

## English

*“ All things are possible...”*

At Benedict Biscop we want our children to learn that all things are possible. We want our children to aspire and to achieve highly. We actively encourage cross-curricular learning, to give pupils maximum opportunity to transfer skills and knowledge, developing our children's spoken language, reading, writing, grammar, spelling and vocabulary through everything they do. We believe that a thorough grasp of literacy skills is crucial to a high-quality education and will give our children the tools they need to participate fully as a member of society. We know that the sooner children learn to read, the greater their success at school, therefore we put reading at the heart of what we do. We endeavour to engender a life – long love of reading. We recognise that mastery in phonics is fundamental to children being able to access a broad range of genres, across the curriculum. We aim to achieve this by teaching phonics using a highly structured and systematic approach using “Little Wandle - Letters & Sounds Revised ” with a relentless drive to address the needs of all learners. We strive to ensure children become inquisitive about language and its structure, developing creative and enquiring minds, which make connections, problem-solve and learn collaboratively. We want children not only to learn to read but to read in order to learn; reading exposes children to more than just words on a page, it opens their minds to different worlds, characters and experiences and it is inseparable from the writing process. Our aim is to ensure children are motivated to write, take pride in their writing, can write clearly and accurately and adapt their language and style for a range of contexts. We want to inspire children to be confident in the arts of speaking and listening and who can use discussion to develop their learning; we want our children to learn that all things are possible!

### National Curriculum Aims

The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written 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.

## Speaking and Listening

### Why is Speaking & Listening Important?

Speaking & Listening underpins the development of all areas of learning!

### National Curriculum at Key Stage 1 & 2

The national curriculum for English reflects the importance of spoken language in pupils' development across the whole curriculum – cognitively, socially and linguistically. Spoken language underpins the development of reading and writing. The quality and variety of language that pupils hear and speak are vital for developing their vocabulary and grammar and their understanding for reading and writing. Teachers should therefore ensure the continual development of pupils' confidence and competence in spoken language and listening skills. Pupils should develop a capacity to explain their understanding of books and other reading, and to prepare their ideas before they write. They must be assisted in making their thinking clear to themselves as well as to others and teachers should ensure that pupils build secure foundations by using discussion to probe and remedy their misconceptions. Pupils should also be taught to understand and use the conventions for discussion and debate. In addition, all pupils should be enabled to participate in and gain knowledge, skills and understanding associated with the artistic practice of drama. Pupils should be able to adopt, create and sustain a range of roles, responding appropriately to others in role. They should have opportunities to improvise, devise and script drama for one another and a range of audiences, as well as to rehearse, refine, share and respond thoughtfully to drama and theatre performances. Statutory requirements which underpin all aspects of spoken language across the six years of primary education form part of the national curriculum. These are reflected and contextualised within the reading and writing domains which follow.

### **Characteristics:**

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

## Where does it start?

Our Early years provision is language rich and has been carefully created, to provide a range of opportunities both indoor and outdoor to help develop essential knowledge and skills to support the development of speaking and listening and therefore the FOUNDATION of ALL LEARNING!

**Development Matters** progression related to Literacy & Communication and Language provides us with a basis on which to develop our Early Years and therefore our wider English curriculum and is important in helping us understand the experiences children need, the learning that needs to take place and what they need to be able to do.

Literacy		
Birth to Three	Three to Four	Reception
<ul style="list-style-type: none"> <li>- Enjoy songs and rhymes, tuning in and paying attention.</li> <li>- Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo.</li> <li>- Say some of the words in songs and rhymes.</li> <li>- Copy finger movements and other gestures.</li> <li>- Sing songs and say rhymes independently, for example, singing whilst playing.</li> <li>- Enjoy sharing books with an adult.</li> <li>- Pay attention and respond to the pictures or the words.</li> <li>- Have favourite books and seek them out, to share with an adult, with another child, or to look at alone.</li> <li>- Repeat words and phrases from familiar stories.</li> <li>- Ask questions about the book.</li> <li>- Make comments and shares their own ideas.</li> <li>- Develop play around favourite stories using props</li> <li>- Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo.</li> <li>- Enjoy drawing freely.</li> <li>- Add some marks to their drawings, which they give meaning to. For example: "That says mummy."</li> <li>- Make marks on their picture to stand for their name.</li> </ul>	<ul style="list-style-type: none"> <li>- Understand the five key concepts about print:               <ul style="list-style-type: none"> <li>• print has meaning</li> <li>• print can have different purposes</li> <li>• we read English text from left to right and from top to bottom</li> <li>• the names of the different parts of a book</li> </ul> </li> <li>• page sequencing               <ul style="list-style-type: none"> <li>- Develop their phonological awareness, so that they can:                   <ul style="list-style-type: none"> <li>• spot and suggest rhymes</li> <li>• count or clap syllables in a word</li> </ul> </li> </ul> </li> <li>• recognise words with the same initial sound, such as money and mother</li> <li>- Engage in extended conversations about stories, learning new vocabulary.</li> <li>- Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy.</li> <li>- Write some or all of their name.</li> <li>- Write some letters accurately.</li> </ul>	<ul style="list-style-type: none"> <li>- Read individual letters by saying the sounds for them.</li> <li>- Blend sounds into words, so that they can read short words made up of known letter– sound correspondences.</li> <li>- Read some letter groups that each represent one sound and say sounds for them.</li> <li>- Read a few common exception words matched to the school's phonic programme.</li> <li>- Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.</li> <li>- Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</li> <li>- Form lower-case and capital letters correctly.</li> <li>- Spell words by identifying the sounds and then writing the sound with letter/s.</li> <li>- Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.</li> <li>- Re-read what they have written to check that it makes sense</li> </ul>
Communication and Language		
<ul style="list-style-type: none"> <li>- Turn towards familiar sounds.</li> <li>- They are also startled by loud noises and accurately locate the source of a familiar person's voice, such as their key person or a parent.</li> <li>- Gaze at faces, copying facial expressions and movements like sticking out their tongue.</li> <li>- Make eye contact for longer periods.</li> <li>- Watch someone's face as they talk.</li> <li>- Copy what adults do, taking 'turns' in conversations (through babbling) and activities.</li> <li>- Try to copy adult speech and lip movements.</li> <li>- Enjoy singing, music and toys that make sounds.</li> <li>- Recognise and are calmed by a familiar and friendly voice.</li> <li>- Listen and respond to a simple instruction.</li> </ul>	<ul style="list-style-type: none"> <li>- Enjoy listening to longer stories and can remember much of what happens.</li> <li>- Pay attention to more than one thing at a time, which can be difficult.</li> <li>- Use a wider range of vocabulary.</li> <li>- Understand a question or instruction that has two parts, such as: "Get your coat and wait at the door".</li> <li>- Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"</li> <li>- Sing a large repertoire of songs.</li> <li>- Know many rhymes, be able to talk about familiar books, and be able to tell a long story</li> </ul>	<ul style="list-style-type: none"> <li>- Understand how to listen carefully and why listening is important.</li> <li>- Learn new vocabulary.</li> <li>- Use new vocabulary through the day</li> <li>- Ask questions to find out more and to check they understand what has been said to them</li> <li>- Articulate their ideas and thoughts in well-formed sentences.</li> <li>- Articulate their ideas and thoughts in well-formed sentences.</li> <li>- Describe events in some detail</li> <li>- Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.</li> <li>- Develop social phrases</li> <li>- Engage in storytimes.</li> </ul>

