



**Alkborough Primary School**

**English Policy**  
**Reviewed September 2023**  
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**Subject leader: Miss J Underwood**  
**Governor with responsibility: Mrs C Browne**

## **Intent**

At Alkborough we believe that all pupils should have the opportunity to be fluent, confident readers who are able to successfully comprehend and understand a wide range of texts. We want pupils to develop a love of reading, a good knowledge of a range of authors, and be able to understand more about the world in which they live through the knowledge they gain from texts. By the end of their time at primary school, all children should be able to read fluently, and with confidence, in any subject for their forthcoming education. We do not put ceilings on what pupils can achieve in reading and we do not hold pre-conceptions about any pupils' ability to make progress. We understand the importance of parents and carers in the home school partnership to support their children to develop both, phonics, word reading ,(vocabulary) and comprehension skills, as well as their fluency when reading. So we therefore positively encourage a home-school partnership which enables parents and carers to understand how to enhance the skills being taught in school through high quality texts and reading opportunities. High Quality teaching should allow children to develop their comprehension skills through high quality discussions with their teacher, including high quality questioning as well as the pupils sharing ideas and listening carefully to others to develop their comprehension skills.

At Alkborough we believe that all pupils should be able to confidently communicate their knowledge, ideas and emotions through their writing. We want pupils to acquire a wide vocabulary, a solid understanding of grammar and be able to spell new words by effectively applying the spelling patterns and rules they learn throughout their time in primary school. We want them to write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences. We believe that all pupils should be encouraged to take pride in the presentation of their writing, in part by developing a good, joined, handwriting style by the time they move to secondary school. We believe that all good writers refine and edit their writing over time, so we want children to develop independence in being able to identify their own areas for improvement in all pieces of writing, editing their work effectively during and after the writing process. We do not put ceilings on what pupils can achieve in writing and we do not hold pre-conceptions about any pupils' ability to make progress. We understand the importance of parents and carers in supporting their children to develop grammar, spelling and composition skills, and so we want to encourage a home-school partnership which enables parents and carers to understand how to enhance the skills being taught in school and at home. Parents are crucial in our partnership to enforce that love of reading.

### Overview

In accordance with the school's philosophy, we seek to inspire all of our pupils with a positive attitude towards English and towards the general development of their English skills.

We want our pupils to gain enjoyment from challenges and to develop a keen work ethic in English.

We want our pupils to be confident and competent users of the English language in school and their everyday lives.

Our English teaching will have an impact across the whole curriculum, offering pupils opportunities to develop their English skills in other subjects and we endeavour to include English in a cross curricular link with as many of the foundation subjects as possible.

We want to set our pupils on the path to life-long learning through the continual development of their skills in speaking, listening, reading and writing.

## **IMPLEMENTATION**

**Classroom organisation:** We teach English as whole class lessons, so that all children have access to the age-related skills and knowledge contained in the National Curriculum. Within lessons, teachers and teaching assistants target support for all pupils to enable them to achieve at an age-related level wherever possible. This may involve a greater level of scaffolding and access to additional support materials such as, vocabulary banks or a greater level of modelling. Greater depth learners are given opportunities to extend their writing in a variety of ways, including through showing greater control in their writing, a deeper understanding of the impact that their writing has on the reader and by using a higher level of vocabulary and grammar features.

**Spellings:** Spellings are taught according to the rules and words contained in Appendix 1 of the English National Curriculum. Teachers use the No Nonsense Spelling Scheme to support their teaching and to provide learning that link to the weekly spellings. Children are given spellings to learn each week and are given a spelling test the following week.

**Grammar and Punctuation:** Grammar and punctuation knowledge and skills are taught through English lessons as much as possible. Teachers plan to teach the required skills through the genres of writing that they are teaching, linking it to the genre to make it more connected with the intended writing outcome. Teachers sometimes focus on particular grammar and punctuation skills as standalone lessons, if they feel that the class need additional lessons to embed and develop their understanding or to consolidate skills.

**English Lesson Sequence:** Each year class have a yearly overview in two cycles of the writing genres, both narrative and non-fiction, that they will teach. These have been planned to ensure correct coverage of the key genres as well as build on skills from year to year. Units will take between two and four weeks to complete, and the outcome of each unit will be an Extended Write which will be used to assess the pupil's skills against the agreed success criteria. Every narrative unit is linked to a carefully chosen text that acts as a stimulus for teaching the identified text, word and sentence level features that children will be expected to include in their extended writing outcome for that unit.

We teach phonics and reading skills as small group lessons, so that all children have access to the age related skills and knowledge contained in the National Curriculum. Within lessons, teachers and teaching assistants target support for all pupils to enable them to achieve at an age-related level wherever possible. Greater depth pupils are also given opportunities to demonstrate a greater depth of understanding through

extended answers, targeted questioning requiring more reasoned answers and making greater links across and between texts. Phonics: Early Years and Key Stage 1: Pupils are taught as a whole class, focussing on individual sounds, groups of sounds and common exception words within different 'phases'. We have an agreed progression for the teaching of new sounds and use a variety of practical and digital resources to support this primarily Letters and sounds. Emerging pupils are given additional support from teachers and teaching assistants, either within the whole class lesson or as part of planned interventions that take place in addition to the lesson. During the Summer Term in Year 1, pupils undertake a Phonics Screening Test which assesses their ability to apply what they have learnt. After this, lessons move towards whole class reading lessons that take the same model as Years 2 to 6 with reciprocal and guided reading and comprehension lessons. Pupils who do not pass their Phonics Screening Test continue to have intervention to support the acquisition of these key skills. Whole school Reading Scheme We have a whole school reading scheme (Oxford Reading Tree) that ensures progression and engagement in both word reading skills and comprehension. The scheme is structured to ensure that children have access to a wide range of texts, and allows for pupils to develop their skills within a level before moving to the next level. All pupils have a home-reading record which they are encouraged to take home daily. Parents and carers are asked to add comments to the home-reading records to indicate how much pupils have read. Comprehension skills are taught explicitly through guided reading and reciprocal reading in every class every week. The reading curriculum is adjusted to take on pupils' preferences and interests and experiences. The pupils engage in high quality discussions with their teachers and their peers in reading sessions. Texts are mapped across our Long term curriculum to ensure progression.

### IMPACT

Pupils will enjoy writing across a range of genres Pupils of all abilities will be able to succeed in all English lessons because work will be appropriately scaffold. Pupils will have a wide vocabulary that they use within their writing. Pupils will have a good knowledge of how to adapt their writing based on the context and audience. Pupils will leave primary school being able to effectively apply spelling rules and patterns they have been taught. Parents and carers will have a good understanding of how they can support spelling, grammar and composition and home, and contribute regularly to homework The percentage of pupils working at ARE within each year group will be at least in line with national averages. The percentage of pupils working at Greater Depth within each year group will be at least in line with national averages The will be no significant gaps in the progress of different groups of pupils

Pupils will enjoy reading across a range of genres Pupils of all abilities will be able to succeed in all reading lessons Pupils will use a range of strategies for decoding words, not solely relying on phonics Pupils will have a good knowledge of a range of authors Pupils will be ready to read in any subject in their forthcoming secondary education Parents and carers will have a good understanding of how they can support reading and home, and contribute regularly to home-school records The percentage of pupils working at ARE within each year group will be at least in line with national averages. The percentage of pupils working at Greater Depth within each year group will be at least in line with national averages The will be no significant gaps in the progress of different groups of pupils

## 1) Aims and objectives

We endorse the statements in the introduction of the 2014 National Curriculum for the teaching of English, setting targets for literate primary pupils in both reading and writing.

