



INTENT

WRITING

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

READING

- To develop thorough phonic knowledge and skills.
- To develop fluency and accuracy in reading across a wide range of contexts throughout the curriculum.
- To develop a knowledge of an extensive and rich vocabulary.
- To develop excellent comprehension of texts.
- To encourage motivation to read for both study and for pleasure.
- To develop extensive knowledge and increase cultural capital through having read a rich and varied range of texts.

SPOKEN LANGUAGE

- To foster an exceptional talent for listening attentively so as to understand what is being said.
- To nurture a rich and varied vocabulary that gives clarity and interest to conversations.
- To encourage clear speech that can be easily understood by a range of audiences.
- To develop a good grasp of the rules used in English conversation, such as tenses and the grammatical structure of sentences.
- To provide opportunities to tell stories that capture the interest and imagination of the audience through the use of a range of authors, experience of theatre and film.
- To encourage children to take delight in initiating and joining in conversations.
- To teach children to respect for others when communicating, even when views differ.

IMPLEMENTATION



- Our Literacy curriculum is summarised in the following schematic.
- Teachers ensure lessons are sequenced and progressive to ensure they build upon prior knowledge, develop links and identify the relationships between the subject.
- Teachers provide opportunities where children can communicate their ideas and secure their understanding of subject specific vocabulary.
- All staff are registered with the Literacy Shed Plus and staff meetings direct staff to resources targeted at year group objectives.
- Teachers plan lessons so that children are supported, stretched or challenged or in every lesson.
- Teachers use modelled writing to demonstrate correct use of grammatical features.
- Grammar is taught as part of a learning sequence and the children are given the opportunity to apply in longer pieces of writing
- Teacher produce or choose model texts to ensure they meet the year group objectives.
- Guided sessions are evident in lessons and teachers guide children to achieve a high standard of writing.
- Adults will model the use of target vocabulary and techniques in a variety of contexts to assist the transfer to long term memory over time.
- A range of resources are accessible in every class to allow children to edit and improve work.
- A wide range of opportunities are provided across the curriculum to ensure children are utilising their knowledge and building upon it in a range of exciting and engaging ways.
- Super learning weeks enable children to use and transfer skills across curriculum areas
- Spelling Shed is used as homework from Year 1 – Year 6 and pupils’ success is celebrated both in class and as a whole school in celebration assembly. Reinforced in classroom sessions through spelling journals.
- Working Walls will show examples of spelling patterns being taught, modelled writing and modelled editing where appropriate.
- Marking codes will highlight any errors. Time will be given for children to identify their mistakes and make corrections in order to improve their work.
- Early Years and KS1 follow Read Write Inc. programme of study and use the associated resources to develop phonic knowledge, reading fluency and comprehension.
- Children grouped according to ability for Read Write Inc. sessions.
- Whole class reading developed from the end of KS1 and throughout KS2 with a focus on developing comprehension of more challenging texts.
- Teachers choose high quality texts to engage children
- Lesson studies are part of staff CPD to develop their subject knowledge and skills. These are focused on subject specific areas identified through pupil voice and assessment analysis.



IMPACT

- Staff use the Sonar mark book to assess each child against a specific English objective and in turn inform planning.
- NFER Tests are completed termly and standardised scores are considered alongside work in books, contributions in class and the mark book for secure teacher judgements to be made.
- Past SATS tests will be used in Year 2 and Year 6.
- Termly assessments are analysed in order to address any areas of development in future planning.
- Read Write Inc. phonic and reading assessments completed every 6-8 weeks and groups changed accordingly.
- Benchmarking used for those children in KS2 when additional assessments are needed.
- Pupil progress meetings are held termly to address any child not making progress and plans are made in order to target specific groups.
- Pupil and Staff voice.
- Lesson observations.
- Lesson study evaluations.
- Book moderation both across school and our family of schools.
- Marking in books will be meaningful, manageable and motivating where children will reflect on their mistakes in order to make progress.

