

Vernon Primary School



English Policy



The intent of the English curriculum at Vernon Primary School is to provide every pupil with:

In Reading...

- Excellent phonic knowledge and skills.
- Fluency and accuracy in reading across a wide range of contexts throughout the curriculum.
 - Knowledge of an extensive and rich vocabulary.
 - An excellent comprehension of texts.
 - The motivation to read for both study and for pleasure.
- Extensive knowledge through having read a rich and varied range of texts.

In Writing...

- The ability to write fluently and with interesting detail on a number of topics throughout the curriculum.
 - A vivid imagination which makes readers engage with and enjoy their writing.
- A highly developed vocabulary and an excellent knowledge of writing techniques to extend details or description.
 - Well-organised and structured writing, which includes a variety of sentence structures.
- Excellent transcription skills that ensure their writing is well presented and punctuated, spelled correctly and neat.
 - A love of writing and an appreciation of its educational, cultural and entertainment values.

In Communication...

- An exceptional talent for listening attentively so as to understand what is being said.
 - A rich and varied vocabulary that gives clarity and interest to conversations.
 - Clear speech that can be easily understood by a range of audiences.
- An excellent grasp of the rules used in English conversation, such as tenses and the grammatical structure of sentences.
 - A highly developed ability to tell stories that capture the interest and imagination of the audience.
 - A delight in initiating and joining in conversations.
 - Respect for others when communicating, even when views differ.

'Nobody else is quite like me'

Introduction:

This document is based upon the practice within our school. It will be formulated in consultation with all of our teaching staff and provides a current picture of our aims, objectives, planning strategies and teaching methods as well as the ethos underpinning them. English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others, and through their reading, writing and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. English is defined as the united skills and knowledge of reading, writing and oral language. In order for children to become literate, they must understand that the written word is a representation of the spoken word, and that both have a variety of forms related to purpose.

The overarching aim for English as outlined in the National Curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written language, and to develop their love of literature through widespread reading for enjoyment. The national curriculum for English aims to ensure that all pupils:

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

Language in its written and spoken forms provides the main instrument of learning throughout any school curriculum. It is the key to education and at Vernon, we wish the children to develop their ability and use it effectively and imaginatively in Reading, Writing and Communication, demonstrating their enjoyment of all aspects of the subject.

For full details of the English Curriculum Overview and programmes of study, please refer to:

<https://www.gov.uk/government/publications/national-curriculum-in-england-english-programmes-of-study/national-curriculum-in-england-english-programmes-of-study>

This policy has been written to ensure the provision of opportunities and experiences for children, which contribute to English development within a challenging learning environment, which is inclusive of all young people.

Aims and objectives:

- to provide a classroom and school environment which supports language development and stimulates the children's curiosity, interest and enjoyment of English, enabling each child to achieve his/her potential
- to ensure that there is equality of access and opportunity for all children to develop their English skills
- to provide a variety of practical activities (including innovative drama initiatives) and a range of interesting and inspiring activities that capture the attention of the children and take into account the needs of individual children
- to ensure that the delivery of the English curriculum embodies and embraces the creative, innovative philosophy of teaching and learning at Vernon Primary School
- to foster and encourage a lasting enjoyment and appreciation of literature and non-literary works from a variety of eras, cultures and communities
- to enable pupils to work independently and as part of a team in varied activities and contribute to the development of key skills, such as Computing, reading, writing and communication
- to seek to ensure that all children achieve their full potential in all aspects of English by the time they move from Primary to Secondary Education

Teaching and Learning:

At Vernon Primary School, we believe that teachers must work together to plan, deliver and moderate the teaching of English in order to ensure that expectations are high. Our teaching approaches follow the guidance in the National Curriculum for English. English skills are taught during an English lesson, but are also encouraged in other key areas of school life, such as class or year group presentations, sports reports, drama productions, RE and Personal Development discussions. We embrace opportunities to promote English skills in all areas of the curriculum, as is regularly shown by the various displays in both Key Stages covering a variety of topics. Children have the opportunity to showcase and share their most successful pieces of work as part of termly study books.