<ul style="list-style-type: none"> <li>- Make sounds to get attention in different ways (for example, crying when hungry or unhappy, making gurgling sounds, laughing, cooing or babbling).</li> <li>- Babble, using sounds like 'baba', 'mamama'.</li> <li>- Use gestures like waving and pointing to communicate.</li> <li>- Reach or point to something they want while making sounds.</li> <li>- Copy your gestures and words.</li> <li>- Constantly babble and use single words during play.</li> <li>- Use intonation, pitch and changing volume when 'talking'</li> <li>- Understand single words in context – 'cup', 'milk', 'daddy'.</li> <li>- Understand frequently used words such as 'all gone', 'no' and 'bye-bye'.</li> <li>- Understand simple instructions like "give to nanny" or "stop".</li> <li>- Recognise and point to objects if asked about them.</li> <li>- Generally focus on an activity of their own choice and find it difficult to be directed by an adult.</li> <li>- Listen to other people's talk with interest but can easily be distracted by other things.</li> <li>- Make themselves understood and can become frustrated when they cannot.</li> <li>- Start to say how they are feeling, using words as well as actions.</li> <li>- Start to develop conversation, often jumping from topic to topic.</li> <li>- Develop pretend play: 'putting the baby to sleep' or 'driving the car to the shops'</li> <li>- Use the speech sounds p, b, m, w.</li> <li>- Pronounce: • l/r/w/y • f/th • s/sh/ch/dz/j <ul style="list-style-type: none"> <li>• multi-syllabic words such as 'banana' and 'computer'</li> </ul> </li> <li>- Listen to simple stories and understand what is happening, with the help of the pictures.</li> <li>- Identify familiar objects and properties for practitioners when they are described: for example: 'Katie's coat', 'blue car', 'shiny apple'. Understand and act on longer sentences like 'make teddy jump' or 'find your coat'.</li> <li>- Understand simple questions about 'who', 'what' and 'where' (but generally not 'why')</li> </ul>	<ul style="list-style-type: none"> <li>- Develop their communication but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'.</li> <li>- Develop their pronunciation but may have problems saying: • some sounds: r, j, th, ch, and sh • multi-syllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'.</li> <li>- Use longer sentences of four to six words.</li> <li>- Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.</li> <li>- Start a conversation with an adult or a friend and continue it for many turns.</li> <li>- Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."</li> </ul>	<ul style="list-style-type: none"> <li>- Listen to and talk about stories to build familiarity and understanding.</li> <li>- Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.</li> <li>- Use new vocabulary in different contexts.</li> <li>- Listen carefully to rhymes and songs, paying attention to how they sound.</li> <li>- Learn rhymes, poems and songs.</li> <li>- Engage in non-fiction books</li> <li>- Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary</li> </ul>
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## The EYFS statutory Framework states:

### Communication and Language

Communication and Language is a prime area of learning and consists of 'Listening, Attention and Understanding' and 'Speaking'. The development of children's spoken language underpins all seven areas of learning and development, especially underpinning all elements of Literacy. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. Without the ability to understand, children will struggle to read for meaning later on in life and will find it difficult to talk about information found in texts when researching or reading for pleasure. Without communication and Language reading skills cannot be sufficiently developed.

### Literacy

It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

### Listening, Attention and Understanding

The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively.

### Why is developing Listening, Attention and Understanding so important?

Listening and Attention is crucial to support children across all areas of learning and throughout life. Good listening and attention skills contribute towards developing good social skills, understanding language, following instructions, learning to communicate in a wide range of contexts and situations, developing speech sounds and being able to have needs met.

Children must develop understanding of language and learn to talk by hearing words over and over again. Understanding comes long before speaking as children need to hear a new word many, many times, and understand it, before they are able to say them themselves. Understanding language can also be known as 'receptive language' or 'comprehension'.

These skills are vital in order to further children's learning as:

- understanding supports children in developing their Maths concepts and processes and helps them to develop their skills in making sense of patterns and problem solving.
- without the ability to understand, children will struggle to read for meaning later on in life and will find it difficult to talk about information found in texts when researching or reading for pleasure.

### **How do we develop Listening, Attention and Understanding skills?**

We develop these skills in a range of ways, including:

- Whole class/small group story times (story cycle)
- Daily Phonics activities
- Family group time
- Daily Mathematics meetings
- Instructional activities
- Drawing and mark making activities

In particular, we value the opportunities we have to tune in to children's spoken language by taking the time to attend to what they are saying or trying to convey. Good quality modelling of this skill is invaluable to us in order to get to know our children extremely well. It also provides children with an understanding of expectations for good listening, attention and speaking skills and supports them in focusing on self-chosen and adult led activities, in preparation for lifelong learning.

### **Speaking**

Before developing speech, children need to develop the ability to store words. Children need a bank of words, known as vocabulary to speak. To use this store, children need to know what the words mean and how to use them. Children gradually develop knowledge and use of vocabulary. First vocabulary words are concrete (real items that can be seen), with abstract words (such as names of feelings), developing later.

### **How do children develop their vocabulary to build their speech?**

Before children can use new words, several steps need to happen:

1. Children need to remember the word.
2. Children need to understand what the word means.
3. Children need to be able to hold the above two steps in their memory.
4. Children need to be able to compare the word with other words such as opposites e.g. hot/cold, rough/smooth, or words that sound the same but have different meanings e.g. flat could mean a level surface or somewhere we could live.

### How we aim to develop children's vocabulary and speaking skills:

Our aim at Benedict Biscop is to provide our children with quality first hand experiences that allow them the opportunities to explore real life objects and items. This, along with quality first teaching where adults use and model appropriate vocabulary, allows them to develop their speaking skills by talking about their experiences and linking language to different contexts.

In the Early Years, our provision is language rich and provides opportunities for children to develop their conceptual language skills through play-based learning; adults constantly model key language skills, playing alongside the children, developing vocabulary through a tiered approach. Our ultimate aim is for children to have a rich bank of experiences to draw their language from and for them to be able to confidently express themselves in a range of ways.

### Interactive Speaking and Listening at Benedict Biscop

At Benedict Biscop we have developed our own approach to ensuring all skills associated with speaking and listening are developed – Interactive Speaking and Listening strategies are utilised daily across school. The skills which underpin the ability to access these strategies have been mapped out carefully from EYFS to year 6 and complement those objectives set out by the EYFS framework

These skills should be modelled and carefully scaffolded within the appropriate year groups to ensure clear progression and success.