Our curriculum will focus on these three key areas:

1. Reading
2. Writing
3. Spoken language



Early Learning Goals

Literacy - Comprehension

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;
- Anticipate – where appropriate – key events in stories;
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

Word Reading

- Say a sound for each letter in the alphabet and at least 10 digraphs;
- Read words consistent with their phonic knowledge by sound-blending;
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

Writing

- Write recognisable letters, most of which are correctly formed;
- Spell words by identifying sounds in them and representing the sounds with a letter or letters;
- Write simple phrases and sentences that can be read by others.

Physical Development - Fine Motor Skills

- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.

Communication and Language - Listening, Attention and Understanding

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions;
- Make comments about what they have heard and ask questions to clarify their understanding;

Speaking

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;
- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

Threshold Concept		Milestone 1	Milestone 2	Milestone 3
Composition	<p>Write with purpose This concept involves understanding the purpose or purposes of a piece of writing.</p>	<ul style="list-style-type: none"> • Say first and then write to tell others about ideas. • Write for a variety of purposes. • Plan by talking about ideas and writing notes. • Use some of the characteristic features of the type of writing used. • Write, review and improve. 	<ul style="list-style-type: none"> • Use the main features of a type of writing (identified in reading). • Use techniques used by authors to create characters and settings. • Compose and rehearse sentences orally. • Plan, write, edit and improve. 	<ul style="list-style-type: none"> • Identify the audience for writing. • Choose the appropriate form of writing using the main features identified in reading. • Note, develop and research ideas. • Plan, draft, write, edit and improve.
	<p>Use imaginative description This concept involves developing an appreciation of how best to convey ideas through description.</p>	<ul style="list-style-type: none"> • Use well-chosen adjectives to add detail. • Use names of people, places and things. • Use well-chosen adjectives. • Use nouns and pronouns for variety. • Use adverbs for extra detail. 	<ul style="list-style-type: none"> • Create characters, settings and plots. • Use alliteration effectively. • Use similes effectively. • Use a range of descriptive phrases including some collective nouns. 	<ul style="list-style-type: none"> • Use the techniques that authors use to create characters, settings and plots. • Create vivid images by using alliteration, similes, metaphors and personification. • Interweave descriptions of characters, settings and atmosphere with dialogue.
	<p>Organise writing appropriately This concept involves developing an appreciation of how best to convey ideas through description.</p>	<ul style="list-style-type: none"> • Re-read writing to check it makes sense. • Use the correct tenses. • Organise writing in line with its purpose. 	<ul style="list-style-type: none"> • Use organisational devices such as headings and sub headings. • Use the perfect form of verbs to mark relationships of time and cause. • Use connectives that signal time, shift attention, inject suspense and shift the setting. 	<ul style="list-style-type: none"> • Guide the reader by using a range of organisational devices, including a range of connectives. • Choose effective grammar and punctuation. • Ensure correct use of tenses throughout a piece of writing.

Use paragraphs

This concept involves understanding how to group ideas so as to guide the reader.

- Write about more than one idea.
- Group related information.

- Organise paragraphs around a theme.
- Sequence paragraphs.

- Write paragraphs that give the reader a sense of clarity.
- Write paragraphs that make sense if read alone.
- Write cohesively at length.

Use sentences appropriately

This concept involves using different types of sentences appropriately for both clarity and for effect.

- Write so that other people can understand the meaning of sentences.
- Sequence sentences to form clear narratives.
- Convey ideas sentence by sentence.
- Join sentences with conjunctions and connectives.
- Vary the way sentences begin.

- Use a mixture of simple, compound and complex sentences.
- Write sentences that include:
 - conjunctions
 - adverbs
 - direct speech, punctuated correctly
 - clauses
 - adverbial phrases.

- Write sentences that include:
 - relative clauses
 - modal verbs
 - relative pronouns
 - brackets
 - parenthesis
 - a mixture of active and passive voice
 - a clear subject and object
 - hyphens, colons and semi colons
 - bullet points.