Teaching staff at Vernon Primary School have undertaken ongoing relevant Curriculum training and are fully committed to using the Curriculum for English in order to support the planning, implementation and achievement of reading, writing and communication objectives. Staff are also able to use creativity and pupil enthusiasm to deliver inspiring activities based around chosen themes and create cross-curricular links where possible.

Each class organises a daily English session, supplemented by handwriting, spelling, guided reading, comprehension, EGPS (English grammar, punctuation and spelling) and guided writing activities. The children are grouped in a variety of ways and a range of teaching strategies are used, including:

- demonstration
- modelling
- explanation
- questioning
- discussion
- paired work (talking partners)
- shared and peer writing
- peer editing

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Areas of teaching and learning identified as particularly effective in the school include:

- writing tasks broken down into smaller steps, with feedback and discussion at each stage
- writing directed to specific audiences beyond the teacher, including the use of topic study books
- skilful links made between reading and writing, so features of text are noted and modelled (by shared teacher text or teacher models)
- oral work used as a stimulus for, and accompaniment to, writing, with ongoing teaching of vocabulary
- a balance between support (plans, frames, collaboration etc.) and independence, which is well maintained with scaffolding provided as appropriate
- opportunities for choice between topic or content (valuing individual ideas) but with clarity over the form required
- a balance between 'timed' pieces (planning, editing and final text) and re-drafted work
- teachers' excellent knowledge of language and writing pedagogy to underpin this 'balance' of teaching techniques
- outstanding use of innovative drama techniques as a stimulus and learning tool for different writing forms and genres.

In response to this, we can expect to observe these responses from the children in our care:

- ✓ enthusiasm, engagement and perseverance with tasks
- ✓ work completed independently by children in choice situations (children wanting to write at home, at playtimes etc)
- ✓ children are keen to share, discuss and publish their work
- ✓ pride taken in the quality of their work (including presentation, style and content)
- ✓ respect for the writing and views of others
- ✓ positive reaction to feedback from teacher and peers, motivated by the desire to improve
- ✓ a positive and respectful approach to regular, ongoing group and paired collaboration

We teach English in our Foundation Stage, relating the literacy aspects to the objectives set out in the Early Year Foundation Stage Framework.

Planning:

The planning of English is a process in which all teachers are involved. Weekly plans are drawn up by individual class teachers or developed in year groups and adapted accordingly. These are then monitored by the Headteacher, Deputy Headteacher, Assistant Headteacher(s), SLT and subject leader. English plans are edited by class teachers as the week progresses to ensure children's motivation and achievement. The plans are based on the National Curriculum, using learning objectives documents as a reference point for progression in Years One to Six; plans in Reception are based on the 'Early Learning Goals'. Towards the end of the Reception Year, the teachers aim to use the elements of a daily English lesson to ensure a smooth transition to Year One.

In order to plan their English teaching, teachers start from a thorough knowledge of the children's existing knowledge, skills and understanding; they are clear about the unit outcomes they intend the children to achieve. As children move through the primary phases, teachers should build on knowledge and skills gained from assessments in the previous stage of learning: Key Stage 1 building on the information from

the Foundation Stage Profile and in Key Stage 2 moving forward from the end of Key Stage 1 assessments into the next phase of learning.

Teachers in both Key Stages 1 and 2 also include EGPS (English grammar, punctuation and spelling) warm-up activities in their weekly planning. This 5 to 10 minute starter or plenary provides the children with an opportunity to recap, consolidate and extend their knowledge of grammar, punctuation and spelling patterns or language features in a range of written texts. It is also used as an opportunity to create mind maps or verbal stories to support the lesson.