EYFS		Y1	Y2	Y3	Y4	Y5	Y6
Sit properly.  Take turns. Listen to teachers/peers.  Make contributions to discussions.  In family groups, tell friends about personal experiences.  <b>Adults must:</b> Modelling language types.  Modelling whole speech sentences.	Know what a review is and know its purpose.  Work with a partner in a range of games and activities.  Recognise that reviews can take place in a range of places and situations and be able to adjust to this.  Understanding the meaning of purposeful and paired talk.  Work independently for 15 mins.	Collaborate in pairs.  Collaborate in 2's to 4's to share findings with others.  Understand the concept of A/B talk and feedback.  Know and use response strategies of hands up, think think/talk  Work independently for 20 mins	Respond to other adults/teachers  Discuss in pairs and 2s to 4s  Listen and evaluate rather than waiting to talk.  Know that to listen they need to put all their equipment down and face the speaker.  Read own text to peers and adults.	Paired talk A/B Discussion in 2s to 4s. Swap texts to read their partners' Collaborative discussions and presenting work to the own groups.  Following and giving instructions  Self-review of own work.	Paired talk A/B Discussion in 2s to 4s Regular use of envying approached and styles hot seating, jigsawing, eavesdropping)  Take part in group presentations to the class.  Working towards becoming "experts"  Self-review of own work.  Review of Peers' work	Collaborate as pairs to – plan/do /review.  Collaborate as a group to – plan/do /review.  Take turns to lead discussions within groups Regular use of "experts" and presenting to other groups. Share tasks for extended periods.  Develop ideas on learning styles.	Recognise and use social dynamics learning styles.  Present work and ideas confidently as reviews or plenaries using a range of techniques.  Develop presentations using suitable visual aids and I.T.  Be able to summarise discussions and presentations of others.

## INTERACTIVE SPEAKING AND LISTENING STRATEGIES AT BENEDICT BISCOP

### Paired talk- Talk partners

Constant encouragement and development of natural of pairs and introduction to formal speaking and listening (1/2, A/B taking turns)

### Envoying within pairs/talk partners

Once Pairs have completed a task, one takes and shares ideas with new partner.

### Rainbow Groups

Groups discuss a topic. Pupils regroup by number, so new groups are made up of representatives of every original group. Individual take turns to report back to each other (like all pupils becoming envoys)

### Role Play

Pupils taking on and immersing in different characters

### Listening Triangles

In groups of 3, children take on the role of a:

Speaker: who explains the topic

Questioner: who finds areas for clarification of further details

Notetaker: observes how effectively they fulfil their roles and reports back at the end.

EYFS

Year 6

### Hot Seating

One pupil in "role" character or "expert". Other pupils ask questions. — can be linked to envoying or creative range of talk partners

### Jigsawing

Home groups of children work together, and each child is given a question in a topic. Expert groups return to home groups to share

### Snowballing

Children first talk in pairs to develop initial ideas. Pairs double up to fours to build on ideas. Fours double up to tell other groups about their groups' ideas.

### Scan and Check

Paired work: each pupil has information.

Scan quickly (max 5 mins)

1 minute to tell partner what you've found out

Partner feedback to class.

### Yes/No questions

To practise asking questions, improve listening skills and reinforce a growing number of words relating to the topic.

### Thought Shower

Quick collection of ideas from members of a group.

### Mini presentation

Groups must collect and present certain information. They need to discuss and decide on different jobs.



## Outcomes in Early Years (Long Term Plan)

<u>Early Learning GOAL</u> <b>Listening, Attention and Understanding</b>	<i>Additional Benedict Biscop stepping stones to challenge:</i>	<u>Early Learning GOAL</u> <b>Speaking</b>	<i>Additional Benedict Biscop stepping stones to challenge:</i>
<ul style="list-style-type: none"> <li>- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</li> <li>- Make comments about what they have heard and ask questions to clarify their understanding.</li> <li>- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</li> </ul>	<ul style="list-style-type: none"> <li>- Begin to listen and respond appropriately to adults and their peers.</li> <li>- Begin to join in with discussions about a text, taking turns and listening to what others say.</li> <li>- Listen to and discuss a wide range of fiction, non-fiction and poetry at a level beyond that at which they can read independently.</li> </ul>	<ul style="list-style-type: none"> <li>- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</li> <li>- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</li> <li>- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</li> </ul>	<ul style="list-style-type: none"> <li>- Begin to recite familiar poems.</li> <li>- Begin to articulate and justify answers.</li> <li>- Begin to describe and explain for different purposes, including for expressing feelings.</li> <li>- Begin to participate in discussions and presentations, performances, role play, improvisations and debates.</li> <li>- To begin to retell familiar stories in increasing detail.</li> </ul>

## Medium Term

	Autumn Term	Spring Term	Summer Term
<b>Nursery</b>	<ul style="list-style-type: none"> <li>- Enjoy listening to longer stories and can remember much of what happens.</li> <li>- Pay attention to more than one thing at a time, which can be difficult.</li> <li>- Use a wider range of vocabulary.</li> <li>- Sing a large repertoire of songs.</li> <li>- Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</li> </ul>	<ul style="list-style-type: none"> <li>- Understand a question or instruction that has two parts.</li> <li>- Understand 'why' questions.</li> <li>- Develop their communication, but may continue to have problems with irregular tenses and plurals,</li> <li>- Develop their pronunciation but may have problems saying; some sounds: r, j, th, ch, and sh; multi-syllabic words.</li> </ul>	<ul style="list-style-type: none"> <li>- Use longer sentences of four to six words.</li> <li>- Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.</li> <li>- Start a conversation with an adult or a friend and continue it for many turns.</li> <li>- Use talk to organise themselves and their play.</li> </ul>
<b>Reception</b>	<ul style="list-style-type: none"> <li>- Understand how to listen carefully and why listening is important.</li> <li>- Engage in story times.</li> <li>- Ask questions to find out more and to check they understand what has been said to them.</li> <li>- Develop social phrases</li> <li>- Learns new vocabulary</li> <li>- Uses new vocabulary throughout the day</li> </ul>	<ul style="list-style-type: none"> <li>- Articulate their ideas and thoughts in well-formed sentences.</li> <li>- Connect one idea or action to another using a range of connectives.</li> <li>- Engage in non-fiction books.</li> <li>- Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</li> <li>- Describe events in some detail</li> <li>- Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen.</li> <li>- Listen carefully to rhymes and songs, paying attention to how they sound.</li> </ul>	<ul style="list-style-type: none"> <li>- Listen to and talk about stories to build familiarity and understanding.</li> <li>- Engage in non-fiction books.</li> <li>- Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</li> <li>- Retell the story once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</li> <li>- Use new vocabulary in different contexts.</li> </ul>

		- Learn rhymes, poems and songs.	
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BENEDICT  
BISCOP

C.E. ACADEMY



## READING

### Why is Reading Important?

Enjoying books and reading stories from a very early age is crucial in the development of children. It helps with their ability to understand words, use their imagination and develop their speech. Teachers and parents play a huge part in the development of reading skills in young children. The more children experience books the more they will gain an interest and passion for them. Reading offers so much more than just quiet time in a cosy corner. It helps to develop spelling, listening, writing, literacy and social skills.

### Reading National Curriculum at Key Stage 1 & 2

As set out by the National Curriculum, the programmes of study for reading at key stages 1 and 2 consist of two dimensions:

- word reading
- comprehension (both listening and reading).

