

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 Spoken Language and 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 is 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, the cornerstone of learning, 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 Spoken Language (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 spoken language
- 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
- to ensure that every child's 'Reading Journey' through the school is a positive, memorable and enriching experience that enables them to decode, interpret, comprehend, appreciate and enjoy texts (see [Appendix D](#)).

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; they are also encouraged in other key areas of school life, such as class or year group presentations, sports reports, drama productions, RE and PSHE. 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 themes. Reading threads through every aspect of learning throughout every curriculum area.

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 phonics, 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, including peer editing

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 the green screen
- 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 scaffolded support and adaptive teaching techniques (plans, frames, collaboration etc.) and independence, which is well maintained with scaffolding provided as appropriate
- opportunities for choice between theme or content (valuing individual ideas) but with clarity over the form required
- a balance of planning, editing and writing a final pieces, as well as re-drafting work
- teachers' excellent knowledge of language and writing pedagogy to underpin this 'balance' of teaching techniques
- rich vocabulary that threads through every aspect of teaching and learning
- outstanding use of innovative drama techniques and immersive 'hooks' as a stimulus and learning tool for different writing forms and genres
- all aspects of English teaching and learning begin in the Early Years Foundation Stage, where literacy skills and spoken language in particular, form part of direct teaching opportunities and continuous provision.

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

Phonics:

At Vernon Primary School, a systematic synthetic approach to teaching phonics is used; the Government-validated programme, 'Little Wandle Letters and Sounds Revised' is followed from the first day of Reception and into Key Stage One. This offers young children the best and most direct route to becoming skilled readers. The children in Reception, Year 1 and Year 2 take part in a daily phonics session based on the same systematic synthetic programme, 'Little Wandle Letters and Sounds', using Collins Big Cat reading books. Children are taught phonics within their class and their progress is closely monitored and tracked. A detailed programme overview shows the progression of Grapheme-Phoneme Correspondence (GPCs) and tricky words that are taught term-by-term. The progression has been organised so that children are taught from the simple to more complex GPCs, as well as taking into account the frequency of their occurrence in the most commonly encountered words. All the graphemes taught are practised in words, sentences, and later on, in fully decodable books. Children review and revise GPCs and words, daily, weekly and across terms and years, in order to move this knowledge into their long term memory. Keep up sessions are integrated to ensure that every child meets expectations. For detailed information on our phonics programme and early reading as part of English, see the school's '*Phonics and Early Reading*' Policy.

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 in line with the school's English progression maps and teaching context maps. These are then monitored by the Headteacher, Deputy Headteacher, Assistant Headteacher(s), SLT and subject leadership team. English plans are edited by class teachers as the week progresses to ensure children's motivation and achievement. In Reception, plans are based around the Early Years Framework, using the Early Learning Goals; plans in Years One to Six are based on the National Curriculum, using the school's detailed Progression Maps for each area of English (Reading, Writing and Spoken Language).

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 outcomes they intend the children to achieve. As children move through the primary phases, teachers build on knowledge and skills gained from assessments in the previous stage of learning: Key Stage 1 build on the information from the EYFS and in Key Stage 2 moving forward from the end of Key Stage 1 assessments into the next phase of learning.

All teachers include EGPS (English grammar, punctuation and spelling) activities within their daily practice. This approach 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. Discrete EGPS lessons are also planned for to ensure all learning objectives are covered and that knowledge is secure.

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 curriculum, as well as the year groups above and below which they are teaching
- review their current English planning to make sure that spoken language, reading and writing are integrated in their planning, both within discrete English teaching and across the curriculum
- identify any areas or next-steps 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 Teaching Contexts map for their year group
- 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
- use and develop adaptive teaching strategies and resources to ensure all pupils can access the English curriculum

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, as well as children with English as an additional language (EAL), are addressed in full and that adaptive teaching strategies, support, scaffolding and provision is in place for all. Planning for inclusion should be an integral part of a wider, coherent approach to effective English planning, teaching, learning and assessment.