All subjects of the curriculum are rich sources for learning new vocabulary and for developing communication, reading and writing. English teaching across the curriculum:

- ✓ Broadens and enhances children's command of English skills by providing them with a range of different contexts in which to use and practise these skills
- ✓ Embeds the teaching of the English skills which are central to the language of a particular subject within that subject
- ✓ Enhances the learning of the subject itself and the attitudes of children towards that learning

To secure high quality English planning, teachers:

- familiarise themselves with the specific year group objectives within the new curriculum, as well as the year groups above and below which they are teaching
- review their current English planning to make sure that communication, reading and writing are integrated in their planning, both within discrete English teaching and across the curriculum
- identify any areas or gaps in current planning which require attention and ensure that there are effective arrangements in place for monitoring the implementation of their plans
- ensure the English curriculum promotes both discrete teaching within subjects and extends English learning across subjects
- make explicit the unit they are covering from the Genre Coverage framework created by the Subject Leader
- date all plans to ensure coverage is explicit
- investigate the attainment and interest of the children in their classes
- use available adults effectively inside and outside the classroom

Planning for inclusion:

The National Curriculum sets out a number of key principles essential to planning and teaching:

- Setting suitable challenges
- Responding to pupils' needs
- Overcoming potential barriers for individuals and groups of pupils

These principles highlight the importance of all settings and schools planning English teaching in order to meet the needs of all children. Planning should also ensure that the needs of children within specific groups, such as those with Special Educational Needs (SEND) or those learning at greater depth, are addressed in full. Planning for inclusion should be an integral part of a wider, coherent approach to effective English planning.

Marking and Assessment:

Marking of the children's work is carried out regularly and thoroughly in accordance with the school's Marking Policy. Any comments are made in order to guide and encourage the children by identifying positives linked to the objective and then targets for future writing.

In marking and feedback to children, value should be placed on:

- High quality marking to provide clear feedback linked to the objective
- Presenting children with the next steps for their development
- Well-developed teacher knowledge and expertise which informs assessment
- Succinctness as well as elaboration, where appropriate to the task
- Presentation and accuracy
- Identifying spelling corrections in new and tricky vocabulary, in line with the spelling progression document (see Appendix A)

Teachers are expected to model cursive handwriting within their marking and during shared writing and modelling sections of any lesson across the curriculum.

In the short term, teachers will carry out continuous formative assessment of children's progress in all aspects of the English Curriculum and will be noted down on the weekly English planning (children are identified as 'emerging', 'expected' or 'exceeding' the objectives). This formative assessment will then inform future planning.

In the medium term, teachers will make formal assessments of children's progress at the end of each term, using Writing Assessment Grids and professional judgement of expectations (See Appendix B). This are continually reviewed in light of new government changes to assessment. These assessments will then be moderated throughout the school. The outcomes of such assessments will inform future planning. Formal assessments at the end of each year inform the teacher's assessment of pupils.

In the long term, there will be summative assessments towards the end of the Year 2 and Year 6.

Targets:

Children are all given individual targets based around their next steps from their class teachers. The children have the opportunity to discuss these with the teacher so that they are able to identify their own progress and self-assess (this responsibility increases through the Key Stages) These targets are regularly monitored, developed and extended in line with each child's individual needs and aspirations.

Remote Learning

Where remote learning takes place due to closures/lockdown, an English task and a guided reading activity will be set daily. These may involve a recorded video, live lesson or the provision of resources to complete a task with clear instructions. The children will access this securely using Google Classroom. Any work submitted by the children will be marked by a member of staff with a brief comment related to the learning objective.

Responsibilities:

The Role of the Subject Leader:

- Monitoring the teaching and learning of English across the school
- Informing others of CPD opportunities where appropriate
- Support colleagues in their development of detailed plans and in assessment and record keeping
- Assisting with requisition and maintenance of resources required for the teaching of English
- Monitor progress and continuity from each year group
- Scrutiny of work, planning and books
- Tracking all achievement and attainment of groups of children across the school, alongside the Assessment Coordinator
- Staying aware of current changes and developments in the subject and keeping staff up to date with these where appropriate and offering advice on new resources.
- Monitoring remote learning should it be required.