It is essential that teaching focuses on developing pupils' competence in both dimensions; different kinds of teaching are needed for each. Skilled word reading involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Underpinning both is the understanding that the letters on the page represent the sounds in spoken words. This is why phonics should be emphasised in the early teaching of reading to beginners (i.e. unskilled readers) when they start school. Good comprehension draws from linguistic knowledge (in particular of vocabulary and grammar) and on knowledge of the world. Comprehension skills develop through pupils' experience of high-quality discussion with the teacher, as well as from reading and discussing a range of stories, poems and non-fiction. All pupils must be encouraged to read widely across both fiction and non-fiction to develop their knowledge of themselves and the world in which they live, to establish an appreciation and love of reading, and to gain knowledge across the curriculum. Reading widely and often increases pupils' vocabulary because they encounter words they would rarely hear or use in everyday speech. Reading also feeds pupils' imagination and opens up a treasure-house of wonder and joy for curious young minds. It is essential that, by the end of their primary education, all pupils are able to read fluently, and with confidence, in any subject in their forthcoming secondary education.

### Characteristics of Readers:

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

### Where does it start?

Our pupils begin their Reading journey at Benedict Biscop in our Early Years environment. Our provision is language rich and has been carefully created, to provide a range of opportunities both indoor and outdoor to help develop Reading knowledge and skills.

### The EYFS statutory Framework states:

#### Communication and Language

Communication and Language is a prime area of learning and consists of 'Listening, Attention and Understanding' and 'Speaking'. The development of children's spoken language underpins all seven areas of learning and development, especially underpinning all elements of Literacy. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. Without the ability to understand, children will struggle to read for meaning later on in life and will find it difficult to talk about information found in texts when researching or reading for pleasure. Without communication and Language reading skills cannot be sufficiently developed.

#### Literacy

It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

#### Reading

Reading underpins children's ability to access the curriculum and it clearly impacts on their achievement. There is considerable research to show that children who enjoy reading and choose to read benefit not only academically, but also socially and emotionally. To be able to read, children need to be taught an efficient strategy to decode words. **That strategy is phonics.** Phonic decoding skills must be practised until children become automatic and fluent reading is established.

#### Phonics

It is our intent that phonics will be delivered via a highly structured programme of daily lessons. At Benedict Biscop we use Little Wandle Letters and Sounds Revised. This is a full phonics programme, based on the original Letters and Sound scheme previously used in school. **This, alongside the development of communication and language and wider reading skills will contribute to successful outcomes in all elements of English.**

**Development Matters** progression related to Literacy & Communication and Language provides us with a basis on which to develop our Early Years and therefore our wider English curriculum and is important in helping us understand the experiences children need, the learning that needs to take place and what they need to be able to do.

**Development Matters** progression related to Literacy & Communication and Language (see above)



**OUTCOMES IN READING - Long Term Plan: Early Learning Goals are also identified below**

Key Generic Learning Objective	EYFS Three and Four-Year-Olds Reception Early Learning Goals	Key Stage 1		Lower Key Stage 2		Upper Key Stage 2	
		Y1	Y2	Y3	Y4	Y5	Y6
<p>To read words accurately</p> <p>(Phonics &amp; Decoding)</p>	<p>Develop their phonological awareness, so that they can: spot and suggest rhymes count or clap syllables in words recognise words with the same initial sound, such as money and mother</p> <p>Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of letter-sound correspondences. Read some letter groups that each represent one sound and say sounds for them. Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</p> <p>Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending.</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p>	<p>To apply phonic knowledge and skills as the route to decode words.</p> <p>To blend sounds in unfamiliar words using the GPCs that they have been taught.</p> <p>To respond speedily, giving the correct sound to graphemes for all of the 40+ phonemes.</p> <p>To read words containing taught GPCs.</p> <p>To read words containing -s, -es, -ing, -ed and -est endings.</p> <p>To read words with contractions, e.g. I'm, I'll and we'll.</p>	<p>To continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.</p> <p>To read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.</p> <p>To accurately read most words of two or more syllables. To read most words containing common suffixes.*</p>	<p>To use their phonic knowledge to decode quickly and accurately (may still need support to read longer unknown words).</p> <p>To apply their growing knowledge of root words and prefixes, including in-, im-, il-, ir-, dis-, mis-, un-, re-, sub-, inter-, super-, anti- and auto- to begin to read aloud.*</p> <p>To apply their growing knowledge of root words and suffixes/word endings, including -ation, -ly, -ous, -ture, -sure, -sion, -tion, -ssion and -cian, to begin to read aloud.*</p>	<p>To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill.</p> <p>To apply their knowledge of root words, prefixes and suffixes/word endings to read aloud fluently.*</p> <p>To read all Y3/Y4 exception words*, discussing the unusual correspondences between spelling and these occur in the word.</p>	<p>To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.</p> <p>To apply their growing knowledge of root words, prefixes and suffixes/word endings, including -sion, -tion, -cial, -tial, -ant/-ance/-ancy, -ent/-ence/-ency, -able/-ably and -ible/ibly, to read aloud fluently.*</p> <p>To read most Y5/ Y6 exception words, discussing the unusual correspondences between spelling and sound and where these occur in the word.</p>	<p>To read fluently with full knowledge of all Y5/ Y6 exception words, root words, prefixes, suffixes/word endings* and to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.</p>

<p>To develop fluency when reading</p> <p>(including reading common exception words)</p>	<p>Understand the five key concepts about print: print has meaning</p> <p>the names of different parts of a book</p> <p>print can have different purposes</p> <p>page sequencing</p> <p>we read English text from left to right and from top to bottom</p> <p>Blend sounds into words, so that they can read short words made up of letter-sound correspondences.</p> <p>Read simple phrases and sentences made up of words with known letter-sound correspondences</p>	<p>To accurately read texts that are consistent with their developing phonic knowledge, that do not require them to use other strategies to work out words.</p> <p>To reread texts to build up fluency and confidence in word reading.</p> <p>To read Y1 common exception words, noting unusual correspondences between spelling and sound and where these occur in words.</p>	<p>To read aloud books (closely matched to their improving phonic knowledge), sounding out unfamiliar words accurately, automatically and without undue hesitation.</p> <p>To reread these books to build up fluency and confidence in word reading.</p> <p>To read words accurately and fluently without overt sounding and blending, e.g. at over 90 words per minute, in age-appropriate texts</p>	<p>To begin to read Y3/Y4 exception words.*</p>	<p>To read all Y3/Y4 exception words*, discussing the unusual correspondences between spelling and these occur in the word.</p>	<p>To read most Y5/Y6 exception words, discussing the unusual correspondences between spelling and sound and where these occur in the word.</p>	
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	<p>and, where necessary, a few exception words.</p> <p>Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p> <p>Read a few common exception words matched to the school's phonic programme.</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p>To read some common irregular words.</p>		<p>To read most Y1 and Y2 common exception words*, noting unusual correspondences between spelling and sound and where these occur in the word.</p>	<p>At this stage, teaching comprehension skills should be taking precedence over teaching word reading and fluency specifically. Any focus on word reading should support the development of vocabulary.</p>
To show an understanding of texts	Understanding and Correcting Inaccuracies			