Transcription

Present neatly

This concept involves developing an understanding of handwriting and clear presentation.

- Sit correctly and hold a pencil correctly.
- Begin to form lower-case letters correctly.
- Form capital letters.
- Form digits 0-9.
- Understand letters that are formed in similar ways.
- Form lower-case letters of a consistent size.
- Begin to join some letters.
- Write capital letters and digits of consistent size.
- Use spacing between words that reflects the size of the letters.

- Join letters, deciding which letters are best left unjoined.
- Make handwriting legible by ensuring downstrokes of letters are parallel and letters are spaced appropriately.

- Write fluently and legibly with a personal style.

Spell correctly

This concept involves understanding the need for accuracy.

- Spell words containing 40+ learned phonemes.
- Spell common exception words (the, said, one, two and the days of the week).
- Name letters of the alphabet in order.
- Use letter names to describe spellings of words.
- Add prefixes and suffixes, learning the rule for adding s and es as a plural marker for nouns, and the third person singular marker for verbs (I drink - he drinks).
- Use the prefix un.
- Use suffixes where no change to the spelling of the root word is needed: **helping**, **helped**, **helper**, **eating**, **quicker**, **quickest**.
- Use spelling rules.
- Write simple sentences dictated by the teacher.
- Spell by segmenting words into phonemes and represent them with the correct graphemes.
- Learn some new ways to represent phonemes.
- Spell common exception words correctly.
- Spell contraction words correctly (can't, don't).
- Add suffixes to spell longer words (-ment, -ness, -ful and -less).
- Use the possessive apostrophe. (singular) (for example, the girl's book)
- Distinguish between homophones and near-homophones.
- Use prefixes and suffixes and understand how to add them.
- Spell homophones correctly.
- Spell correctly often misspelt words.
- Place the possessive apostrophe accurately in words with regular plurals (for example, girls', boys') and in words with irregular plurals (for example, children's).
- Use the first two or three letters of a word to check its spelling in a dictionary.
- Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.
- Use prefixes appropriately.
- Spell some words with silent letters (knight, psalm and solemn).
- Distinguish between homophones and other words that are often confused.
- Use knowledge of morphology and etymology in spelling and understand that some words need to be learned specifically.
- Use dictionaries to check spelling and meaning of words.
- Use the first three or four letters of a word to look up the meaning or spelling of words in a dictionary.
- Use a thesaurus.
- Spell the vast majority of words correctly.

Punctuate accurately

This concept involves understanding that punctuation adds clarity to writing.

- Leave spaces between words.
- Use the word 'and' to join words and sentences.
- Begin to punctuate using a capital letter for the name of people, places, the days of the week and I.
- Use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms.
- Use sentences with different forms: statement, question, exclamation and command.
- Use extended noun phrases to describe and specify (e.g. the blue butterfly).
- Use subordination (when, if, that or because).
- Use coordination (or, and, but).
- Use some features of standard written English.
- Use the present and past tenses correctly, including the progressive form.

- Develop understanding of writing concepts by:
 - Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although.
 - Using the present perfect form of verbs in contrast to the past tense.
 - Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.
 - Using conjunctions, adverbs and prepositions to express time and cause.
 - Using fronted adverbials.
- Indicate grammatical and other features by:
 - Using commas after fronted adverbials.
 - Indicating possession by using the possessive apostrophe with plural nouns.
 - Using and punctuating direct speech.

- Develop understanding of writing concepts by:
 - Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms.
 - Using passive verbs to affect the presentation of information in a sentence.
 - Using the perfect form of verbs to mark relationships of time and cause.
 - Using expanded noun phrases to convey complicated information concisely.
 - Using modal verbs or adverbs to indicate degrees of possibility.
 - Using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun.
- Indicate grammatical and other features by:
 - Using commas to clarify meaning or avoid ambiguity in writing.
 - Using hyphens to avoid ambiguity.
 - Using brackets, dashes or commas to indicate parenthesis.
 - Using semi-colons, colons or dashes to mark boundaries between independent clauses.
 - Using a colon to introduce a list.
 - Punctuating bullet points consistently.