The Role of the Class Teacher:

- To develop and update skills, knowledge and understanding of English.
- To identify CPD needs and attend training sessions
- To keep up-to-date records of assessment
- To collaborate with colleagues and SLT in the moderation and assessment of pupils' learning.
- To plan and teach effective, inspiring English sessions, through short, medium and long term plans. This includes the use of learning platforms for Remote learning when necessary.
- To provide valuable, regular feedback to pupils, both verbally and in the process of marking
- To inform parents/carers of their child's progress in English
- To ensure teaching assistants are aware of the integral role they play in English lessons.
- To ensure the implementation of the spelling progression document (Appendix A) and any up-to-date initiatives in Reading and Spelling (see Appendix C)

The Role of the Teaching Assistant:

During whole class work, teaching assistants can:

- Provide extra support for all children particularly low achievers and extend more able children
- Prompt children who lack confidence
- Support children to use specific resources to find an answer
- Observe the participation of a group of children to feed into assessment

Within the main part of the lesson they can:

- Oversee the work of a small group and maintain focus
- Encourage the participation of children in group work
- Look for and note any common difficulties, misconceptions or areas for development that children have so that they can be addressed in future lessons.
- Ensure children interpret questions correctly
- Assess children during independent work or whole class

Parent/Carer Involvement:

- Parents/Carers are invited into school three times a year to share their child's work and discuss their child's progress and are encouraged to speak to class teachers when queries arise
- Parents/Carers are invited to an Open Evening in the summer term
- Parents/Carers are welcomed into school to work within the classroom

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- Parents/Carers are encouraged to support their child with English homework in Years Two to Six (see Homework policy).
- Parents/Carers are encouraged to access the school website and Remote Learning Platforms for further opportunities to enrich and extend their child's learning beyond the classroom environment.
- Parents/Carers are given new Reading stems and sample questions to enable further support with their child's reading at home.

Reporting to Parents:

Children's progress is reported to parents in an annual written report at the end of the year; a written feedback sheet during the Spring Parents evening; and verbally throughout the year during parents evenings and on an informal basis, in line with the school's 'open door' policy of communication.

Homework:

English homework is provided from Year 1 onwards. This may take the form of reading at home, developing book review skills, comprehension skills or more formal written activities (see homework policy for homework progression throughout the school). This provides parents with an opportunity to work with their child at home and see their progress. These activities are valuable in promoting children's learning in English. Throughout the school, children are encouraged to read at home regularly and discuss the texts that have been read, as well as develop their ability to spell words correctly using a list sent home each academic year. Children will also be given opportunities to practise their reading comprehension skills beyond the classroom.

Monitoring and Review:

We are aware of the need to regularly review our policies to take into account the new initiatives, changes in curriculum or developments in technology.

Stella Walker

Assistant Headteacher
Subject Leader for English

Policy date – July 2020

Review Date – July 2022

Ratified by Governors – July 2020



APPENDIX A

Spelling Progression

Vernon Primary School

This document is designed to be used as a guide for teachers to support every child in learning new spellings and extending their vocabulary. This whole-school document works alongside the National Curriculum's statutory and non-statutory guidance in Appendix 1 of the English Curriculum document:

[https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/239784/English_Appendix_1
- Spelling.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/239784/English_Appendix_1_-_Spelling.pdf)

Reception:

Children begin in Reception with key rings, which all children take home to practise reading. The key rings begin at number 1 and go up to 18. Number 1 is based on CVC words; by number 7a, the children begin to look at different digraphs. There is not necessarily a direct link to the phases in phonics through the key rings, but progression is evident in the vocabulary. If children are still working on the key rings by the end of Reception, this number should be continued in Year 1.

In the summer term of Reception, the children who have completed their key rings will be given a selection of words from the High frequency word (HFW) list. The number of words given depends on the ability of the child. Children will take these home to learn and will be tested on them each week. Children also begin reading pink books from the school banded collection and work upwards through the collection. The books that children take home to read will also link to the phonics sounds that they are learning.

Years 1 to 6:

In the younger year groups, children continue to work through the list of High Frequency words which they may have started in Reception.

