CESTRIA PRIMARY SCHOOL

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ENGLISH POLICY AND GUIDELINES

Cestria Primary School English Policy

At Cestria, Literacy is a fundamental and integral part of the school curriculum and is taught both as a discreet subject and across the wider curriculum. In studying Literacy, we want pupils to develop skills in speaking, listening, reading and writing that will enable them to express themselves creatively and imaginatively and to communicate with others effectively and independently. We want pupils to learn to become enthusiastic and critical readers of stories, poetry and drama, as well as non-fiction and media texts. Through the study of Literacy, pupils should begin to understand how language works, looking at its patterns, structures and origins. Using this knowledge, pupils will learn to choose and adapt what they say and write in different situations.

School Policy and the National Curriculum

It is a legal requirement that Literacy should form part of the primary school curriculum as described in the National Curriculum guidelines. The EYFS Profile and the new National Curriculum outline which areas should be covered in each year group from September 2014. Literacy basic skills are integral to all cross-curricular work and, as such, are embedded throughout all learning.

Literacy in the **Foundation Stage** is split into two areas of learning:

1. Communication and Language (a prime area) which covers 3 strands:  listening, understanding and speaking
2. Literacy (a specific area) which covers two strands: Reading and Writing

Aims

Our aim is to provide experiences and learning which will enable children to:

**Oracy:**

* Encounter a range of situations, audiences and activities designed to develop competence, accuracy and confidence in spoken language and to appreciate that different contexts may require different linguistic responses. (see appendix A : Promoting Oracy)
* Develop their oral abilities at their own levels, learning to structure descriptions and explanations and develop their understanding through speculating, hypothesising and exploring ideas.
* Develop listening and comprehension skills through a variety of means to include both reciprocal and non-reciprocal situations.
* Express opinions, articulate feelings and formulate appropriate responses to increasingly complex instructions and questions, justifying arguments where necessary.

**The children should:**

* Listen and respond appropriately to adults and peers
* Participate in discussions and debates with and to different audiences, with well-structured contributions and speaking audibly and fluently with an increasing command of Standard English.
* Respond orally to a range of written genres and varied stimuli (for example: radio, television, visitors, ICT).
* Discuss and evaluate their own work, justifying their choices where appropriate.
* Collaboratively plan activities and role-play activities, considering and evaluating different viewpoints and building on the contributions of others.
* Retell stories and poems which are known by heart.
* Respond to increasingly complex instructions and viewpoints, asking and answering questions and justifying actions and opinions.

**The Teacher should:**

* Provide an example of clear diction, Standard English, accurate instructions, reasoned argument, imaginative language and considerate attention to speakers.
* Give opportunities to regularly develop spoken language within the classroom, including collaborative discussion work, debates and question and answer sessions.
* Be aware that listening is a skill which increasingly needs to be taught to children and should provide specifically designed activities to this end.

**The school should:**

* Maintain the importance of spoken language skills as facilitators for the whole curriculum.
* Actively encourage listening on a whole-school basis. Examples of this would be through assemblies and presentations to different audiences.
* Encourage listening and reasoned argument as a vehicle for the avoidance of physical confrontation and aggression.

**Reading:**

* Read a varied selection of texts and different genres whilst gaining an increased level of fluency, intonation, accuracy, independence and understanding.
* Develop different strategies for approaching reading. These should include a very strong emphasis on phonics in the Foundation Stage and Key Stage One (see appendix B RWI phonics), as well as for some pupils in KS2. Recognition of picture clues, sight words and context will be developed when appropriate.
* Use reading as a means of information gathering and retrieval.
* Display a developing ability to describe, predict, evaluate, deduce and infer. These skills become more finely honed as children move through Key Stage Two and also consider authorial devices and choices of vocabulary.
* Develop positive attitudes towards books so that reading is a pleasurable activity both in school and at home.
* Use their reading skills as an integral part of their learning throughout the entire curriculum.