<p>Enjoy listening to longer stories and can remember much of what happens.</p> <p>Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"</p> <p>Be able to express a point of view and debate when they disagree with an adult or a friend, using words as well as actions.</p> <p>Listen to and talk about stories to build familiarity and understanding.</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p>	<p>To check that a text makes sense to them as they read and to self- correct.</p>	<p>To show understanding by drawing on what they already know or on background information and vocabulary provided by the teacher.</p> <p>To check that the text makes sense to them as they read and to correct inaccurate reading.</p>				
<p>Comparing, Contrasting and Commenting</p>						



<p>Be able to express a point of view and debate when they disagree with an adult or a friend, using words as well as actions.</p> <p>Compare and contrast characters from stories, including figures from the past.</p> <p>Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</p> <p>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>Anticipate (where appropriate) key events in stories.</p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their</p>	<p>To listen to and discuss a wide range of fiction, non-fiction and poetry at a level beyond that at which they can read independently.</p> <p>To link what they have read or have read to them to their own experiences.</p> <p>To retell familiar stories in increasing detail.</p> <p>To join in with discussions about a text, taking turns and listening to what others say.</p> <p>To discuss the significance of titles and events.</p>	<p>To participate in discussion about books, poems and other works that are read to them (at a level beyond at which they can read independently) and those that they can read for themselves, explaining their understanding and expressing their views.</p> <p>To become increasingly familiar with and to retell a wide range of stories, fairy stories and traditional tales.</p> <p>To discuss the sequence of events in books and how items of information are related.</p> <p>To recognise simple recurring literary language in stories and poetry.</p> <p>To ask and answer questions about a text.</p> <p>To make links between the text they are reading and other texts they have read (in texts that they can read independently).</p>	<p>To recognise, listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <p>To use appropriate terminology when discussing texts (plot, character, setting).</p>	<p>To discuss and compare texts from a wide variety of genres and writers.</p> <p>To read for a range of purposes.</p> <p>To identify themes and conventions in a wide range of books.</p> <p>To refer to authorial style, overall themes (e.g. triumph of good over evil) and features (e.g. greeting in letters, a diary written in the first person or the use of presentational devices such as numbering and headings).</p> <p>To identify how language, structure and presentation contribute to meaning.</p> <p>To identify main ideas drawn from more than one paragraph and summarise these.</p>	<p>To read a wide range of genres, identifying the characteristics of text types (such as the use of the first person in writing diaries and autobiographies) and differences between text types.</p> <p>To 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.</p> <p>To identify main ideas drawn from more than one paragraph and to summarise these.</p> <p>To recommend texts to peers based on personal choice.</p>	<p>To read for pleasure, discussing, comparing and evaluating in depth across a wide range of genres, including myths, legends, traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions.</p> <p>To recognise more complex themes in what they read (such as loss or heroism).</p> <p>To 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.</p> <p>To listen to guidance and feedback on the quality of their explanations and contributions to discussions and to make improvements when</p>
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	own words and recently introduced vocabulary.						<p>participating in discussions.</p> <p>To draw out key information and to summarise the main ideas in a text.</p> <p>To distinguish independently between statements of fact and opinion, providing reasoned justifications for their views.</p> <p>To compare characters, settings and themes within a text and across more than one text.</p>
<b>Words in Context and Authorial Choice</b>							
	<p>Use a wider range of vocabulary.</p> <p>Engage in extended conversations about stories, learning new vocabulary.</p> <p>Learn new vocabulary.</p> <p>Use new vocabulary throughout the day.</p> <p>Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</p>	To discuss word meaning and link new meanings to those already known.	<p>To discuss and clarify the meanings of words, linking new meanings to known vocabulary.</p> <p>To discuss their favourite words and phrases.</p>	<p>To check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.</p> <p>To discuss authors' choice of words and phrases for effect.</p>	Discuss vocabulary used to capture readers' interest and imagination.	To discuss vocabulary used by the author to create effect including figurative language. To evaluate the use of authors' language and explain how it has created an impact on the reader.	To analyse and evaluate the use of language, including figurative language and how it is used for effect, using technical terminology such as metaphor, simile, analogy, imagery, style and effect.

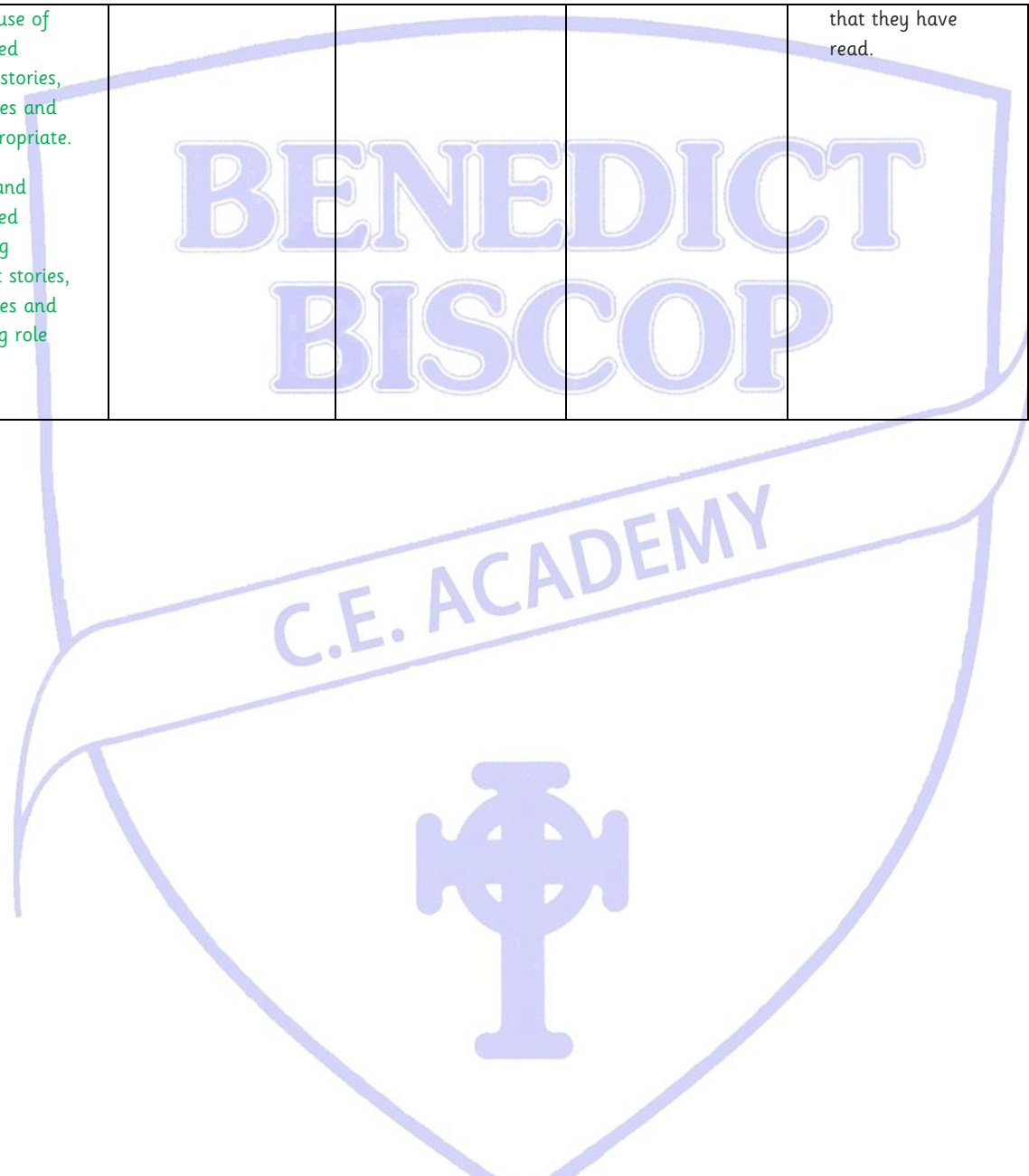
	<p>Use new vocabulary in different contexts.</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</p>						
<b>Inference and Prediction</b>							
<p>Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p>	<p>To begin to make simple inferences.</p> <p>To predict what might happen on the basis of what has been read so far.</p>	<p>To make inferences on the basis of what is being said and done.</p> <p>To predict what might happen on the basis of what has been read so far in a text.</p>	<p>To ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives.</p>	<p>To draw inferences from characters' feelings, thoughts and motives that justifies their actions, supporting their views with evidence from the text.</p> <p>To justify predictions</p>	<p>To draw inferences from characters' feelings, thoughts and motives.</p> <p>To make predictions based on details stated and implied, justifying them in detail with evidence</p>	<p>To consider different accounts of the same event and to discuss viewpoints (both of authors and of fictional characters).</p> <p>To discuss how</p>	