Spellings should be taught as part of the English Curriculum either discretely in separate lessons or as part of English lessons and warm-ups.

In Years 1 to 6, teachers should be referring to the statutory list of words and letter patterns from the [National Curriculum English Programmes of Study Appendix 1](#).

Once the HFW have been learnt, children in Years 1 to 6 should be taught the following spellings:

- **Statutory National Curriculum words** (Appendix 1 of National Curriculum) – these can often be taught grouped according to patterns or rules,
- **Misspelt words from the child's own writing** - this will naturally include words related to the class topic. Therefore, children will begin to expand their vocabulary for writing throughout the termly topic and begin using correctly spelt ambitious topic words within their English lesson. Misspelt words will also include any high or medium frequency words that a child misspells in their own writing and needs to revise.
- **Any further common or medium frequency words** (or even High frequency words) when appropriate e.g. words spelt incorrectly in a SWST test, or other age-related spelling activity.

When a child becomes a more confident and proficient speller, possibly beyond Year 3 and into Upper Key Stage 2, teaching of spellings can also incorporate adventurous words to extend their vocabulary. These could include words found in their independent reading, words used within the classroom environment, recommended words and exciting 'challenge' words.

This document is supported and supplemented by the Spelling initiatives document 2020.

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APPENDIX B

Writing Assessment Grids

Key Stage 1:

End of Year 1:

NAME:	TYPE OF WRITING:	
End of Year 1 – <u>WORKING TOWARDS</u> THE EXPECTED STANDARD		
The pupil can write sentences that are sequenced to form a short narrative, after discussion with the teacher:		
Demarcating some sentences with capital letters and full stops		
Segmenting spoken words into phonemes and representing these by graphemes, spelling some correctly		
Spelling some common exception words		
Forming lower-case letters in the correct direction, starting and finishing in the right place		
Forming lower-case letters of the correct size relative to one another in some of the writing		
Use spacing between words.		
End of Year 1 – <u>WORKING AT</u> THE EXPECTED STANDARD		
The pupil can write a narrative about their own and others' experiences (real and fictional)		
Demarcating many sentences with capital letters and full stops		
Segmenting spoken words into phonemes and representing these by graphemes, spelling some correctly		
Spelling many common exception words		
Forming lower-case letters in the correct direction, starting and finishing in the right place		
Forming lower-case letters of the correct size relative to one another in some of the writing		
Use spacing between words that mostly reflects the size of the letters.		
Using some expanded noun phrases to describe and specify		
Using present and past tense mostly correctly and consistently		
Using co-ordination (or / and / but)		
End of Year 1 – <u>WORKING AT GREATER DEPTH</u> WITHIN THE EXPECTED STANDARD		
The pupil can write a narrative about their own and others' experiences (real and fictional)		
Using sentences with different forms in their writing:	Statements	
	Questions	
	Exclamations	
	Commands	
Write sentences that are sequenced to form a short narrative (real or fictional)		
Write about real events, recording these simply and clearly		
Using some subordination (when / if / that / because)		
Segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly		
Spelling most common exception words*		
Using the diagonal and horizontal strokes needed to join letters in some of their writing		
Writing capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters		
Using spacing between words that reflects the size of the letters		

End of Year 2 (and Key Stage 1):