### **National curriculum 2014**

*The overarching aim for English in the national curriculum is to promote high standards of language and English by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment. 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.*

The statutory requirements for reading and writing and speaking and listening in the English National Curriculum at Key stages 1 and 2, are being fully implemented in our school.

Reading and writing are strongly linked in our teaching across a creative curriculum. Pupils are taught to “read as writers” and to “write as readers”.

We endorse to encompass *Teaching Speaking and Listening at Key Stages 1 and 2* skills to aid the development of speaking and listening skills, including opportunities for drama, discussion and debate.

We encourage children to be independent in their writing, beginning with emergent writing at the foundation stage.

## 2) Teaching and learning.

### General Organisation

- The children are taught in a single Foundation Stage class with F1/ F2 with a teacher and EYM. A Key Stage 1 class including years 1/2. For Key Stage 2, children are taught in two classes Years 3/4 and Years 5/6.
- At Key Stage One the reading programme we use as a basis to teach the children to read is the Oxford Reading Tree and Colins Big Cat. These are used for both guided and individual reading. Our texts are banded. Children also take home a 'free choice' book from the class library.
- In key stage 1 and 2 we use Big Cat Collins guided reading books which are also banded.
- At Key Stage Two, or when children have reached Stage 10 of the Oxford reading tree Programme, the children will choose their own reading material from the levelled Ginn and Oxford Reading scheme, located in the lower junior classroom. By year 4 onwards the children choose their own levelled reading material from the class or main school library.
- Within Foundation Stage, spelling is taught when a child is beginning to produce recognisable words, with some awareness of phonics. At this stage children are given a group dictionary try book and are always encouraged to attempt a word before seeking adult support. When a spelling is given, correct letters are highlighted with pink ticks, and the correct word is written in green. The child must then practise the spelling, using the Look, Say; Write, Cover, Check process.
- For those children with Special Educational Needs a mixture of strategies are used. The class teacher works closely with the S.E.N.D subject leader, and where appropriate, child support assistants and teaching assistants, to ensure individual needs are met.
- The Tel 2. (Teaching early English) programme is used to boost attainment in Years 1 and 2. The Strides ahead and toe by toe and phonics interventions are in place. used to boost attainment in Years 3 and 4.
- Year 5 and 6 support such as Beat Dyslexia, Strides ahead and toe by toe and phonics interventions are in place.
- For our Foundation Stage children, our aim is to provide play centred activities, which introduce learning in the area of Language and English. The objectives for all lessons can be directly related to the EYFS and in conjunction with the National primary lit strategy.

### The Class Teacher in English

The class Teacher's role is crucial in the provision of high quality first teach and learning in English. The school supports teachers, so that they:

- Take account of the age, gender, ethnicity and capability of their pupils as stated in the ECM document.
- Show good subject knowledge and keep abreast of relevant changes to the English curriculum.
- Are competent in teaching phonics using the letters and sounds doc and encompass basic skills for their year groups.
- Plan effectively using the new framework and use the statutory requirements for reading and writing and speaking and listening in the English National Curriculum the agreed planning tool and planning pro formas, setting clear objectives which are cross curricular and which pupils understand therefore setting clear objectives and success criteria.

- Challenge and inspire pupils, endorsing high expectations.
- Use a variety of methods which enable all pupils to learn effectively
- Manage pupils well and insist on high standards of behaviour
- Use time, support staff, other adults and resources, including ICT, effectively
- Assess pupils' work thoroughly and use assessments (tracking ) to help and encourage pupils to make progress placing results of targeted pieces of work ( emerging, expected and exceeding) on to tracking grids.
- Use homework effectively to reinforce and extend what is learned in school in, foundation stage and Key Stage1 and 2

### The Pupil in English

The School supports pupils, so that they:

- Acquire new knowledge and skills, linked to targets in the school's development plan.
- Develop ideas
- Increase their understanding
- Apply intellectual and creative effort in their work
- Are productive and work at a good pace
- Work collaboratively
- Show interest and pride in their work
- Are able to sustain concentration
- Think and learn for themselves in independent sessions
- Demonstrate in the plenary and at other times that they understand what they are doing, have met their individual and lesson objectives and success criteria, how well they have done and how they can improve.
- To read for pleasure

### Planning

- The school's agreed format for long term and medium term planning for English is followed by all teachers to ensure continuity and progression and is taken from the 2014 curriculum
- Long-term plans are prepared from the NC; Medium term plans are prepared by class teachers using the ensuring mixed age year groups cover all the appropriate strands and objectives .The English Subject leader and Head Teacher ensure that all the statutory requirements are planned for.
- Short term planning for English is undertaken by all class teachers, using an agreed format.
- Weekly timetabled lessons English include: individual reading time, handwriting lessons, spelling sessions and speaking and listening opportunities, as well as a cross curricular approach to encompass English basic skills.
- Essential elements for all short term English planning are: objective, and differentiated success criteria.
- Learning objectives are communicated to the children in each lesson in terms of LQ (Learning Questions ) and SC (success criteria)
- In Key Stage 1, there is a balanced programme of modelled and Guided Reading and Writing through each and every week of English sessions, with more modelled and Guided Writing towards the end of Key Stage 2, as children become more proficient readers.

- There is a balanced programme of phonics and other Word Level work through the week of English sessions at Key Stage 1 based on the NLS *letters and sounds* document, and Word and Sentence, and vocab, grammar and punctuation level work at Key Stage 2.
- Cross-curricular links are exploited wherever possible.

### 3) Enrichment Opportunities

We always endeavour to create a stimulating learning environment where every child is enabled to reach their full learning potential. We endorse a creative and cross curricular curriculum with every lesson linked to basic skills for each year group. We value English and enrich all curriculum areas with good speaking and listening experiences and reading and writing opportunities are rich across the creative curriculum. Visits and visitors are frequent as we feel this enriches the children's learning experience and helps to embed their learning and bring it to life.

### 4) The School Curriculum Programmes of study

See appendix 1 a full copy of the national curriculum programmes of study.

### 5) Use of information and communication Technology

Each child has access to a Chrome book and these are frequently used as a research tool and often children will use them to improve and edit sustained writing. (We use the up levelling approach to edit the children's work endorsed by Pie Corbett. ) Other ICT tools that the children have available to enhance their learning are a Smart board in every class which are used every lesson as a teaching tool. Voice recorders on ipads which enable children to edit and improve their talk for writing, bee bots and cameras are also available in each class.

### 6) Pupil Targets

Our assessment process uses the three milestones which are broken down for each stage, milestone 1 for KS1, milestone 2 for year 3/4 and milestone 3 for 5/6. Each of the milestones in every subject will underpin our teacher assessment in every area of learning. This material will be the basis of our assessment process to aid teacher's formative and summative assessments. These milestones will be the material that we will use to set children's individual targets alongside the programmes of study from the 2014 curriculum, to ensure that each child is making good progress. Each child will have individual targets in reading and writing and these targets will be reviewed every half term and will be shared with parents.

Each child has a pupil target book for Reading and Writing; as on-going process, targets are highlighted and dated as they are achieved. In each lesson, pupils are made aware of learning questions and how to achieve their targets via differentiated success criteria.