	Anticipate (where appropriate) key events in stories.			To justify predictions using evidence from the text.	from details stated and implied.	from the text.	characters change and develop through texts by drawing inferences based on indirect clues.
<b>Poetry and Performance</b>							
	<p>Sing a large repertoire of songs.</p> <p>Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</p> <p>Take part in simple pretend play, using an object to represent something else even though they are not similar.</p> <p>Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc.</p> <p>Remember and sing entire songs.</p> <p>Sing the melodic shape (moving melody, such as up and down and down and up) of familiar songs.</p> <p>Create their own songs, or improvise a song around one they know.</p> <p>Engage in story times.</p> <p>Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</p>	To recite simple poems by heart.	To continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some with appropriate intonation to make the meaning clear.	<p>To prepare and perform poems and play scripts that show some awareness of the audience when reading aloud.</p> <p>To begin to use appropriate intonation and volume when reading aloud.</p>	<p>To recognise and discuss some different forms of poetry (e.g. free verse or narrative poetry).</p> <p>To prepare and perform poems and play scripts with appropriate techniques (intonation, tone, volume and action) to show awareness of the audience when reading aloud.</p>	To continually show an awareness of audience when reading out loud using intonation, tone, volume and action.	To confidently perform texts (including poems learnt by heart) using a wide range of devices to engage the audience and for effect.



	<p>Learn rhymes, poems and songs.</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p>Develop storylines in their pretend play.</p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>Make use of props and materials when role playing characters in narratives and stories.</p> <p>Invent, adapt and recount narratives and stories with their peers and their teacher.</p> <p>Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time to music.</p>						
	<b>Non-Fiction</b>						
	<p>Engage in non-fiction books.</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p> <p>Offer explanations for why things might</p>		<p>To recognise that non-fiction books are often structured in different ways.</p>	<p>To retrieve and record information from non-fiction texts.</p>	<p>To use all of the organisational devices available within a non-fiction text to retrieve, record and discuss information.</p> <p>To use dictionaries to check the meaning of words</p>	<p>To use knowledge of texts and organisation devices to retrieve, record and discuss information from fiction and non-fiction texts.</p>	<p>To retrieve, record and present information from non-fiction texts.</p> <p>To use non-fiction materials for purposeful information retrieval (e.g. in reading history, geography and</p>

	<p>happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</p>				that they have read.		<p>science textbooks) and in contexts where pupils are genuinely motivated to find out information (e.g. reading information leaflets before a gallery or museum visit or reading a theatre programme or review).</p>
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WRITING

## Why is Writing Important?

As adults, writing comes easily and without much thought, for children however, writing is a whole new skill requiring time, practice and encouragement. The skill of writing begins with mark making. It is easy to dismiss the different lines and circles children create on paper as mere 'scribbles', but actually, children are mark making, the first step towards writing. Writing provides children with a vehicle to express who they are as people and to actively engage in daily life. Writing makes children's thinking and learning visible and permanent. It provides children with opportunities to explain and refine their ideas to others and themselves.

## Writing at Key stage 1 & 2

As set out by the National Curriculum, the programmes of study for writing at key stages 1 and 2 are constructed similarly to those for reading:

- transcription (spelling and handwriting)
- composition (articulating ideas and structuring them in speech and writing).

It is essential that teaching develops pupils' competence in these two dimensions. In addition, pupils should be taught how to plan, revise and evaluate their writing. These aspects of writing have been incorporated into the programmes of study for composition. Writing down ideas fluently depends on effective transcription: that is, on spelling quickly and accurately through knowing the relationship between sounds and letters (phonics) and understanding the morphology (word structure) and orthography (spelling structure) of words. Effective composition involves forming, articulating and communicating ideas, and then organising them coherently for a reader. This requires clarity, awareness of the audience, purpose and context, and an increasingly wide knowledge of vocabulary and grammar. Writing also depends on fluent, legible and, eventually, speedy handwriting.

## Characteristics of Writers:

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

## Where does it start?

Our pupils begin their Writing journey at Benedict Biscop in our Early Years environment. Our provision is language rich and has been carefully created, to provide a range of opportunities both indoor and outdoor to help develop Writing knowledge and skills.

**The EYFS statutory Framework states:**

**Communication and Language**

Communication and Language is a prime area of learning and consists of 'Listening, Attention and Understanding' and 'Speaking'. The development of children's spoken language underpins all seven areas of learning and development, especially underpinning all elements of Literacy. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. Without the ability to understand, children will struggle to read for meaning later on in life and will find it difficult to talk about information found in texts when researching or reading for pleasure. Without communication and Language reading skills cannot be sufficiently developed.

**Literacy**

It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

**Writing**

From the earliest stages, it is important that children understand that writing is a means of expression and a communication tool. The teaching of writing is effective when children see the use in it; when there is real, authentic purpose; when there is an audience that authenticates their voice, whether themselves or another reader. Creating opportunities for writing inspired by meaningful events and experiences in texts and real life is key; it is inseparable from the development of communication and language and reading and therefore phonics.