NAME:	TYPE OF WRITING:
End of Key Stage 1 statutory assessment – <u>WORKING TOWARDS</u> THE EXPECTED STANDARD	
The pupil can, after discussion with the teacher	
Write sentences that are sequenced to form a short narrative (real or fictional)	
Demarcate some sentences with capital letters and full stops	
Segment spoken words into phonemes and represent these by graphemes, spelling some words correctly and making phonically-plausible attempts at others	
Spell some common exception words*	
Form lower-case letters in the correct direction, starting and finishing in the right place	
form lower-case letters of the correct size relative to one another in some of their writing	
Use spacing between words	
End of Key Stage 1 statutory assessment – <u>WORKING AT</u> THE EXPECTED STANDARD	
The pupil can, after discussion with the teacher:	
Write simple, coherent narratives about personal experiences and those of others (real or fictional)	
Write about real events, recording these simply and clearly	
Demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required	
Use present and past tense mostly correctly and consistently	
Use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses	
Segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others	
Spell many common exception words*	
Form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters	
Use spacing between words that reflects the size of the letters.	
End of Key Stage 1 statutory assessment – <u>WORKING AT GREATER DEPTH</u> WITHIN THE EXPECTED STANDARD	
The pupil can, after discussion with the teacher:	
Write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing	
Make simple additions, revisions and proof-reading corrections to their own writing	
Use the punctuation taught at key stage 1 mostly correctly [^]	
Spell most common exception words*	
Add suffixes to spell most words correctly in their writing (e.g. –ment, –ness, –ful, –less, –ly)*	
Use the diagonal and horizontal strokes needed to join some letters.	

* These are detailed in the word lists within the spelling appendix to the national curriculum (English Appendix

[^] This relates to punctuation taught in the national curriculum, which is detailed within the grammar and punctuation appendix to the national curriculum (English Appendix 2).

End of Lower Key Stage 2:

NAME:	TYPE OF WRITING:	
End of lower key stage 2 (year 4) statutory assessment – <u>WORKING TOWARDS</u> THE EXPECTED STANDARD		
The pupil can write a narrative about their own and others' experiences (real and fictional)		
Demarcating most sentences with:	Capital letters and full stops	
And with some use of:	Question marks	
	Exclamation marks	
Using sentences with different forms in their writing:	Statements	
	Questions	
	Exclamations	
	Commands	
Using some expanded noun phrases to describe and specify		
Using present and past tense mostly correctly and consistently		
Using co-ordination (or / and / but)		
Using some subordination (when / if / that / because)		
Segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly		
Spelling many common exception words*		
Spelling some words with contracted forms*		
Adding suffixes to spell some words correctly in their writing, e.g. –ment, –ness, –ful, –less, –ly *		
Using the diagonal and horizontal strokes needed to join letters in some of their writing		
Writing capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters		
Using spacing between words that reflects the size of the letters		
End of lower key stage 2 (year 4) statutory assessment – <u>WORKING AT THE</u> EXPECTED STANDARD		
The pupil can write for a range of purposes and audiences:		
Commas to separate items in a list		
Apostrophes to mark singular possession in nouns		
Using question marks consistently		
Using exclamation marks consistently		
Demarcating all sentences with capital letters and full stops		
Spelling most common exception words*		
Spelling most words with contracted forms*		
Adding suffixes to spell most words correctly in their writing, e.g. –ment, –ness, –ful, –less, –ly *		
Using the diagonal and horizontal strokes needed to join letters in most of their writing.		
Producing legible joined handwriting		
Spelling all year 3 and 4 words correctly		
Using co-ordinating and subordinating conjunctions		
Using paragraphs to organise ideas		
Describing settings and characters		
Using pronouns as a cohesive devices		
Using adverbial phrases as a cohesive device		
Using dialogue as a cohesive device		
Using the present perfect form of verbs		
End of lower key stage 2 (year 4) statutory assessment – <u>WORKING AT GREATER DEPTH</u> WITHIN THE EXPECTED STANDARD		
The pupil can write for a range of purposes and audiences (including writing a short story):		
Using thematic reference chains (linked nouns e.g. school, classroom, pupil) as a cohesive device		
Using dialogue to convey character		
Using dialogue to advance action		
Using contracted forms of words to show a level of informality		
Using adverbs to add detail, qualification and precision		
Using preposition phrases to add detail, qualification and precision		
Using expanded noun phrases to add detail qualification and precision		
Spelling some of the Year 5 and 6 spellings correctly		
Making some correct use of colons and semi-colons		
Using some modal verbs appropriately		

End of Upper Key Stage 2:

NAME:	TYPE OF WRITING:	
End of Upper key stage 2 (year 6) statutory assessment – <u>WORKING TOWARDS</u> THE EXPECTED STANDARD		
The pupil can write for a range of purposes		
Demarcating sentences with: (mostly correctly)	Capital letters	
	Full stops	
	Question marks	
	Commas for lists	
	Apostrophes for contraction	
Use paragraphs to organise ideas		
In narratives, describe settings		
In narratives, describe characters		
In non-narrative writing, use simple devices to structure the writing and support the reader:	Headings	
	Sub-headings	
	Bullet points	
Spelling most of the Year 3 and 4 spellings correctly		
Spelling some of the Year 5 and 6 spellings correctly		
Write legibly		
End of Upper key stage 2 (year 6) statutory assessment – <u>WORKING AT</u> THE EXPECTED STANDARD		
The pupil can write effectively for a range of purposes and audiences.		
The pupil can select language that shows good awareness of the reader (e.g. the use of first-person in a diary; direct address in instructions and persuasive writing).		
In narratives, describe settings, characters and atmosphere		
Integrate dialogue in narratives to convey character and advance the action		
Select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility).		
Use range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs.		
Use verb tenses consistently and correctly throughout their writing.		
Use the range of punctuation taught at key stage 2 mostly correctly. For example:	Inverted Commas	
	Other punctuation to indicate direct speech	
	Apostrophes	
	Commas	
	Brackets	
	Dashes	
	Semi-colon	
	Colon	
Hyphen		
Spell correctly most words from the Year 5 and 6 spelling list.		
Use a dictionary to check the spelling of uncommon or more ambitious vocabulary.		
Maintain legibility in joined handwriting when writing at speed.		
End of Upper key stage 2 (year 6) statutory assessment – <u>WORKING AT GREATER DEPTH</u> WITHIN THE EXPECTED STANDARD		
The pupil can write effectively for a range of purposes and audiences.		
The pupil can select the appropriate form		
The pupil can draw independently on what they have read as models for their own writing (e.g. literary language, characterization, structure)		
Distinguish between the language of speech and writing		
Choose the appropriate register		
Exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this		
Use the range of punctuation taught during key stage 2 correctly (see above for lists)		
When necessary, use such punctuation precisely to enhance meaning and avoid ambiguity		



APPENDIX C

Reading Initiatives

Comprehension Focus	<p>Focused comprehension activities at <u>least once every two weeks in Years 2 to 4.</u> Extend to Year 1 when appropriate.</p> <p>Focused comprehension activities <u>weekly in Year 5.</u></p> <p>Focused comprehension activities <u>daily in Year 6.</u></p> <p><i>Rising Stars Cracking Comprehension</i> resources to support this, based on updated assessment questions and criteria.</p> <p>This can be carried out as a separate session or as an English lesson.</p> <p>It can be carried out within groups and whole class, depending on year group/abilities. 'Reading between the Lines' resource also to be used to support with learning inference and deduction skills.</p>
Homework	<p>Comprehension homework to be sent home at least once every month (Years 3 and 4), at least once every two weeks (Year 5) and weekly (Year 6) to give children further opportunities to practise skills (see Homework policy).</p> <p>Extend to KS1 when appropriate.</p> <p>KS1 Phonics reading books to go home related to the sound that is being looked at that week and appropriate weekly phonics activities sent home in KS1 to consolidate the sound.</p>
Speed reading	<p>Focused 'speed reading' sessions - develop skills to read at speed, made fun by challenges and targets - at least once every fortnight in Years 2 to 5 and weekly in Year 6.</p> <p>This can be carried out within guided reading or English lesson warm-ups.</p> <p>Extend to Year 1 when appropriate.</p>
Parent Communication	<p>Reading question stems to be sent home to parents at the beginning of each phase (KS1 and KS2). These should also visible on each year group's website page.</p>
Question stems for children	<p>Reading question stems to be given out as keyrings to children to be kept in school (depending on year group/ability) to enable children to become familiar with each new focus/area.</p>
Guided Reading	<p>Guided reading to be carried out in line with school format, ensuring questions are text-focused and use exact wording/structure of new reading assessments.</p> <p>This should be carried out daily.</p> <p>Handwriting and 'reading for pleasure' (stop, drop and read) sessions should be planned for outside of and separate to Guided Reading sessions.</p>
Book Banding	<p>Reading books used are from a range of publishers, covering different genres and forms of writing. Most are banded according to reading difficulty. Teachers can also use own professional judgement on any books not banded according to colours (see Reading progression document).</p>
Reading for Pleasure	<p>Independent reading for pleasure to be encouraged and celebrated throughout the school - 'book nooks', reading challenges, mystery readers, praise, parental involvement, reviews, challenges, links to library, e-books, audio books, assemblies - teachers to monitor how many books children are reading for pleasure (especially children reading beyond the book bands) and how often they are reading - reading for 'free readers' should be both 'out loud' for expression and to ensure accuracy, as well as reading 'in their heads' to develop speed of independent reading. Books chosen by teachers are high-quality literature that the teachers also love, with a view to inspiring young readers to develop a thirst for books.</p>
'Stop, Drop & Read'	<p>Weekly opportunity in every class for 'reading for pleasure' - this can be 10 to 15 minutes (depending on the year group), when children are given the opportunity to enjoy reading a book. This book could be their own independent reading book, a book from home, a book from the class 'book nook' or a library book.</p>
Reading Streams	<p>Termly, teachers to read class texts to their class from each of the chosen school reading streams. These reading streams will allow for a progression in language and vocabulary to be established and embedded, developing in complexity as the children tackle more advanced stories as they progress through the school.</p> <p>Our Vernon Reading streams are 'Adventure' and 'Role Models'</p>