## 7) Assessment

- The school uses tracking sheets to monitor ongoing assessment against National Curriculum objectives. Progress towards meeting these objectives is recorded as a 1 (emerging – introduced to) 2 (expected – increase confidence) 3 (exceeding - confident). This progress is then recorded on a termly tracking grid that measures and monitors term on term progress in spelling, reading and writing
- Marking in English is in accordance with the school marking policy. (see separate policy)
- All year groups use milestones Materials and we have an agreed format and a file is held in each class.
- School summative assessments in English include:
  - Year 1 – Key word and phonic checks / Youngs reading tests/ Schonell spelling test
  - Year 2 – S.A.T.s Youngs reading tests/ Schonell spelling test
  - Year 3 –Youngs reading tests Schonell spelling test/ Schonell spelling test
  - Year 4 –Youngs reading tests/ Schonell spelling test
  - Year 5 –Youngs reading tests/ Schonell spelling test as required
  - Year 6 –Youngs reading tests/ Schonell spelling test as required
- All English assessments are made in accordance with Assessment Policy guidelines. Reading and Writing summative assessments are made at least termly and targets are set for future improvement in Key Stage 1 and 2.
- Attainment and progress are reviewed half termly for year groups by the Head Teacher and the English Co-ordinator using the data on the tracking system (emerging, expected and exceeding taken from the milestones) and knowledge of the children, book scrutiny and ,lesson obs..

## Moderation

- Class teachers undertake joint training in moderation each year.
- The English portfolio supplied by the North Lincs. a working party is used to attain milestones.
- Staff meetings are also used periodically to moderate writing milestones in different genres across the school and all key stages.

## 8) Marking

- Marking in English is in accordance with the school marking policy. (see separate policy)

## 9 Homework

- Homework provides children with opportunities to practise and consolidate English/English skills and knowledge, to develop and extend their strategies, and prepare them for future learning.

- Homework tasks need to be frequent, short and focused. Not all homework activities need written outcomes.
- Homework can be set as part of a plenary session, as it should relate to work being undertaken in class. Opportunities should also be created to provide feedback on homework the children have been asked to complete.

#### Home – School links

- Parents are recognised as educators too, and their support in English is encouraged at every opportunity formally through homework and in the other ways listed below.
- Children are encouraged to take reading books home to support their reading development, interests and independence.
- Children are encouraged to take their spellings home to enable them to develop as confident writers and spellers.
- Pupil targets are shared with parents at parent’s evenings. Parents are made aware of their child’s progress towards the achievement of their targets

#### 10).The Role of the English Co-ordinator and see appendix 2

The English Co-ordinator’s role will include the following responsibilities:

- To ensure that the English policy document reflects the requirements of the National curriculum in English and the needs and ethos of the school;
- To review and update the English policy document every three years.
- To provide support and guidance in the area of English, and to support staff as required in planning, monitoring and delivery of English.
- To be actively involved in whole-school planning, in cooperation with other subject Leaders, in order to maintain a broad, balanced and differentiated curriculum.
- To monitor and review the medium-term planning for English.
- To monitor and evaluate samples of short term planning for English and evaluate this against the requirements of the NPF and National Curriculum Programmes of Study
- To oversee summative school assessments in English, in accordance with Assessment Policy guidelines, and to be actively involved in English target setting through the school development plan and the English action plan and SEF
- To lead staff meetings and training sessions on issues related to the implementation of the English curriculum throughout the school, when required.
- To attend relevant training and Subject leader and lead teacher meetings to update knowledge, and to disseminate advice and current information in the subject of staff.
- To maintain, evaluate and assess the resource base for English teaching.
- To promote parental and governor interest in English.
- To liaise with other schools and agencies.
- The subject leader to meet with the English Governor on an annual basis.

#### The Role of the Head Teacher/Governors:

The role of the Head Teacher includes the following responsibilities

- To monitor and review the medium term planning for English, in conjunction with the English Subject leader
  
- To monitor and evaluate teaching delivery against the requirements of the National curriculum through lesson obs in conjunction with the lit co.
- To oversee summative school assessments in English, and to consult with the English subject leader regarding the English target setting through the school development plan.
- To liaise with the English subject leader regarding assessment of the resource base strategic budgetary planning and the identification of future resource needs.
- To promote parental and governor interest in English/English
- Monitoring and evaluation of English related planning; teaching delivery and assessment will be undertaken by the English subject leader and the Head Teacher.

### Record Keeping

The following English records are maintained in each child's individual records and are passed to the following class teacher/school:

Assessment files for each child and....

- The individual 'Reading Record' sheet.
- Outcomes of assessments
- Individual targets
- Reading records are to be maintained in a reading file, and include:
  - Phonic records for all children up to the end of Year 2
  - Oxford Reading Tree record sheets
  - Group reading records for all children, based on observations made during guided reading in Key Stage 1.
  - High frequency words records.
- Spelling records are maintained in mark books and include:
  - Individual records of children's ability to spell high frequency words
  - Individual records of children's ability to spell medium frequency words.

### Reporting

- Reporting to parents of attainment and progress in English will be in accordance with the school's annual reporting policy and in accordance with the ARR booklet.

## 11. Links to other policies

### **Every child matters**

Through the delivery of the national curriculum in English every child will be given the chance to develop their full potential. Teaching styles and learning experiences will be considered and planned for very carefully by both teachers and EYM to ensure that every child gains the maximum benefit from every lesson.

### **SEND and differentiation and equal opportunities**

English planning encompasses opportunities for every child to realise his/her full potential, Children who require differentiated outcomes are carefully planned for leading from daily formative assessments and observations. During activities children

are sometimes grouped according to ability. At other times ability is mixed within the class.

### **Gifted and talented**

Gifted children are carefully planned for within STP so these children can also reach their full potential. G and T children also have a personalised education plan to meet and address their targets.

### **Inclusion of every child and equal opportunities**

The staff will ensure that through observations and recording that all children will have equal access to activities and resources within the curriculum, and that progression is planned for and work differentiated irrespective of gender, ethnic or social background or ability. Learning experiences and the planning from the National curriculum are structured to ensure that every child is able to participate and realise his/her full potential.

All English planning and teaching takes differentiation into account, to ensure appropriate pupil access to learning and to maximise their progress. All English sessions take into account the particular requirements for children on the S.E.N.D register as outlined in their I.E.P.s.

### Training

All staff are encouraged to take full advantage of English training opportunities, to develop their confidence and update their expertise, through school and LA-based INSET.

All staff is involved in five training days every year. The dates and focus for these are agreed in advance and can be found from the focus on the SDP. Both teachers and EYM attend relevant INSET courses at the LA. Often targets set within the teachers PM reviews include the need to keep abreast of changing issues within English and current pedagogy. Staff meetings are held weekly within school to discuss and evaluate planning, assessments tracking and whole school issues.

### 12. Handwriting (see Handwriting Policy)

Aim to enable children to produce clear legible joined up handwriting. At Alkborough primary we believe that handwriting is a skill to be taught at the appropriate time for the child. Handwriting practice begins when the child is showing letter shapes in their emergent writing.

The school has adopted the Letter Join online scheme and this is used from FS to Y6.

Weekly handwriting lessons take place where the children are taught the correct posture and correct way to hold a pen or pencil.

From year 1 handwriting is done in a book or on blank paper. Although children use pencil in KS1 pen is introduced from lower KS2 when a pen licence is issued.

It is important that children are taught different handwriting styles for different purposes i.e. printing for labels a faster script for notes and a fluent joined up script for finished work.

### 13 Library.

Aim: to be a central learning resource for the school to enable the children to use an alphabetic classification scheme and to stimulate children's interest in books.

At Alkborough we greatly value the importance of our newly refurbished library and are proud of its stock. The library stocks both fiction and non-fiction material and it is an inviting and cosy environment.

The fiction texts are frequently borrowed by the KS 2 pupils to enhance their reading skills.

The nonfiction texts are available to complement and enhance class learning in all curriculum areas.