**The children should:**

* Relate reading to their own experiences and environment.
* Have regular opportunity to read silently or share books with the realisation that reading time is valuable and should occupy everyone’s attention, including that of the teacher.
* Carry out regular in-depth study of a ‘class’ novel and use it to develop skills in all aspects of English
* Acquire research skills necessary for the use of dictionaries, atlases and other information books and from ICT based resources.
* Develop the ability to read aloud to others with appropriate intonation, expression and inflection.
* Be able to discuss books they have read, relating to plot, characters, themes and their own responses.
* Acquire an increasingly large sight vocabulary.
* Be able to bring in books from home and to share them with others.
* Be encouraged to continue the reading process at home.
* Recognise that reading is an essential part of all areas of learning.
* Gain confidence and enjoyment to promote lifelong reading.
* Use the class library regularly.
* Have opportunities to visit the local library and borrow books

**The teacher should:**

* Read aloud (fiction and non-fiction) regularly within literacy and across the curriculum.
* Keep records of children’s achievements through Guided Reading records within Guided Reading sessions and through the marking of reading activities within Comprehension lessons. (See appendix C Guided Reading Records)
* Value books and show an interest in them by setting a personal example.
* Teach children to read and share books with children on a regular basis.
* Highlight the specific links between reading and writing.
* Actively and consistently encourage reading for pleasure, both in and out of school.

**The school should:**

* Maintain reading as a valued, high profile activity which accesses the whole of the curriculum.
* Ensure books are maintained and supplemented appropriately in the class library.
* Ensure that class reading areas/ libraries are attractively presented and readily accessible to the children.
* Consider new and innovative resources available to support the teaching and learning of reading.
* Give more able pupils the opportunity to extend their ability to respond in depth to comprehension questions in guided reading sessions

**Writing:**

* Write in different contexts and for different purposes and audiences, including themselves.
* Use examples of writing within their ‘class’ novels as a model for their own writing
* Form letters correctly, leading to a fluent and legible handwriting style.
* Be increasingly aware of the conventions of writing, including grammar, punctuation and spelling, in order to write extensively and accurately in all areas of the curriculum.
* Work both individually and collaboratively on written tasks.
* Become familiar and adept in the appropriate uses of ICT to enhance the presentation of their writing.

**The children should:**

* Experience a wide range of writing activities, to include both narrative and non-narrative writing.
* Relate writing to their own experiences and environment initially before developing the skills to write empathically and research different contexts, themes and genres as appropriate.
* Discuss their writing frequently, talking about the various types and purposes of writing.
* Be aware of the need to write legibly and to use layout and space effectively to aid the reader according to the features of different formats and genres.
* Develop consideration of the needs of a reading audience in terms of punctuation, spelling and the grammatical structures of ‘Standard English’
* Become increasingly aware of spelling conventions through application of knowledge of systematic phonics and learned spelling rules (using the Babcock spelling scheme of work).
* Experience grammatical vocabulary and metalanguage such as: sentence, verb, tense, noun, adjective, pronoun etc. both in the context of their own writing and through specifically designed activities.
* Read examples of ‘good’ writing in various forms and begin to recognise the criteria for such writing as they develop the skills to self-evaluate and assess, aiming for high quality writing consistently across the curriculum.
* Have experience of and become accustomed to drafting, redrafting and editing their work when appropriate.
* Write in response to a wide range of stimuli across the curriculum.
* Become increasingly aware of the role of reference books such as dictionaries and thesauruses.

**The teacher should:**

* Model writing for children, sharing and discussing the process as they write.
* Respond positively and with interest to all attempts at writing.
* Assess writing, monitoring progress and providing individual feedback through the use of the school’s marking and feedback policy.
* Use this assessment to inform future planning and ensure appropriate progress and challenge is maintained for all children. (See Appendix D Termly planning including S2S)
* Provide a healthy writing environment, including experimental or emergent writing opportunities for EYFS and Key Stage 1.
* Teach handwriting on a regular basis from EYFS, demonstrating correct pencil grip and letter formation, linking this with the reinforcement of spelling when appropriate. (See appendix E Handwriting Stages)
* Give older pupils opportunities to choose their writing implement from classroom resources.
* Teach and reinforce correct spelling through systematic phonics initially before moving on to the basic spelling rules and the more common exceptions when appropriate. (See appendix F Teaching Spelling)
* Teach the statutory rules of grammar and punctuation, increasing knowledge, understanding and application progressively, as appropriate.
* Ensure that expectations for writing are consistent across all subjects.
* **The school should:**
* Highlight writing as an important and valuable tool for all aspects of a child’s education.
* Respond positively to writing across the school and praise work accordingly.