Spelling Initiatives

Word Banks	Word banks (differentiated) to be used by children to scaffold writing on their tables throughout English lessons, for 4 out of 5 sessions . These can be a list of high frequency words, or common misspelt words, depending on year group or ability. Children should then be writing independently (without the word banks) for 1 out of 5 sessions per week - praise for spelling these words correctly independently. Dictionaries and Thesauri can also be used for the 4 out of 5 sessions, to support children's skills at locating and spelling words correctly, as well as to extend their vocabulary and understanding of word definitions.
Spelling Tests	Spelling tests should be tailored for the individual child according to ability and year group and should include both curriculum words and misspelt words (these could include high frequency words) - see spelling progression document for further details. A spelling test should be carried out at the beginning of each school year and should include words appropriate for each year group (e.g. HFW, curriculum words, common words).
Expectations	Teachers should be encouraging children to spell words correctly within all forms of writing, across the curriculum, especially high frequency words and curriculum words . Children should be asked to look back over their work and edit for spellings before the teacher marks the work. Time should be planned for when children can look back at their work and edit their spellings . Teachers should spend time, after marking, to point out any misspelt words to the child, especially if these are words that they already know how to spell.
Word walls	Vocabulary banks, or word walls, should be on display in every classroom , to encourage children to spell more ambitious words accurately, as well as to develop their own range of vocabulary.
Parent Communication	Parents to be given list of words that their child should be expected to spell (according to ability/year group) - this list could consist of high frequency words, common misspelt words and/or curriculum words, as well as games they could play to encourage accurate spellings.
Precision Teaching	Precision teaching strategy to be used for children who need further support in spelling words.
Handwriting	Handwriting practice to always include high frequency words/misspelt words . PenPals or Speed Up Handwriting can be used as resources for handwriting.
EGPS (English grammar, punctuation and spelling)	These activities should be planned for every day , using a variety of techniques to support with and teach children punctuation, spelling and grammar.
Nessy	Nessy to be installed on laptops/IPads across the school so that it can be used as a reading and spelling resource for specific children with individual needs.
Assemblies	Assemblies can be used to promote spelling (and reading - see above) as a whole-school target - to promote and encourage correct spelling, as well as editing techniques and EGPS games
Spelling Lessons	When appropriate, spelling should be taught as a discrete pattern, to ensure children are familiar with a specific pattern or rule to aid spelling of groups of words - this can be planned for as part of the English curriculum.