All children are taught to treat books with respect and to replace them in the appropriate place. We feel it is important to keep our library stock current and use the library service to enable us to do this

## Appendix 1 Programmes of study KS1 and KS2

### Year 1 programme of study

#### Reading – word reading

##### Statutory requirements

Pupils should be taught to:

- 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 their developing phonic knowledge and that do not require them to use other strategies to work out words
- re-read these books to build up their fluency and confidence in word reading.

##### Notes and guidance (non-statutory)

Pupils should revise and consolidate the GPCs and the common exception words taught in Reception. As soon as they can read words comprising the year 1 GPCs accurately and speedily, they should move on to the year 2 programme of study for word reading.

The number, order and choice of exception words taught will vary according to the phonics programme being used. Ensuring that pupils are aware of the GPCs they contain, however unusual these are, supports spelling later.

Young readers encounter words that they have not seen before much more frequently than experienced readers do, and they may not know the meaning of some of these. Practice at reading such words by sounding and blending can provide opportunities not only for pupils to develop confidence in their decoding skills, but also for teachers to explain the meaning and thus develop

pupils' vocabulary.

Pupils should be taught how to read words with suffixes by being helped to build on the root words that they can read already. Pupils' reading and re-reading of books that are closely matched to their developing phonic knowledge and knowledge of common exception words supports their fluency, as well as increasing their confidence in their reading skills. Fluent word reading greatly assists comprehension, especially when pupils come to read longer books.

## Reading – comprehension

### Statutory requirements

Pupils should be taught to:

- develop pleasure in reading, motivation to read, vocabulary and understanding by:
- listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently
- being encouraged to link what they read or hear read to their own experiences
- becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics
- recognising and joining in with predictable phrases
- learning to appreciate rhymes and poems, and to recite some by heart
- discussing word meanings, linking new meanings to those already known
- understand both the books they can already read accurately and fluently and those they listen to by:
  - drawing on what they already know or on background information and vocabulary provided by the teacher
  - checking that the text makes sense to them as they read and correcting inaccurate reading
  - discussing the significance of the title and events
  - making inferences on the basis of what is being said and done
  - predicting what might happen on the basis of what has been read so far
  - participate in discussion about what is read to them, taking turns and listening to what others say
- explain clearly their understanding of what is read to them.

### **Notes and guidance (non-statutory)**

Pupils should have extensive experience of listening to, sharing and discussing a wide range of high-quality books with the teacher, other adults and each other to engender a love of reading at the same time as they are reading independently.

Pupils' vocabulary should be developed when they listen to books read aloud and when they discuss what they have heard. Such vocabulary can also feed into their writing. Knowing the meaning of more words increases pupils' chances of understanding when they read by themselves. The meaning of some new words should be introduced to pupils before they start to read on their own, so that these unknown words do not hold up their comprehension.

However, once pupils have already decoded words successfully, the meaning of those that are new to them can be discussed with them, so contributing to developing their early skills of inference. By listening frequently to stories, poems and non-fiction that they cannot yet read for themselves, pupils begin to understand how written language can be structured in order, for example, to build surprise in narratives or to present facts in non-fiction. Listening to and discussing information books and other non-fiction establishes the foundations for their learning in other subjects. Pupils should be shown some of the processes for finding out information.

Through listening, pupils also start to learn how language sounds and increase their vocabulary and awareness of grammatical structures. In due course, they will be able to draw on such grammar in their own writing.

Rules for effective discussions should be agreed with and demonstrated for pupils. They should help to develop and evaluate them, with the expectation that everyone takes part. Pupils should be helped to consider the opinions of others.

Role-play can help pupils to identify with and explore characters and to try out the language they have listened to.

## **Writing – transcription**

### **Statutory requirements**

#### **Spelling (see English Appendix 1)**

Pupils should be taught to:

- spell:
- words containing each of the 40+ phonemes already taught
- common exception words
- the days of the week

- name the letters of the alphabet:
- naming the letters of the alphabet in order
- using letter names to distinguish between alternative spellings of the same sound
- add prefixes and suffixes:
  - using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs
  - using the prefix un–
  - using –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest]
- apply simple spelling rules and guidance, as listed in [English Appendix 1](#)
- write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.

### **Notes and guidance (non-statutory)**

#### **Spelling**

Reading should be taught alongside spelling, so that pupils understand that they can read back words they have spelt.

Pupils should be shown how to segment spoken words into individual phonemes and then how to represent the phonemes by the appropriate grapheme(s). It is important to recognise that phoneme-grapheme correspondences (which underpin spelling) are more variable than grapheme-phoneme correspondences (which underpin reading). For this reason, pupils need to do much more word-specific rehearsal for spelling than for reading.

At this stage pupils will be spelling some words in a phonically plausible way, even if sometimes incorrectly. Misspellings of words that pupils have been taught to spell should be corrected; other misspelt words should be used to teach pupils about alternative ways of representing those sounds.

Writing simple dictated sentences that include words taught so far gives pupils opportunities to apply and practise their spelling.

## **Writing – handwriting**

### **Statutory requirements**

Pupils should be taught to:

- sit correctly at a table, holding a pencil comfortably and correctly
- begin to form lower-case letters in the correct direction, starting and finishing in the right place
- form capital letters

- form digits 0-9
- understand which letters belong to which handwriting ‘families’ (i.e. letters that are formed in similar ways) and to practise these.

### **Notes and guidance (non-statutory)**

Handwriting requires frequent and discrete, direct teaching. Pupils should be able to form letters correctly and confidently. The size of the writing implement (pencil, pen) should not be too large for a young pupil’s hand. Whatever is being used should allow the pupil to hold it easily and correctly so that bad habits are avoided.

Left-handed pupils should receive specific teaching to meet their needs.

## **Writing – composition**

### **Statutory requirements**

Pupils should be taught to:

- write sentences by:
- saying out loud what they are going to write about
- composing a sentence orally before writing it
- sequencing sentences to form short narratives
- re-reading what they have written to check that it makes sense
- discuss what they have written with the teacher or other pupils
- read aloud their writing clearly enough to be heard by their peers and the teacher.

### **Notes and guidance (non-statutory)**

At the beginning of year 1, not all pupils will have the spelling and handwriting skills they need to write down everything that they can compose out loud.

Pupils should understand, through demonstration, the skills and processes essential to writing: that is, thinking aloud as they collect ideas, drafting, and re-reading to check their meaning is clear.

## **Writing – vocabulary, grammar and punctuation**

### **Statutory requirements**

Pupils should be taught to:

- develop their understanding of the concepts set out in [English Appendix 2](#) by:

- leaving spaces between words
- joining words and joining clauses using and
- beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark
- using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'
- learning the grammar for year 1 in English Appendix 2
- use the grammatical terminology in English Appendix 2 in discussing their writing.

### **Notes and guidance (non-statutory)**

Pupils should be taught to recognise sentence boundaries in spoken sentences and to use the vocabulary listed in English Appendix 2 ('Terminology for pupils') when their writing is discussed.

Pupils should begin to use some of the distinctive features of Standard English in their writing. 'Standard English' is defined in the Glossary.

## **Key stage 1 – year 2**

By the beginning of year 2, pupils should be able to read all common graphemes. They should be able to read unfamiliar words containing these graphemes, accurately and without undue hesitation, by sounding them out in books that are matched closely to each pupil's level of word reading knowledge. They should also be able to read many common words containing GPCs taught so far [for example, shout, hand, stop, or dream], without needing to blend the sounds out loud first. Pupils' reading of common exception words [for example, you, could, many, or people], should be secure. Pupils will increase their fluency by being able to read these words easily and automatically. Finally, pupils should be able to retell some familiar stories that have been read to and discussed with them or that they have acted out during year 1.