Analysis and presentation

Analyse writing

This concept involves understanding how grammatical choices give effect and meaning to writing.

- Discuss writing with the teacher and other pupils.

- Use and understand grammatical terminology in discussing writing:

Year 1

- word, sentence, letter, capital letter, full stop, punctuation, singular, plural, question mark, exclamation mark.

Year 2

- Use and understand grammatical terminology in discussing writing:

- verb, tense (past, present), adjective, noun, suffix, apostrophe, comma.

- Use and understand grammatical terminology when discussing writing and reading:

Year 3

- word family, conjunction, adverb, preposition, direct speech, inverted commas (or 'speech marks'), prefix, consonant, vowel, clause, subordinate clause.

Year 4

- pronoun, possessive pronoun, adverbial.

- Use and understand grammatical terminology when discussing writing and reading:

Year 5

- relative clause, modal verb, relative pronoun, parenthesis, bracket, dash, determiner, cohesion, ambiguity.

Year 6

- active and passive voice, subject and object, hyphen, synonym, colon, semi-colon, bullet points.

Present writing

This concept involves learning to reflect upon writing and reading it aloud to others.

- Read aloud writing clearly enough to be heard by peers and the teacher.

- Read aloud writing with some intonation.

- Read aloud writing to a group or whole class, using appropriate intonation.

- Perform compositions, using appropriate intonation and volume.

	Milestone 1	Milestone 2	Milestone 3
<p>Read words accurately This concept involves decoding and fluency.</p>	<ul style="list-style-type: none"> • Apply phonic knowledge and skills as the route to decode words. • Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes. • Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught. • Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word. • Read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings. • Read other words of more than one syllable that contain taught GPCs. • Read words with contractions (for example, I'm, I'll, we'll) and understand that the apostrophe represents the omitted letter(s). • Read aloud accurately books that are consistent with phonic knowledge and that do not require other strategies to work out words. 	<ul style="list-style-type: none"> • Apply a growing knowledge of root words, prefixes and suffixes (etymology and morphology). • Read further exception words, noting the spellings. 	<ul style="list-style-type: none"> • Apply knowledge of root words, prefixes and suffixes. • Read age-appropriate books with confidence and fluency (including whole novels). <p>(Note: this should be through normal reading rather than direct teaching.)</p>

- Re-read these books to build up fluency and confidence in word reading.
- Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.
- Read accurately words of two or more syllables that contain the same graphemes as above.
- Read words containing common suffixes.
- Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered.
- Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.
- Re-read books to build up fluency and confidence in word reading.

Understand texts

This concept involves understanding both the literal and more subtle nuances of texts.

- Discuss events.
- Predict events.
- Link reading to own experiences and other books.
- Join in with stories or poems.
- Check that reading makes sense and self-correct.
- Infer what characters are like from actions.
- Ask and answer questions about texts.
- Discuss favourite words and phrases.
- Listen to and discuss a wide range of texts.
- Recognise and join in with (including role-play) recurring language.
- Explain and discuss understanding of texts.
- Discuss the significance of the title and events.
- Make inferences on the basis of what is being said and done.

- Draw inferences from reading.
- Predict from details stated and implied.
- Recall and summarise main ideas.
- Discuss words and phrases that capture the imagination.
- Retrieve and record information from non-fiction, using titles, headings, sub-headings and indexes.
- Prepare poems and plays to read aloud with expression, volume, tone and intonation.
- Identify recurring themes and elements of different stories (e.g. good triumphing over evil).
- Recognise some different forms of poetry.
- Explain and discuss understanding of reading, maintaining focus on the topic.
- Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.
- Predict what might happen from details stated and implied.
- Identify main ideas drawn from more than one paragraph and summarise these.