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, next steps or codes 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:

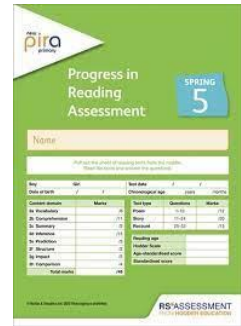
- High quality marking to provide clear feedback linked to the objective – one, two or three ticks against the learning objectives according to whether the objective has been achieved.
- Presenting children with the next steps for their development using a stamp
- Using a specific code in the margin to enable children to edit their own writing
- 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](#))
- FIT activities (feedback and improvement tasks) to develop children to take ownership of their next steps and develop their ability to edit their own writing
- Individual targets created alongside the pupil that identify each child's next steps in learning.

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

Teachers will carry out continuous formative assessment of children's progress in all aspects of the English Curriculum and this will inform future planning. Teachers use Writing Assessment Grids at the end of every extended piece of writing within each unit of work in English. These grids are in line with the DfE's Teacher Assessment Framework and outline expectations for writing standards. Writing assessments are used to inform children's individual targets and next steps.

In Phonics, teachers use the Little Wandle Assessment Tracker every 6 weeks as a summative assessment of children's knowledge of GPC (Grapheme Phoneme Correspondences). This is also used to inform future planning of daily keep up and rapid catch up sessions.

Rising Stars PIRA Tests (Progress in Reading Assessment) are also completed at the end of each term. These tests are used to support the summative teacher assessment judgement and use standardised scaled scores to support this.



Summative assessment judgements are completed in FFT (Fischer Family Trust) Aspire and compared against the top 20% of schools nationally.

In addition, the following **National Curriculum summative assessments** take place that measure children's attainment against national standards:

- Phonic screening check (**June**)
- KS2 assessments (**May**) – Reading, Grammar and Punctuation. Writing assessment judgements are also carried out by teachers at this point, based on their portfolio of work.

Targets:

Children are 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 and alongside the pupil.

Remote Learning

Where remote learning takes place, 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, including ECTs and new members of staff, 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, incorporating adaptive teaching techniques and FIT activities as part of marking. This includes the use of learning platforms for Remote learning when necessary.

'Nobody else is quite like me'

- To provide valuable, regular feedback to pupils, both verbally and in the process of marking
- To work alongside pupils in identifying next steps/targets, to take ownership of their learning
- 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 Spelling (see [Appendix C](#)).

The Role of the Teaching Assistant:

During whole class work, teaching assistants can:

- Provide additional support for all children
- Support children who lack confidence
- Support children to use specific adapted resources
- Observe the participation of a group of children to feed into the assessment process

Within the main part of the lesson they can:

- Oversee the work of a small group and maintain focus – carry out guided reading or writing sessions within the classroom
- 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 these can be addressed in future lessons.
- Ensure children interpret questions correctly
- Assess children during independent, group or whole class work
- Enable children to access adapted resources

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
- Parents/Carers are encouraged to support their child with English homework (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, such as by accessing each year group's curriculum, spellings, texts they are reading and the reading domains.
- Parents/Carers in KS1 to access the eLibrary to support the Little Wandle phonics programme.

Reporting to Parents:

Children's progress is reported to parents in an annual written report at the end of the year; a written interim feedback report 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 EYFS 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 available on the school website (in line with the National Curriculum). 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 new initiatives, changes in curriculum or developments in technology. This policy works alongside the 'Phonics and Early Reading Policy'.

Stella Walker & Sarah Tootell

Assistant Headteachers

Subject Leadership Team for English

Policy date – July 2022

Review Date – July 2024

Ratified by Governors – July 2022



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

Early Years Foundation Stage:

Children begin in Reception with a developing understanding of spelling patterns related to our Phonics programme, (Little Wandle Letters and Sounds revised) - see our Phonics and Early Reading Policy. This is a systematic, synthetic phonics programme and children's early understanding of spelling is directly linked to their phase of phonics. The reading practice book that children take home is directly linked to the specific phoneme they are learning, in line with our phonics programme. Children are also exposed to High Frequency Words and rich vocabulary throughout their time in EYFS and in line with the Early Years Framework and early Learning Goals.