During year 2, teachers should continue to focus on establishing pupils' accurate and speedy word reading skills. They should also make sure that pupils listen to and discuss a wide range of stories, poems, plays and information books; this should include whole books. The sooner that pupils can read well and do so frequently, the sooner they will be able to increase their vocabulary, comprehension and their knowledge across the wider curriculum.

In writing, pupils at the beginning of year 2 should be able to compose individual sentences orally and then write them down. They should be able to spell correctly many of the words covered in year 1 (see English Appendix 1). They should also be able to make phonically plausible attempts to spell words they have not yet learnt. Finally, they should be able to form individual letters correctly, so establishing good handwriting habits from the beginning.

It is important to recognise that pupils begin to meet extra challenges in terms of spelling during year 2. Increasingly, they should learn that there is not always an obvious connection between the way a word is said and the way it is spelt. Variations

include different ways of spelling the same sound, the use of so-called silent letters and groups of letters in some words and, sometimes, spelling that has become separated from the way that words are now pronounced, such as the 'le' ending in table. Pupils' motor skills also need to be sufficiently advanced for them to write down ideas that they may be able to compose orally. In addition, writing is intrinsically harder than reading: pupils are likely to be able to read and understand more complex writing (in terms of its vocabulary and structure) than they are capable of producing themselves.

For pupils who do not have the phonic knowledge and skills they need for year 2, teachers should use the year 1 programmes of study for word reading and spelling so that pupils' word reading skills catch up. However, teachers should use the year 2 programme of study for comprehension so that these pupils hear and talk about new books, poems, other writing, and vocabulary with the rest of the class.

## **Year 2 programme of study**

### **Reading – word reading**

#### **Statutory requirements**

Pupils should be taught to:

- continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent
- 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 further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- 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 these books to build up their fluency and confidence in word reading.

#### **Notes and guidance (non-statutory)**

Pupils should revise and consolidate the GPCs and the common exception words taught in year 1. The exception words taught will vary slightly, depending on the phonics programme being used. As soon as pupils can read words comprising the year 2 GPCs accurately and speedily, they should move on to the years 3 and 4 programme of study for word reading.

When pupils are taught how to read longer words, they should be shown syllable boundaries and

how to read each syllable separately before they combine them to read the word.

Pupils should be taught how to read suffixes by building on the root words that they have already learnt. The whole suffix should be taught as well as the letters that make it up.

Pupils who are still at the early stages of learning to read should have ample practice in reading books that are closely matched to their developing phonic knowledge and knowledge of common exception words. As soon as the decoding of most regular words and common exception words is embedded fully, the range of books that pupils can read independently will expand rapidly. Pupils should have opportunities to exercise choice in selecting books and be taught how to do so.

## Reading – comprehension

### Statutory requirements

Pupils should be taught to:

- develop pleasure in reading, motivation to read, vocabulary and understanding by:
- listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently
- discussing the sequence of events in books and how items of information are related
- becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales
- being introduced to non-fiction books that are structured in different ways
- recognising simple recurring literary language in stories and poetry
- discussing and clarifying the meanings of words, linking new meanings to known vocabulary
- discussing their favourite words and phrases
- continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear
- understand both the books that they can already read accurately and fluently and those that they listen to by:
  - drawing on what they already know or on background information and vocabulary provided by the teacher
  - checking that the text makes sense to them as they read and correcting inaccurate reading
  - making inferences on the basis of what is being said and done
  - answering and asking questions
  - predicting what might happen on the basis of what has been read so far
  - participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say
- explain and discuss their understanding of books, poems and other material, both those

that they listen to and those that they read for themselves.

### **Notes and guidance (non-statutory)**

Pupils should be encouraged to read all the words in a sentence and to do this accurately, so that their understanding of what they read is not hindered by imprecise decoding [for example, by reading 'place' instead of 'palace'].

Pupils should monitor what they read, checking that the word they have decoded fits in with what else they have read and makes sense in the context of what they already know about the topic.

The meaning of new words should be explained to pupils within the context of what they are reading, and they should be encouraged to use morphology (such as prefixes) to work out unknown words.

Pupils should learn about cause and effect in both narrative and non-fiction (for example, what has prompted a character's behaviour in a story; why certain dates are commemorated annually). 'Thinking aloud' when reading to pupils may help them to understand what skilled readers do.

Deliberate steps should be taken to increase pupils' vocabulary and their awareness of grammar so that they continue to understand the differences between spoken and written language.

Discussion should be demonstrated to pupils. They should be guided to participate in it and they should be helped to consider the opinions of others. They should receive feedback on their discussions.

Role-play and other drama techniques can help pupils to identify with and explore characters. In these ways, they extend their understanding of what they read and have opportunities to try out the language they have listened to.

## **Writing – transcription**

### **Statutory requirements**

#### **Spelling (see English Appendix 1)**

Pupils should be taught to:

- spell by:
- segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly
- learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones
- learning to spell common exception words
- learning to spell more words with contracted forms
- learning the possessive apostrophe (singular) [for example, the girl's book]
- distinguishing between homophones and near-homophones
- add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly

- apply spelling rules and guidance, as listed in [English Appendix 1](#)
- write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.

### **Notes and guidance (non-statutory)**

#### **Spelling**

In year 2, pupils move towards more word-specific knowledge of spelling, including homophones. The process of spelling should be emphasised: that is, that spelling involves segmenting spoken words into phonemes and then representing all the phonemes by graphemes in the right order. Pupils should do this both for single-syllable and multi-syllabic words.

At this stage children's spelling should be phonically plausible, even if not always correct. Misspellings of words that pupils have been taught to spell should be corrected; other misspelt words can be used as an opportunity to teach pupils about alternative ways of representing those sounds.

Pupils should be encouraged to apply their knowledge of suffixes from their word reading to their spelling. They should also draw from and apply their growing knowledge of word and spelling structure, as well as their knowledge of root words.

### **Writing – handwriting**

#### **Statutory requirements**

Pupils should be taught to:

- form lower-case letters of the correct size relative to one another
- start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
- write 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.

### **Notes and guidance (non-statutory)**

Pupils should revise and practise correct letter formation frequently. They should be taught to write with a joined style as soon as they can form letters securely with the correct orientation.

## Writing – composition

### Statutory requirements

Pupils should be taught to:

- develop positive attitudes towards and stamina for writing by:
- writing narratives about personal experiences and those of others (real and fictional)
- writing about real events
- writing poetry
- writing for different purposes
- consider what they are going to write before beginning by:
- planning or saying out loud what they are going to write about
- writing down ideas and/or key words, including new vocabulary
- encapsulating what they want to say, sentence by sentence
- make simple additions, revisions and corrections to their own writing by:
- evaluating their writing with the teacher and other pupils
- re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form
- proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]
- read aloud what they have written with appropriate intonation to make the meaning clear.

### Notes and guidance (non-statutory)

Reading and listening to whole books, not simply extracts, helps pupils to increase their vocabulary and grammatical knowledge, including their knowledge of the vocabulary and grammar of Standard English. These activities also help them to understand how different types of writing, including narratives, are structured. All these can be drawn on for their writing.

Pupils should understand, through being shown these, the skills and processes essential to writing: that is, thinking aloud as they collect ideas, drafting, and re-reading to check their meaning is clear.

Drama and role-play can contribute to the quality of pupils' writing by providing opportunities for pupils to develop and order their ideas through playing roles and improvising scenes in various settings.

Pupils might draw on and use new vocabulary from their reading, their discussions about it (one-to-one and as a whole class) and from their wider experiences.