**Assessment and Recording:**

Planning will be created by each individual teacher and will be personalised and differentiated to age and ability. Opportunities for teacher assessment will be identified in planning documents, together with opportunities for any pupil self-assessment and peer-assessment. Assessment in English is continuous, to inform planning and diagnose strengths and weaknesses. In speaking and listening this involves observing children using a variety of spoken language for different purposes. In reading, this involves formal and informal observation and close monitoring of children’s developing use of strategies and responses to texts. Summative assessment is gained through more formal comprehension style questions and reading age testing where necessary. In writing, it involves effective marking which is positive, instructional and developmental. Feedback to children about their progress in English is through verbal comment, discussion and the marking of work.

**Cross-curricular Opportunities**

Teachers will seek to take advantage of opportunities to make cross-curricular links. They will plan for pupils to practise and apply the skills, knowledge and understanding acquired through Literacy lessons to other areas of the curriculum.

**Inclusion**

Every child at Cestria Primary School, regardless of race, gender or special needs, will have equality of access to a broad and balanced English curriculum. All individuals will have the opportunity to experience success and develop an appreciation of their own cultural origins and that of others.

Teachers will set appropriate challenges for all pupils. Where attainment falls

significantly below expected levels, special provision will be made for additional support. Individual programmes for teaching and support will be drawn up as appropriate by teachers in conjunction with the SEND lead.

**Monitoring**

The Literacy co-ordinators will monitor teaching and learning through:

* Classroom observations
* Work scrutinies
* Participation in monitoring of writing assessments – including regular pupil progress meetings
* Monitoring results of reading and writing assessments
* Tracking of individual children using test data and teacher assessments.
* Performance management where appropriate
* Informal discussions with staff and children.

English policy to be reviewed annually.

Appendix A

Oracy Guidelines:

“Reading and writing float on a sea of talk”

*James Britton (1983)*

Since our involvement in the NE Literacy Campaign (An EEF project) we have raised the profile of Oracy in our curriculum.

Research suggests:

* Good language skills are a strong predictor of later academic success
* 10% of children have language and communication difficulties
* Communication difficulties are a barrier to accessing the curriculum
* Children with poor language development at 5 are at substantial risk of low achievement at 7 years and beyond

*A Chance to Talk*

“ Language development, which begins with talk, is central to all learning…..Speaking and listening matter for employability and social life, so having the confidence and skill to communicate with others orally is most important …”

*Meeting High Expectations*

In accordance with EEF guidelines, we seek to 'develop pupils' speaking and listening skills and a wider understanding of language' because 'a focus on developing oral language skills is especially important for the development of reading and writing skills at this age.'

Focusing on all language will:

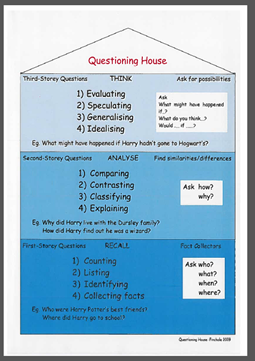
* Support development of comprehension skills;
* Develop critical language knowledge;
* Develop expressive language capabilities;
* Support for writing.

We feel that it is vital to provide children with the opportunity to extend their vocabulary. We aim to achieve this by:

* Providing exposure to a new and challenging vocabulary;
* Ensuring a repetition of a new vocabulary in context;
* Exploring vocabulary linked to current topics across the curriculum;
* Providing rich and varied opportunities to practice using new vocabulary.

The Promote a culture of "talk in school". We encourage children to develop confidence and competence through:

* Teaching and assessing skills explicitly and directly;
* Integrating talk into the whole curriculum;
* Promoting 'real life' opportunities to participate in events

Strategies to promote effective talk:

* Jigsaw
* Memory maps
* Harvesting answers
* Preview/ Review
* Co-operative reading
* Oral story telling
* Modelling
* Scaffolding
* Talk frames / thinking maps
* Talk partners
* Tell me approach linked to reading activities
* Questioning grids

We aim to promote oracy skills across all curriculum areas. They also underpin: -

* Work in our curriculum rooms e.g. the cookery room
* Activities within our immersive days e.g. Wonderful Wednesday
* KS1 story time and
* KS2 Newsround sessions

Appendix B

Read Write Inc. Phonics

**CESTRIA PRIMARY SCHOOL READ WRITE INC. POLICY**

AIMS AND OBJECTIVES:

All children will be taught to read and write through the Read Write Inc. Phonics programme. This programme is aimed at all pupils in Reception, Year 1 and Year 2 who are learning to read and write. Children are taught to:

• Decode letter-sound correspondences quickly and effortlessly, using their phonic knowledge and skills

• Read common exception words on sight

• Understand what they read

• Read aloud with fluency and expression

• Spell quickly and easily by segmenting the sounds in words

How we teach phonics:

* Daily sessions taught in ability groups.
* With passion - this is a very prescriptive programme. It is the energy, enthusiasm and passion that teachers put into the lesson that brings the teaching and learning to life.
* Focus on participation - a strong feature of RWI lessons is partner work and the partners ‘teaching’ each other. This is based on research which states that we learn 70% of what we talk about with our partner and 90% of what we teach.

