid a sensory response.

Allocated seating.

Make environmental adaptations e.g., no need to go into assembly / lunch hall etc.

Follow advice from SFSS / EPS / SEMH team.

TA to support emotional regulation – follow individual support plan.

ELSA