## Writing – vocabulary, grammar and punctuation

### Statutory requirements

Pupils should be taught to:

- develop their understanding of the concepts set out in English Appendix 2 by:
- learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)
- learn how to use:
  - sentences with different forms: statement, question, exclamation, command
  - expanded noun phrases to describe and specify [for example, the blue butterfly]
  - the present and past tenses correctly and consistently including the progressive form
  - subordination (using when, if, that, or because) and co-ordination (using or, and, or but)
  - the grammar for year 2 in English Appendix 2
  - some features of written Standard English
- use and understand the grammatical terminology in English Appendix 2 in discussing their writing.

### Notes and guidance (non-statutory)

The terms for discussing language should be embedded for pupils in the course of discussing their writing with them. Their attention should be drawn to the technical terms they need to learn.

## Lower key stage 2 – years 3 and 4

By the beginning of year 3, pupils should be able to read books written at an age-appropriate interest level. They should be able to read them accurately and at a speed that is sufficient for them to focus on understanding what they read rather than on decoding individual words. They should be able to decode most new words outside their spoken vocabulary, making a good approximation to the word's pronunciation. As their decoding skills become increasingly secure, teaching should be directed more towards developing their vocabulary and the breadth and depth of their reading, making sure that they become independent, fluent and enthusiastic readers who read widely and frequently. They should be developing their understanding and enjoyment of stories, poetry, plays and non-fiction, and learning to read silently. They should also be developing their knowledge and skills in reading non-fiction about a wide range of subjects. They should be learning to justify their views about what they have read: with support at the start of year 3 and increasingly independently by the end of year 4.

Pupils should be able to write down their ideas with a reasonable degree of accuracy and with good sentence punctuation. Teachers should therefore be consolidating pupils' writing skills, their vocabulary, their grasp of sentence structure and their knowledge of linguistic terminology. Teaching them to develop as writers involves teaching them to enhance the effectiveness of what they write as well as increasing their competence. Teachers should make sure that pupils build on what they have learnt, particularly in terms of the range of their writing and the more varied grammar, vocabulary and narrative structures from which they can draw to express their ideas. Pupils should be beginning to understand how writing can be different from speech. Joined handwriting should be the norm; pupils should be able to use it fast enough to keep pace with what they want to say.

Pupils' spelling of common words should be correct, including common exception words and other words that they have learnt (see [English Appendix 1](#)). Pupils should spell words as accurately as possible using their phonic knowledge and other knowledge of spelling, such as morphology and etymology.

Most pupils will not need further direct teaching of word reading skills: they are able to decode unfamiliar words accurately, and need very few repeated experiences of this before the word is stored in such a way that they can read it without overt sound-blending. They should demonstrate understanding of figurative language, distinguish shades of meaning among related words and use age-appropriate, academic vocabulary.

As in key stage 1, however, pupils who are still struggling to decode need to be taught to do this urgently through a rigorous and systematic phonics programme so that they catch up rapidly with their peers. If they cannot decode independently and fluently, they will find it increasingly difficult to understand what they read and to write down what they want to say. As far as possible, however, these pupils should follow the year 3 and 4 programme of study in terms of listening to new books, hearing and learning new vocabulary and grammatical structures, and discussing these.

Specific requirements for pupils to discuss what they are learning and to develop their wider skills in spoken language form part of this programme of study. In years 3 and 4, pupils should become more familiar with and confident in using language in a greater variety of situations, for a variety of audiences and purposes, including through drama, formal presentations and debate.

## Years 3 and 4 programme of study

### Reading – word reading

#### Statutory requirements

Pupils should be taught to:

- apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet
- read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.

#### Notes and guidance (non-statutory)

At this stage, teaching comprehension should be taking precedence over teaching word reading directly. Any focus on word reading should support the development of vocabulary.

When pupils are taught to read longer words, they should be supported to test out different pronunciations. They will attempt to match what they decode to words they may have already heard but may not have seen in print [for example, in reading ‘technical’, the pronunciation /tɛtʃnɪkəl/ (‘tetchnical’) might not sound familiar, but /tɛknɪkəl/ (‘teknical’) should].

### Reading – comprehension

#### Statutory requirements

Pupils should be taught to:

- develop positive attitudes to reading and understanding of what they read by:
- listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- reading books that are structured in different ways and reading for a range of purposes
- using dictionaries to check the meaning of words that they have read
- increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally
- identifying themes and conventions in a wide range of books
- preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
- discussing words and phrases that capture the reader’s interest and imagination
- recognising some different forms of poetry [for example, free verse, narrative poetry]

- understand what they read, in books they can read independently, by:
- checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context
- asking questions to improve their understanding of a text
- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- predicting what might happen from details stated and implied
- identifying main ideas drawn from more than one paragraph and summarising these
- identifying how language, structure, and presentation contribute to meaning
- retrieve and record information from non-fiction
- participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.

### **Notes and guidance (non-statutory)**

The focus should continue to be on pupils' comprehension as a primary element in reading. The knowledge and skills that pupils need in order to comprehend are very similar at different ages. This is why the programmes of study for comprehension in years 3 and 4 and years 5 and 6 are similar: the complexity of the writing increases the level of challenge.

Pupils should be taught to recognise themes in what they read, such as the triumph of good over evil or the use of magical devices in fairy stories and folk tales.

They should also learn the conventions of different types of writing (for example, the greeting in letters, a diary written in the first person or the use of presentational devices such as numbering and headings in instructions).

Pupils should be taught to use the skills they have learnt earlier and continue to apply these skills to read for different reasons, including for pleasure, or to find out information and the meaning of new words.

Pupils should continue to have opportunities to listen frequently to stories, poems, non-fiction and other writing, including whole books and not just extracts, so that they build on what was taught previously. In this way, they also meet books and authors that they might not choose themselves. Pupils should also have opportunities to exercise choice in selecting books and be taught how to do so, with teachers making use of any library services and expertise to support this.

Reading, re-reading, and rehearsing poems and plays for presentation and performance give pupils opportunities to discuss language, including vocabulary, extending their interest in the meaning and origin of words. Pupils should be encouraged to use drama approaches to understand how to perform plays and poems to support their understanding of the meaning. These activities also provide them with an incentive to find out what expression is required, so feeding into comprehension.

In using non-fiction, pupils should know what information they need to look for before they begin and be clear about the task. They should be shown how to use contents pages and indexes to locate information.

Pupils should have guidance about the kinds of explanations and questions that are expected from them. They should help to develop, agree on, and evaluate rules for effective discussion. The expectation should be that all pupils take part.

## Writing – transcription

### Statutory requirements

#### Spelling (see [English Appendix 1](#))

Pupils should be taught to:

- use further prefixes and suffixes and understand how to add them (English Appendix 1)
- spell further homophones
- spell words that are often misspelt (English Appendix 1)
- 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.

### Notes and guidance (non-statutory)

#### Spelling

Pupils should learn to spell new words correctly and have plenty of practice in spelling them.

As in years 1 and 2, pupils should continue to be supported in understanding and applying the concepts of word structure (see [English Appendix 2](#)).

Pupils need sufficient knowledge of spelling in order to use dictionaries efficiently.

## Writing – handwriting

### Statutory requirements

Pupils should be taught to:

- use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
- increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].

### **Notes and guidance (non-statutory)**

Pupils should be using joined handwriting throughout their independent writing. Handwriting should continue to be taught, with the aim of increasing the fluency with which pupils are able to write down what they want to say. This, in turn, will support their composition and spelling.