**Phonics**

It is our intent that phonics will be delivered via a highly structured programme of daily lessons. At Benedict Biscop we use Little Wandle Letters and Sounds Revised. This is a full phonics programme, based on the original Letters and Sound scheme previously used in school. This, alongside the development of communication and language and wider reading skills will contribute to successful outcomes in all elements of English.

**Development Matters** progression related to Literacy & Communication and Language provides us with a basis on which to develop our Early Years and therefore our wider English curriculum and is important in helping us understand the experiences children need, the learning that needs to take place and what they need to be able to do.

**Development Matters progression related to Literacy & Communication and Language (see above)**



**OUTCOMES IN WRITING - Long Term Plan: Early Learning Goals are also identified below**

EYFS Three and Four-Year-Olds Reception Early Learning Goals		Key Stage 1		Lower Key Stage 2		Upper Key Stage 2	
		Y1	Y2	Y3	Y4	Y5	Y6
<p>-Use large-muscle movements to wave flags and streamers, paint and make marks.</p> <p>-Use one-handed tools and equipment, for example, making snips in paper with scissors.</p> <p>-Use a comfortable grip with good control when holding pens and pencils.</p> <p>-Shows a preference for a dominant hand.</p> <p>-Write some letters accurately.</p> <p>-Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</p> <p>-Engage in extended conversations about stories, learning new vocabulary.</p> <p>-Use some of their print and letter knowledge in their early writing. For example, writing a pretend shopping list that starts at the top of the page; write 'm' for mummy.</p> <p>-Write some or all of their name.</p> <p>-Write some letters accurately.</p> <p>-Begin to develop complex stories using small world equipment, like animal sets, dolls and dolls houses, etc.</p>	Emerging	<p>To write own first name with appropriate upper and lower-case letters.</p> <p>To print <b>majority</b> of letters clearly, although size and shape may be irregular.</p> <p>To write simple regular words, some spelt correctly.</p> <p>To begin make phonetical attempts at words.</p> <p>To be able to spell CVC words usually correctly</p>	<p>To write sentences that are sequenced to form a short narrative (real or fictional)</p> <p>To demarcate some sentences with capital letters and full stops</p> <p>To segment spoken words into phonemes and represent these by graphemes, spelling some words correctly and making phonically-plausible attempts at others</p> <p>spell some common exception words*</p> <p>To form lower-case letters in the correct direction, starting and finishing in the right place</p> <p>To form lower-case letters of the correct size relative to one another in some of their writing</p> <p>To use spacing between words.</p>	<p>To organise work clearly.</p> <p>To join handwriting neatly and legibly <i>forming capital letters and digits of the correct size and using correct orientation and relationship to one another and to lower-case letters.</i></p> <p>To extend sentences using a wider range of conjunctions e.g. when, because, if, after, while, also, as well.</p> <p>To write sentences which are grammatically accurate.</p> <p>To use pronouns appropriately to avoid the awkward repetition of nouns.</p>	<p>To be able to write in a lively and coherent style</p> <p>To write a range of fiction and non-fiction genres independently.</p> <p>To use interesting and ambitious words.</p> <p>To join handwriting neatly and legibly</p>	<p>To produce well-structured and organised writing.</p> <p>To write in an informal and formal style.</p> <p>To select from a wide range of known imaginative and ambitious vocabulary.</p> <p>To use paragraphs consistently and appropriately.</p> <p>To group things appropriately before or after a main verb.</p> <p>To join writing neatly and legibly (joining and spacing letters correctly, ensuring ascenders and descenders do not touch)</p> <p>Sentences punctuated accurately with capital letters, full stops, question marks and exclamation marks.</p>	<p>To write for a range of purposes.</p> <p>To use paragraphs to organise ideas.</p> <p>To describe settings and characters in narratives.</p> <p>To use simple devices to structure writing and support the reader in non-narratives.</p> <p>To use capital letters, full stops, question marks, commas for lists and apostrophes for contraction mostly correctly</p> <p>To spell correctly most words from the year 3 / year 4 spelling list,</p> <p>To spell correctly some words from the year 5 / year 6 spelling list</p> <p>To write neatly and legibly with increasing speed.</p>