PLANNING

Teachers and TAs must use planning from the ‘Speed Sound Lesson Plans’ Handbook for Phonics and the framework in the ‘Phonics Handbook’ .

Teachers and TAs are responsible for planning for and resourcing their RWI groups, with the support of the Phonics Leader as required. Each group should have a box of resources including:

• Small flashcards (Set 1, 2 and 3)

• Set of green words

• Set of red words

• Set of alien words

SEN AND MORE ABLE PUPILS

1:1/ small group interventions (as appropriate) should be organised for any child who is not making expected progress (identified through termly assessment and assessment for learning in class).

ASSESSMENT

Once children have completed the RWI programme, they should move on to English lessons based on the National Curriculum objectives.

MONITORING The Phonics Leader will:

• Ensure that RWI assessments are planned for and carried out for all Reception, Year 1 and Year 2 pupils every (every term).

• Organise children into ability groups for Phonics and assign a teacher or TA to each group based on assessments

• Model lessons for staff to observe.

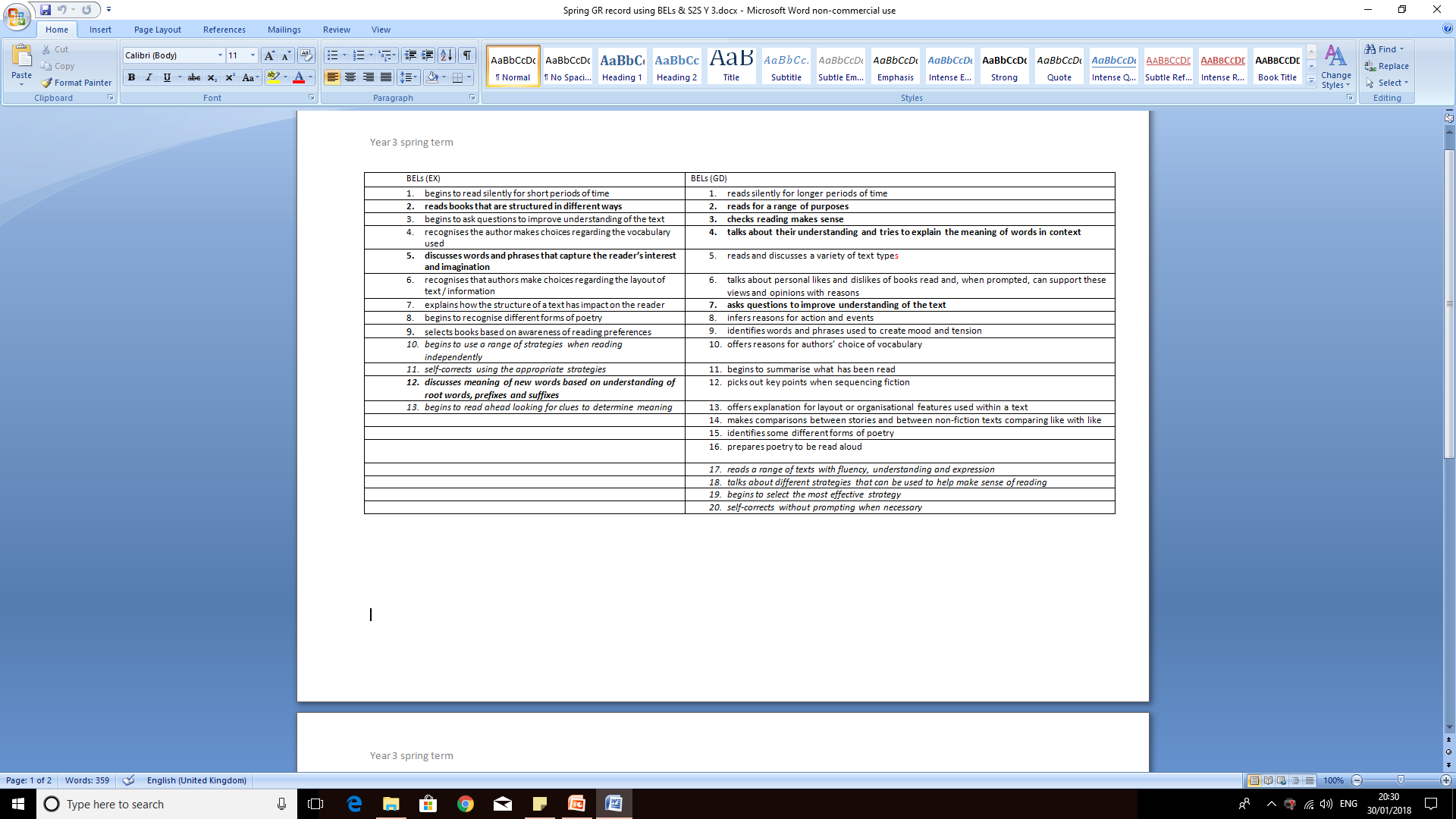
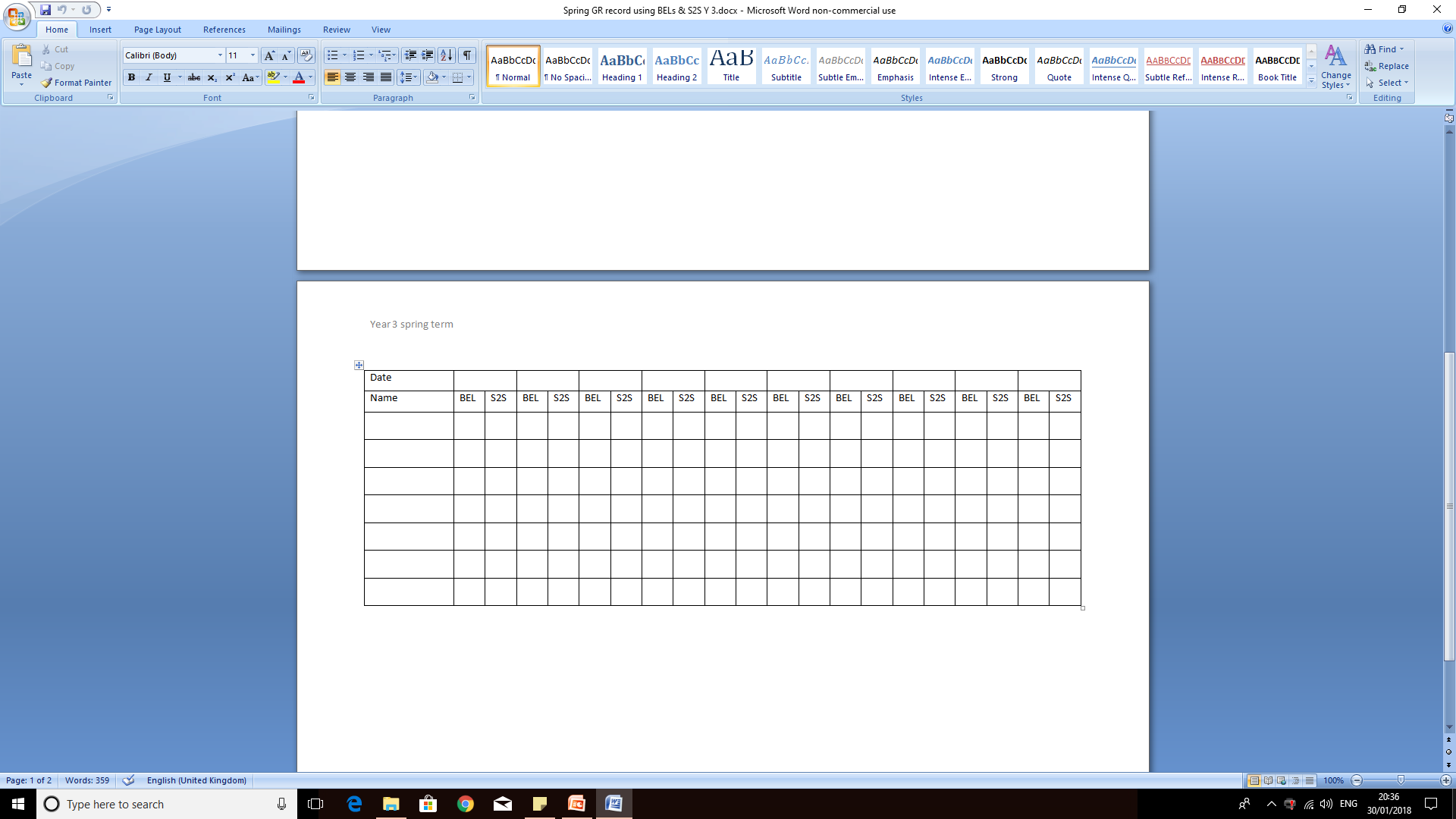
• Organise support and training for staff.