## **Writing – composition**

### **Statutory requirements**

Pupils should be taught to:

- plan their writing by:
  - discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
  - discussing and recording ideas
- draft and write by:
  - composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)
  - organising paragraphs around a theme
  - in narratives, creating settings, characters and plot
  - in non-narrative material, using simple organisational devices [for example, headings and sub-headings]
- evaluate and edit by:
  - assessing the effectiveness of their own and others' writing and suggesting improvements
  - proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
- proof-read for spelling and punctuation errors
- read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.

### **Notes and guidance (non-statutory)**

Pupils should continue to have opportunities to write for a range of real purposes and audiences as part of their work across the curriculum. These purposes and audiences should underpin the decisions about the form the writing should take, such as a narrative, an explanation or a description.

Pupils should understand, through being shown these, the skills and processes that are essential for writing: that is, thinking aloud to explore and collect ideas, drafting, and rereading to check their meaning is clear, including doing so as the writing develops. Pupils should be taught to monitor whether their own writing makes sense in the same way that they monitor their reading,

checking at different levels.

## Writing – vocabulary, grammar and punctuation

### Statutory requirements

Pupils should be taught to:

- develop their understanding of the concepts set out in English Appendix 2 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
- learning the grammar for years 3 and 4 in English Appendix 2
- 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
- use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.

### Notes and guidance (non-statutory)

Grammar should be taught explicitly: pupils should be taught the terminology and concepts set out in English Appendix 2, and be able to apply them correctly to examples of real language, such as their own writing or books that they have read.

At this stage, pupils should start to learn about some of the differences between Standard English and non-Standard English and begin to apply what they have learnt [for example, in writing dialogue for characters].

## Upper key stage 2 – years 5 and 6

By the beginning of year 5, pupils should be able to read aloud a wider range of poetry and books written at an age-appropriate interest level with accuracy and at a reasonable speaking pace. They should be able to read most words effortlessly and to work out how to pronounce unfamiliar written words with increasing automaticity. If the pronunciation sounds unfamiliar, they should ask for help in determining both the meaning of the word and how to pronounce it correctly.

They should be able to prepare readings, with appropriate intonation to show their understanding, and should be able to summarise and present a familiar story in their own words. They should be reading widely and frequently, outside as well as in school, for pleasure and information. They should be able to read silently, with good understanding, inferring the meanings of unfamiliar words, and then discuss what they have read.

Pupils should be able to write down their ideas quickly. Their grammar and punctuation should be broadly accurate. Pupils' spelling of most words taught so far should be accurate and they should be able to spell words that they have not yet been taught by using what they have learnt about how spelling works in English.

During years 5 and 6, teachers should continue to emphasise pupils' enjoyment and understanding of language, especially vocabulary, to support their reading and writing. Pupils' knowledge of language, gained from stories, plays, poetry, non-fiction and textbooks, will support their increasing fluency as readers, their facility as writers, and their comprehension. As in years 3 and 4, pupils should be taught to enhance the effectiveness of their writing as well as their competence.

It is essential that pupils whose decoding skills are poor are taught through a rigorous and systematic phonics programme so that they catch up rapidly with their peers in terms of their decoding and spelling. However, as far as possible, these pupils should follow the upper key stage 2 programme of study in terms of listening to books and other writing that they have not come across before, hearing and learning new vocabulary and grammatical structures, and having a chance to talk about all of these. By the end of year 6, pupils' reading and writing should be sufficiently fluent and effortless for them to manage the general demands of the curriculum in year 7, across all subjects and not just in English, but there will continue to be a need for pupils to learn subject-specific vocabulary. They should be able to reflect their understanding of the audience for and purpose of their writing by selecting appropriate vocabulary and grammar. Teachers should prepare pupils for secondary education by ensuring that they can consciously control sentence structure in their writing and understand why sentences are constructed as they are. Pupils should understand nuances in vocabulary choice and age-appropriate, academic vocabulary. This involves consolidation, practice and discussion of language.

Specific requirements for pupils to discuss what they are learning and to develop their wider skills in spoken language form part of this programme of study. In years 5 and 6, pupils' confidence, enjoyment and mastery of language should be extended through public speaking, performance and debate.

## Years 5 and 6 programme of study

### Reading – word reading

#### Statutory requirements

Pupils should be taught to:

- apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet.

#### Notes and guidance (non-statutory)

At this stage, there should be no need for further direct teaching of word reading skills for almost all pupils. If pupils are struggling or failing in this, the reasons for this should be investigated. It is imperative that pupils are taught to read during their last two years at primary school if they enter year 5 not being able to do so.

Pupils should be encouraged to work out any unfamiliar word. They should focus on all the letters in a word so that they do not, for example, read 'invitation' for 'imitation' simply because they might be more familiar with the first word. Accurate reading of individual words, which might be key to the meaning of a sentence or paragraph, improves comprehension.

When teachers are reading with or to pupils, attention should be paid to new vocabulary – both a word's meaning(s) and its correct pronunciation.

### Reading – comprehension

#### Statutory requirements

Pupils should be taught to:

- maintain positive attitudes to reading and understanding of what they read by:
  - continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
  - reading books that are structured in different ways and reading for a range of purposes
  - increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions
- 
- recommending books that they have read to their peers, giving reasons for their choices
  - identifying and discussing themes and conventions in and across a wide range of writing
  - making comparisons within and across books
  - learning a wider range of poetry by heart

- preparing 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
- understand what they read by:
  - checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
  - asking questions to improve their understanding
  - drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
  - predicting what might happen from details stated and implied
  - summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas
  - identifying how language, structure and presentation contribute to meaning
  - discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
- distinguish between statements of fact and opinion
- retrieve, record and present information from non-fiction
- participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously
- explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary
- provide reasoned justifications for their views.

### **Notes and guidance (non-statutory)**

Even though pupils can now read independently, reading aloud to them should include whole books so that they meet books and authors that they might not choose to read themselves.

The knowledge and skills that pupils need in order to comprehend are very similar at different ages. Pupils should continue to apply what they have already learnt to more complex writing.

Pupils should be taught to recognise themes in what they read, such as loss or heroism. They should have opportunities to compare characters, consider different accounts of the same event and discuss viewpoints (both of authors and of fictional characters), within a text and across more than one text.

They should continue to learn the conventions of different types of writing, such as the use of the first person in writing diaries and autobiographies.

Pupils should be taught the technical and other terms needed for discussing what they hear and read, such as metaphor, simile, analogy, imagery, style and effect.

In using reference books, pupils need to know what information they need to look for before they begin and need to understand the task. They should be shown how to use contents pages and indexes to locate information.

The skills of information retrieval that are taught should be applied, for example, in reading history, geography and science textbooks, and in contexts where pupils are genuinely motivated to find out information, for example, reading information leaflets before a gallery or museum visit or reading a theatre programme or review. Teachers should consider making use of any library services and expertise to support this.

Pupils should have guidance about and feedback on the quality of their explanations and contributions to discussions.

Pupils should be shown how to compare characters, settings, themes and other aspects of what they read.

## Writing – transcription

### Statutory requirements

#### Spelling (see English Appendix 1)

Pupils should be taught to:

- use further prefixes and suffixes and understand the guidance for adding them
- spell some words with ‘silent’ letters [for example, knight, psalm, solemn]
- continue to distinguish between homophones and other words which are often confused
- use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1
- use dictionaries to check the spelling and meaning of words
- use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary
- use a thesaurus.

### Notes and guidance (non-statutory)

#### Spelling

As in earlier years, pupils should continue to be taught to understand and apply the concepts of word structure so that they can draw on their knowledge of morphology and etymology to spell correctly.