<p>-Use a wider range of vocabulary.</p> <p>-Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.</p> <p>-Can start a conversation with an adult or a friend and continue it for many turns.</p> <p>-Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."</p> <p>-Understand 'why' questions, like: 'Why do you think the caterpillar got so fat?'</p> <p>-Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'.</p> <p>-Use longer sentences of four to six words</p> <p>-Develop their small motor skills so that they can use a range of tools competently, safely and confidently.</p> <p>- Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p>- Develop the foundations of a handwriting style which is fast, accurate and efficient.</p> <p>- Form lower case and capital letters correctly</p> <p>-Learn new vocabulary.</p> <p>-Articulate their ideas and thoughts in well-formed sentences.</p>	Expected	<p>To leaves spaces between words.</p> <p>To ensure letter size, shape and orientation are controlled.</p> <p>To confidently write captions, labels and attempts other simple forms of writing.</p> <p>To write narratives about personal experiences ( real life and fictional)</p> <p>To check writing to ensure makes sense by orally rehearsing sentences</p> <p>To spell most common words correctly (most R / Y1 High Frequency words and the words on Year 1 list in the N.C. Appendix 1).</p> <p>To make recognisable attempts at spelling words not known.</p> <p>To write simple texts such as lists, stories, reports, recounts (a paragraph or more).</p> <p>To show awareness of how full stops are used in writing.</p> <p>To be able to use <b>ANY</b> conjunction to join 2 simple ideas.</p> <p>To edit writing in order to make improvements to spelling, and simple punctuation.</p>	<p>To write simple, coherent narratives about personal experiences and those of others (real or fictional)</p> <p>To write about real events, recording these simply and clearly</p> <p>To demarcate most sentences with: capital letters and full stops</p> <p>To use question marks correctly when required</p> <p>To use present and past tense mostly correctly and consistently</p> <p>To use co-ordination (or / and / but)</p> <p>To use some subordination (when / if / that / because)</p> <p>To segment spoken words into phonemes and represent these by graphemes,</p> <p>To spell these words correctly and make phonically-plausible attempts at others</p> <p>To spell many common exception words*</p> <p>To form capital letters and digits of the correct size,</p> <p>To use correct orientation and relationship to one another and to lower-case letters.</p> <p>To use spacing between words that reflects the size of the letters</p>	<p>To use interesting and ambitious vocabulary.</p> <p>Can use most punctuation accurately including: Full stops Capital letters Question marks Exclamation marks Commas Apostrophes (possession)</p> <p>To structure and organise work clearly.</p> <p>To begin to adapt form and style for purpose, (e.g. <i>clear difference between formal and informal letters; abbreviated sentences in notes and diaries</i>).</p> <p>To join handwriting neatly and legibly using appropriate diagonal and horizontal strokes.</p> <p>To use a range of adjectives.</p> <p>To use a range of adverbs.</p> <p>Can spell phonetically regular, or familiar common polysyllabic words accurately and most or all of the Year 3 words in the N.C. Appendix 1.</p> <p>To develop characters and describe settings, feelings and / or emotions.</p> <p>To begin to link and relate events, including past, present and future, sensibly, (afterwards, before, also, after a while, eventually...).</p>	<p>To ensure ideas organised appropriately according to text type (e.g. paragraphed, use of bullets)</p> <p>To use a wide range of punctuation including at least 3 of the following: Full stop Capital letters Question mark Exclamation mark Apostrophe (regular and irregular possession) Inverted commas/speech marks Commas to mark clauses or phrases</p> <p>To use more sophisticated conjunctions, (e.g. although, however, nevertheless, despite, contrary to, as well as etc).</p> <p>To use links to show time and cause.</p> <p>To use a variety of sentence openers.</p> <p>To confidently use complex sentences.</p> <p>To be able to spell unfamiliar regular polysyllabic words accurately and most or all of the Year 4 words in the N.C. Appendix 1.</p> <p>Can use nouns, pronouns and tenses accurately and consistently throughout.</p> <p>To join writing neatly and legibly (joining and spacing letters correctly, ensuring ascenders and descenders do not touch)</p>	<p>To confidently choose relevant formality for writing.</p> <p>To use all grammar accurately except when consciously using dialect or colloquialism.</p> <p>To join writing neatly and legibly with increasing speed.</p> <p>To conclude work appropriately.</p> <p>To use complex sentence structures appropriately, varying sentence length and word order.</p> <p>To use a wider range of punctuation, almost always accurately, to include 3 or more of the following:  Comma Apostrophe Bullets Inverted commas Hyphen Brackets Colon Semi-colon Dash Ellipsis</p> <p>To spell accurately in all but the most complex words.</p> <p>To spell most or all of the Year 5 the N.C. Appendix 1.</p> <p>To begin to use the passive voice appropriately.</p> <p>To use a range of narrative techniques with confidence, (e.g. action, dialogue, quotation, formal or</p>	<p>To write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader</p> <p>To describe settings characters and atmosphere in narratives.</p> <p>To integrate dialogue in narratives to convey character and advance the action.</p> <p>To punctuate speech correctly.</p> <p>To select vocabulary and grammatical structures that reflect what the writing requires.</p> <p>To use passive verbs to affect how information is presented (narratives).</p> <p>To use modal verbs to suggest degrees of possibility.</p> <p>To use a range of devices to build cohesion.</p> <p>To use verb tenses consistently and correctly throughout writing.</p> <p>To use the range of punctuation taught at key stage 2 mostly correctly.</p> <p>To spell correctly most words from the year 5 / year 6 spelling list.</p> <p>To use a dictionary to check the spelling of uncommon or more ambitious vocabulary.</p>
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<p>-Describe events in some detail.</p> <p>-Use talk to help work out problems and organise thinking and activities. Explain how things work and why they might happen.</p> <p>-Listen to and talk about stories to build familiarity and understanding</p> <p>-Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</p>			<p>To edit and redraft writing in order to make improvements to spelling, and simple punctuation.</p>	<p>To edit and redraft writing in order to make improvements to spelling, and simple punctuation and begin to think about sentence structure.</p>	<p>To edit and redraft writing in order to make improvements to spelling, punctuation and begin to think about sentence structure.</p>	<p>informal style, aside, observation, suspense).</p> <p>To use literary features to create effect, (e.g. alliteration, onomatopoeia, figurative language, dialect, metaphor, simile).</p> <p>To edit and redraft writing considering spelling, punctuation, sentence structure and word choice</p>	<p>To maintain legibility in joined handwriting when writing at speed.</p> <p>To edit and redraft writing to impact the reader</p>
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C.E. ACADEMY





<ul style="list-style-type: none"> <li>- Use new vocabulary in different contexts.</li> <li>- Write short sentences with words with known letter-sound correspondences using a capital letter and a full stop.</li> <li>- Re-read what they have written to check it makes sense.</li> <li>- Develop storylines in their pretend play.</li> <li>- Use new vocabulary throughout the day.</li> <li>- Use talk to help work out problems and organise thinking and activities. Explain how things work and why they might happen.</li> <li>- Develop social phrases.</li> <li>- Connect one idea or action to another using a range of connectives.</li> <li>- Spell words by identifying the sounds and then writing the sound with the letter/s.</li> <li>- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</li> <li>- Write recognisable letters, most of which are correctly formed.</li> <li>- Write simple phrases and sentences that can be read by others.</li> <li>- Invent, adapt and recount narratives and stories with peers and teachers.</li> <li>- Participate in small group, class and one-to-one discussion, offering their own ideas, using recently introduced vocabulary.</li> <li>- Offer explanations for why things might happen, making</li> </ul>	<p>Greater Depth Standard</p>	<p>To ensure pre-cursive letters are formed correctly, are a regular size, shape and orientation.</p> <p>To begin to use appropriate vocabulary and be able to explain their choice of words.</p> <p>To demarcate most sentences correctly with capital letters, full stops, question marks and exclamation marks to punctuate sentences.</p> <p>To be able to produce a paragraph or more of developed ideas independently that can be read without help from the child.</p>	<p>To write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing</p> <p>To make simple additions, revisions and proof-reading corrections to their own writing</p> <p>To use a range of punctuation mostly accurately:</p> <p>commas to separate items in a list apostrophes to mark singular possession in nouns Apostrophes to mark where letters are missing in spelling (contracted forms) Exclamation marks</p> <p>To spell most common exception words*</p> <p>To add affixes to spell most words correctly in their writing, e.g. –ment, –ness, –ful, –less, –ly *</p> <p>To use the diagonal and horizontal strokes needed to join some letters.</p>	<p>To attempt to give opinion, interest or humour through detail.</p> <p>To use generalising words for style, (e.g. sometimes; never) and / or modal verbs / the conditional tense (e.g. might do it; may go; could rain; should win)</p> <p>Is beginning to develop a sense of pace (lively and interesting).</p> <p>To correctly use inverted commas for punctuating direct speech.</p>	<p>To select from a range of known adventurous vocabulary for a purpose, with some words are particularly well chosen.</p> <p>To use a range of narrative techniques with confidence, (e.g. action, dialogue, quotation, formal or informal style, aside, observation, suspense).</p> <p>To begin to advise assertively, <b>although not confrontationally</b>, in factual writing, (e.g. 'An important thing to think about before deciding...'; 'We always need to think about...').</p> <p>To confidently choose relevant formality for writing.</p>	<p>To confidently write for a range of audiences and purposes showing an established 'voice'.</p> <p>To begin to use cohesive devices to build links between writing.</p> <p>To use correct punctuation to show division between clauses.</p>	<p>To write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing.</p> <p>To distinguish between the language of speech and writing and choose the appropriate register.</p> <p>To exercise an <b>assured</b> and <b>conscious</b> control over levels of formality. <i>(particularly through manipulating grammar and vocabulary to achieve this)</i></p> <p>To use the range of punctuation taught at key stage 2 correctly <b>to avoid ambiguity</b>.</p>
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<p>use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher</p> <p>- To write some irregular common words.</p>						
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Medium Term (Reading & Writing) – Please see KPI Whole school documents for termly focus