Years 1 to 6:

In the younger year groups, in line with our phonics policy, children continue to participate in the phonics programme and related understanding of spelling linked to early reading. They also continue to become familiar with High Frequency words and rich vocabulary.

Spellings are taught as part of the English Curriculum either discretely in separate lessons or as part of English lessons and warm-ups. Spelling lists for each year group can be found on the school website:

<http://www.vernonprimaryschool.com/page/spellings/80110>.

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 an age-related spelling tests, such as SWST (single word spelling test).

When a child becomes a more confident and proficient speller, teaching of spellings should incorporate adventurous words to extend and enrich 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.

APPENDIX B

Writing Assessment Grids

Key Stage 1:

End of Year 1:

Year 1 assessment – <u>WORKING TOWARDS THE EXPECTED STANDARD</u>	
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	
Use spacing between words	
Year 1 assessment – <u>WORKING AT THE EXPECTED STANDARD</u>	
The pupil can, after discussion with the teacher:	
Write sentences that are sequenced to form a short narrative (real or fictional)	
Write about real events, recording these simply and clearly	
Demarcate many 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)	
Segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others	
Spell some common exception words	
Form lower-case letters of the correct size relative to one another in some of their writing	
Use spacing between words that reflects the size of the letters.	
Year 1 assessment – <u>WORKING AT GREATER DEPTH WITHIN THE EXPECTED STANDARD</u>	
The pupil can, after discussion with the teacher:	
Write simple, coherent narratives about personal experiences and those of others (real or fictional)	
Use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses	
Make simple additions, revisions and proof-reading corrections to their own writing	
Spell many common exception words	
Use the diagonal and horizontal strokes needed to join some letters.	

End of Year 2 (end of Key Stage 1):

Year 2 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	
Year 2 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.	
Year 2 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.	

End of Lower Key Stage 2 (Grid to be used in Years 3 and 4):

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	

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End of Upper Key Stage 2 (Grid to be used in Years 5 and 6):

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 Spelling Initiatives



Word Banks	Word banks (adapted) to be used by children to scaffold writing on their tables throughout English lessons. These can be a list of high frequency words, or common misspelt words, depending on year group or ability. Children should then be encouraged to write independently (without the word banks for some of the time) - praise for spelling these words correctly independently. Dictionaries and Thesauri can also be used throughout English lessons, to support children's skills at locating and spelling words correctly, as well as to extend their vocabulary and understanding of word definitions.
Teaching Spelling	Spellings are taught as part of the English Curriculum and the Phonics programme (Little Wandle) and should include rules and patterns, statutory spellings, curriculum words, misspelt words and common words that need reinforcing. Spellings can be taught as a discrete English lesson, a separate session throughout the week, one-off sessions, as part of a lesson or as warm-up activities. Lists of words for each year group can be found on the school website.
Spelling Tests	Spelling tests should be carried out in the classroom when appropriate, according to the teacher's planning/teaching/assessment cycle for spellings in their class. Spellings will not be sent home to learn, unless it is part of a homework activity based on a spelling pattern or rule; this should then take the form of a challenge, investigation or creative activity, not a list of words to memorise. A spelling test should be carried out at the beginning of each school year and should include words appropriate for each year group. This test can be used to inform planning of the spellings that need to be taught that year.
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 <u>before</u> the teacher marks the work. Time should be planned for when children can look back at their work and edit their spellings (FIT activity) . 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. This can be done as part of the FIT activity and using the appropriate marking code (sp).
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. These displays should be appropriate for the year group.
Parent Communication	Parents to be given access to a list of words at the beginning of each school year (on the school website) that their child should be expected to spell (according to their year group and based on the statutory spelling lists) - this list could also contain ideas and suggestions of ways in which they could support their child to spell correctly, such as games they could play to encourage accurate spellings. This list is available on the school website.
Precision Teaching	Precision teaching strategy to be used for children who need further adapted 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, using a variety of techniques to support with and teach children punctuation, spelling and grammar. These activities can also reinforce and consolidate phonics learning.
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 & Celebrations	Assemblies and celebration events can be used to promote spelling to promote and encourage correct spelling, as well as editing techniques and EGPS games.

APPENDIX D

School's Reading Journey – see separate Document