• Organise for resources to be sent home and support parents as necessary.

READING BOOKS

* Every child in Reception and Year 1 will be given a RWI reading book to practise at home. The relevant level will be decided by the teacher/ TA leading the phonics group (and Phonics Leader, as appropriate).
* Books are to be returned weekly (or 3 times a week for focus children) and a new book is given if the child can discuss the story with a teacher/ TA.

Appendix C

Guided Reading Records

* BELs to be taken from ‘Assessment to support learning’ document – EXP objectives match current term & GD ones match following term.
* Most children need to be working on objective from current term & this should be used as their BEL.
* MA could be working on one from following term.
* SEN group should, where possible, be working on current term’s objectives but may need to work on each one for longer or with additional support.
* Staff to devise own S2S based on BEL & these need to appear on weekly planning.
* Whichever S2S they achieve should be recorded as B, S or G on record
* Use available space to record any comments.
* Objectives could be highlighted once achieved by whole group.

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| **Reception– Early Learning Goals** | | |
| Reading ELG | Writing ELG | Speaking ELG |
| **Children read and understand simple sentences.**  I can segment the sounds in simple words and blend them together and know which letters represent some of them.  I can read a simple sentence and tell you what is meant.  I can read a simple sentence with increasing control.  **They use phonic knowledge to decode regular words and read them aloud accurately.**  I can sound out words verbally.  I can sound out words in my head.’  I can read words with super speed.  **They also read some common irregular words.**  I can read some red words with adult help.  I can read some of my red words on my own  I can read most red words on my own.  **They demonstrate understanding when talking with others about what they have read.**  I can talk about what I have read in a sentence.  I can talk about what I have read.  I can talk about what I have read and discuss how characters might feel.  I can talk about what I have read and answer questions about the text. | **Children use their phonic knowledge to write words in ways which match their spoken sounds.**  I can use some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.  I can sound words out when writing my CVC words.  I can write words using the phonemes I have been taught.  I can write words using my knowledge of spelling patterns.  **They also write some irregular common words.**  I can use my knowledge of my sounds to help me write words.  I can write ICW using a word mat.  I can spell some ICW on my own.  **They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.**  I can write a sentence using my sounds.  I can write a sentence with clear finger spaces.  I can write a sentence with a capital letter, finger spaces and full stop.  I can write a short sentence in a meaningful context.  My letters are all of similar size and orientation. | **Children express themselves effectively, showing awareness of listeners’ needs.**  I can speak slowly and clearly.  I know when to talk and when to stop talking.  I take notice of listener cues.  I can use talk to organise, sequence and clarify thinking, ideas, feelings and events.  **They use past, present and future forms accurately when talking about events that have happened or are to happen in the future.**  I can use ‘went’ ‘yesterday’ correctly.  I can use ‘going’ ‘tomorrow’ correctly.  I can correctly use past and present forms when talking.  **They develop their own narratives and explanations by connecting ideas or events.**  I can talk about things that have happened to me.  I can talk about things that have happened to myself and others.  I can link what has happened to me and others.  I can use language to imagine and recreate roles and experiences in play situations. |