- Recommend books to peers, giving reasons for choices.
- Identify and discuss themes and conventions in and across a wide range of writing.
- Make comparisons within and across books.
- Learn a wide range of poetry by heart.
- Prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.
- Check that the book makes sense, discussing understanding and exploring the meaning of words in context.
- Ask questions to improve understanding.
- Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.
- Predict what might happen from details stated and implied.
- Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.

- Identify how language, structure and presentation contribute to meaning.

- Ask questions to improve understanding of a text.

- Identify how language, structure and presentation contribute to meaning.

- Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.

- Retrieve and record information from non-fiction.

- Participate in discussion about books, taking turns and listening and responding to what others say.

- Distinguish between statements of fact and opinion.

- Provide reasoned justifications for views.

	Milestone 1	Milestone 2	Milestone 3
<p>Listen carefully and understand This concept involves understanding how to engage with what others are saying.</p>	<ul style="list-style-type: none"> • Sift information and focus on the important points. • Seek clarification when a message is not clear. • Understand instructions with more than one point. 	<ul style="list-style-type: none"> • Engage in discussions, making relevant points. • Ask for specific additional information to clarify. • Understand the meaning of some phrases beyond the literal interpretation. 	<ul style="list-style-type: none"> • Understand how to answer questions that require more than a yes/no or single sentence response. • Recognise and explain some idioms. • Understand irony (when it is obvious).
<p>Develop a wide and interesting vocabulary This concept involves building a rich, sophisticated vocabulary with which to express oneself.</p>	<ul style="list-style-type: none"> • Use subject specific vocabulary to explain and describe. • Suggest words or phrases appropriate to the topic being discussed. • Identify homophones. 	<ul style="list-style-type: none"> • Use time, size and other measurements to quantify. • Use interesting adjectives, adverbial phrases and extended noun phrases in discussion. • Use vocabulary that is appropriate to the topic being discussed or the audience that is listening. 	<ul style="list-style-type: none"> • Use adventurous and sophisticated vocabulary. • Explain the meaning of words, offering alternatives. • Use a wide range of phrases that include determiners, modifiers and other techniques to add extra interest and clarity.
<p>Speak with clarity This concept involves understanding that an audience needs to understand what is being said.</p>	<ul style="list-style-type: none"> • Speak in a way that is clear and easy to understand. • Demonstrate good phonic knowledge by clearly pronouncing the sounds within words. • Identify syllables within words. 	<ul style="list-style-type: none"> • Use verbs with irregular endings. • Use a mixture of sentence lengths to add interest to discussions and explanations. • Use intonation to emphasise grammar and punctuation when reading aloud. 	<ul style="list-style-type: none"> • Vary the length and structure of sentences. • Ask questions and make suggestions to take an active part in discussions. • Comment on the grammatical structure of a range of spoken and written accounts.

Tell stories with structure

This concept involves understanding how to keep an audience engaged through structured speech.

- Ensure stories have a setting, plot and a sequence of events.
- Recount experiences with interesting detail.
- Predict events in a story.
- Give just enough detail to keep the audience engaged.

- Bring stories to life with expression and intonation.

- Read the audience to know when to add detail and when to leave it out.

- Narrate detailed and exciting stories.

- Use the conventions and structure appropriate to the type of story being told.

- Interweave action, character descriptions, settings and dialogue.

Hold conversations and debates

This concept involves understanding how to engage with others.

- Take turns to talk, listening carefully to the contributions of others.
- Vary language between formal and informal according to the situation.
- Add humour to a discussion or debate where appropriate.

- Make relevant comments or ask questions in a discussion or a debate.

- Seek clarification by actively seeking to understand others' points of view.

- Respectfully challenge opinions or points, offering an alternative.

- Negotiate and compromise by offering alternatives.

- Debate, using relevant details to support points.

- Offer alternative explanations when others don't understand.