## Writing – handwriting and presentation

### Statutory requirements

Pupils should be taught to:

- write legibly, fluently and with increasing speed by:
- choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters
- choosing the writing implement that is best suited for a task.

### **Notes and guidance (non-statutory)**

Pupils should continue to practise handwriting and be encouraged to increase the speed of it, so that problems with forming letters do not get in the way of their writing down what they want to say. They should be clear about what standard of handwriting is appropriate for a particular task, for example, quick notes or a final handwritten version. They should also be taught to use an unjoined style, for example, for labelling a diagram or data, writing an email address, or for algebra and capital letters, for example, for filling in a form.

## **Writing – composition**

### **Statutory requirements**

Pupils should be taught to:

- plan their writing by:
  - identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
  - noting and developing initial ideas, drawing on reading and research where necessary
  - in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed
  - draft and write by:
  - selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
  - in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action
  - précising longer passages
  - using a wide range of devices to build cohesion within and across paragraphs
  - using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]
  - evaluate and edit by:
  - assessing the effectiveness of their own and others' writing
  - proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
  - ensuring the consistent and correct use of tense throughout a piece of writing
  - ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register
  - proof-read for spelling and punctuation errors
- perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.

### **Notes and guidance (non-statutory)**

Pupils should understand, through being shown, the skills and processes essential for writing: that is, thinking aloud to generate ideas, drafting, and re-reading to check that the meaning is clear.

## **Writing – vocabulary, grammar and punctuation**

### **Statutory requirements**

Pupils should be taught to:

- develop their understanding of the concepts set out in English Appendix 2 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
- learning the grammar for years 5 and 6 in English Appendix 2
- 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
- use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading.

### **Notes and guidance (non-statutory)**

Pupils should continue to add to their knowledge of linguistic terms, including those to describe grammar, so that they can discuss their writing and reading.

## Appendix 2

### **The Role of the subject leader:**

#### **Subject Leader**

Subject Leaders provide professional leadership and management for a subject to secure high quality teaching, effective use of resources and improved standards of learning and achievement for all pupils.

#### **Knowledge and understanding**

The subject leader will have knowledge and understanding of:

- The school's aims, priorities, targets and action plans;
- The relationship of the subject to the curriculum as a whole
- Any statutory curriculum requirements and the requirement for assessment, recording of pupils' attainment and progress
- The characteristics of high quality teaching, learning and achievement for all pupils
- Management, including employment law, equal opportunities legislation, personnel, external relations, finance and change
- The implication of the Code of Practice for Special Educational Needs Disabilities for teaching and learning

#### **Planning and setting expectations**

The subject leader will:

- Support with the setting of expectations and targets for staff and pupils in relation to standards of pupil achievement and the quality of teaching
- Work with SENDCO and any other staff with Special Educational Needs expertise, to ensure that individual education plans are used to set subject specific targets and match work well to pupils' needs
- Establish, with the involvement of relevant staff, short, medium and long-term plans for the development and resourcing of the subject in line
- Ensure plans contribute to whole school aims, policies and practices including those in relation to behaviour, discipline, bullying and racial harassment
- Targets are based on a range of comparative information and evidence, including the attainment of pupils

#### **Teaching and managing pupil learning**

The subject leader will ensure:

- Curriculum coverage, continuing and progression in the subject for all pupils, including those of high ability and those with special educational or linguistic needs
- Teachers are clear about the teaching of objectives in lessons, understand the sequence of teaching and learning in the subject, and communicate such information to pupils
- Guidance is provided on the choice of appropriate teaching and learning methods to meet the needs of the subject and of different pupils
- Effective development of pupils' English , numeracy and information technology skills through the subject
- Teachers of the subject are aware of its contribution to pupils' understanding of the duties, opportunities, responsibilities and rights of citizens
- Teachers of the subject know how to recognise and deal with racial stereotyping
- Effective development of pupils' individual and collaborative study skills necessary for them to become increasingly independent when out of school.

### **Assessment and evaluation**

The subject leader will ensure:

- Analyse and interpret relevant national, local and school data, research and inspection evidence, to inform policies, practices, expectations, targets and teaching methods
- Establish and implement clear policies and practices for assessing, recording and reporting on pupil achievement and for using this information to recognise achievement and to assist pupils in setting targets for further improvement.
- Ensure that information about pupils' achievements in previous classes and schools is used effectively to secure good progress in the subject
- Monitor the progress made in achieving subject plans and targets, evaluate the effects on teaching and learning, and use this analysis to guide further improvement
- Evaluate the teaching of the subject in the school, use this analysis to identify effective practice and areas for improvement and take action to improve further the quality of teaching.

### **Pupil achievement**

The subject leader will:

- Support with the setting of clear targets for pupils achievement, and evaluate progress and achievement and evaluate progress and achievement by all pupils, including those with special educational and linguistic needs
- Use data effectively to identify pupils who are underachieving and, where necessary, create and implement effective plans of action to support those pupils.

### **Relations with parents and wider community**

The subject leader will:

- Establish a partnership with parents to involve them in their child's learning of the subject, as well as providing information about curriculum, attainment, progress and targets
- Develop effective links with the local community, including business and industry, in order to extend the subject, enhance teaching and develop the pupils' wider understanding
- Communicate effectively, orally and in writing, with parents, governors, external agencies and the wider community, including business and industry.

### **Managing own performance and development**

The subject leader will:

- Prioritise and manage own time effectively, particularly in relation to balancing demands made by teaching, subject management and involvement in school development
- Achieve challenging professional goals.
- Take responsibility for their own professional development.

### **Managing and developing staff and other adults**

The subject leader will:

- Help staff to achieve constructive working relationships with pupils
- Establish clear expectations and constructive working relationships among staff, including through team working and mutual support; developing responsibilities and delegating tasks, appropriate evaluating practice; and developing an acceptance of accountability.
- Appraise staff as required by the school policy on Performance Management and use the process to develop the personal and professional effectiveness of the teacher.
- Lead professional development through example and support, and coordinate the provision of high quality professional development by methods such as coaching, drawing on other sources of expertise as necessary, for example, higher education, LEAs and subject associations.
- Ensure that trainee and newly qualified teachers are appropriately trained, monitored, supported and assessed in relation to standards for the award of Qualified Teacher Status, the Career Entry Profiles and standards for induction.

### **Managing resources**

The subject leader will:

- Establish staff and resource needs and advise the headteacher and senior managers of likely priorities for expenditure, and allocate available resources with maximum efficiency to meet the objectives of the school and subject plans and achieve value for money.
- Deploy, or advise the headteacher on the deployment of staff involved in the subject to ensure that best use of subject, technical and other expertise.
- Ensure the effective and efficient management and organisation of learning resources, including information and communications technology.
- Maintain existing resources and explore opportunities to develop or incorporate new resources from a wide range of sources inside and outside the school.
- Use accommodation to create an effective and stimulating environment for the teaching and learning of the subject.
- Ensure that there is a safe working and learning environment in which risks are properly assessed.

### **Strategic leadership**

The subject leader will:

- Create a climate, which enables other staff to develop and maintain positive attitudes towards the subject and confidence in teaching it

- Develop and implement policies and practices for the subject which reflect the school's commitment to high achievement, effective teaching and learning.
- Ensure that the head teacher, senior managers and governors are well informed about subject policies, plans and priorities, the success in meeting objectives and targets, and subject related professional development plans
- Establish a clear, shared understanding of the importance and role of the subject in contributing to pupils' spiritual, moral, cultural, mental and physical development, and in preparing pupils for the opportunities, responsibilities and experiences of adult life.