Appendix D

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| **Spring Year 1 Writing objectives** | | | |
| **V.G.P** | **Composition** | **Spelling** | **Handwriting** |
| **composes** phrases and **sentences orally**and attempts to replicate them in writing (little mediation needed)  -I can write the sentence I have said when an adult reminds me to use finger spaces and fred talk.  - I can write a sentence mostly on my own  - I can write more than one sentence.  - I write various sentences and I check that they make sense.  **uses capital letters and full stops at times**  -I can use capital letters and full stops when I am reminded.  -I sometimes use them on my own.  -I use capital letters and full stops mostly correctly.  -I am starting to use exclamation marks and question marks in my writing.  understands that *and* can join words and sentences  -I can use and when I say a sentence out loud.  -I sometimes use and when I am writing a sentence.  - I often use and to join sentences together.  - I use other words to join sentences such as but, so, because.  begins to use capital letters for names  -I use a capital letter at the start of my name.  -I know that all names should start with a capital letter.  -I use capital letters for names in my writing most of the time.  -I use capital letters for names of people and places..  recognises basic punctuation, question marks and exclamation marks in print  -I can find capital letters and full stops in a text.  -I can find question marks in a text.  -I can find exclamation marks in a text.  -I can explain what each punctuation mark is for. (e.g, Exclamaiton marks are used when it is shocking/shouting) | **discusses what they have written with the teacher or other pupils**  -I can talk about what I have written when a teacher reads my work to me.  -I can read my own work and say what I like about it.  -I can say how my writing could be improved.  -I can explain why I have written something and what I could write next.  begins to write short narratives based on real and fictional experiences  -I can write more than one simple sentence.  -I can write a range of simple sentences.  -I join my sentences together using and, because etc.  -I check my sentences make sense before moving on.  includes a simple beginning,  middle and end in writing  -I can plan the start, middle and end of a story out loud.  -I include a simple beginning, middle and end in my writing.  -I use a variety of sentences starters to make my story interesting.  -I can write an ending that solves the problem in my story.  -I can read my story out loud to my peers. | words with consonant digraphs and some vowel diagraphs/ trigraphs  -I can spell some words with 2 letter sounds in them.  -I can use a sound mat to spell a variety of 2 letter sounds when writing.  -I can spell a variety of 2 letter sounds without a sound mat  -I spell longer words (multisyllabic) on my own by breaking them up.  **words ending in *–y***  - I can add a –y onto the end of a word that ends in the ee sound.  - I spell some words that end in an ee sound with a y.  -I spell words with a –y correctly in a sentence.  -I notice if a word is spelt incorrectly.  alternative vowel phonemes (/ay//ai//a\_e/)  -I know there is more than one way to spell some sounds.  -I use the correct sound but sometimes get the spelling mixed up.  -I can spell most of the sounds we have learned.  -I often use the correct spelling.  **new consonant spellings *ph* and *wh***  -I can spell ph and wh correctly.  -I spell some words with ph and wh in them  -I spell ph and wh correctly in my writing.  -I correct my spelling if it is incorrect.  **majority of HFW / HFW**  -I can spell most of the ‘red’ words we have been learning.  -I can check my spelling and correct some mistakes.  -I spell the words correctly in my writing.  -I can spell some ‘red’ words that my teacher has not taught me yet.  **begins to spell the singular plural of words**  - I know that words can mean more than one if I put an ‘s’ on the end.  - I can change words to mean one or more than one.  -I correct a spelling if it has been used incorrectly in a sentence.  **divides words into syllables**  - I know words can be broken into parts.  -I can break up words with 2 syllables.  -I can break up words with more than 2 syllables.  -I can spell a variety of longer words by breaking them up into smaller parts. | **Uses** **knowledge of handwriting ‘families’ to begin to form letters correctly**  -I form the chicken letters mostly correctly.  -I form giraffe letters mostly correclty.  -I form monkey arm letters mostly correclty.  - I form all letters correctly in my writing.  **spaces evident between words**  I use finger spaces in some of my writing.  I use finger spaces between most of my words.  I always use finger spaces in my writing. |

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| **Spring Year 2 Writing objectives** | | | |
| **V.G.P Expected** | **Composition - Expected** | **Spelling - Expected** | **Handwriting - Expected** |
| **begins to use subordinating conjunctions (joining words) *when, if, because, as***  -I can use a conjunction (when, if because, as) with help from an adult  -I can use a range of conjunctions (when, if because, as) with help from an adult  -I can use conjunctions (when if because as)  -I use conjunctions to add detail to my sentences.  **begins to use past and present tense correctly**  -I understand the words past and present  -I can begin to use past and present tense with help from an adult  -I can change a verb into past tense by adding ed with help from an adult  -I can change a verb into past tense by adding ed.  -I can use verbs ending in ed in a sentence  -I can change some irregular verbs into the past tense with help from an adult  -I can change some irregular verbs in to the past tense  -I can use irregular past tense verbs in a sentence with help from an adult  -I can use past tense irregular verbs in a sentence  **uses commas in lists**  -I can form a comma on the line  -I can replace the word and with a comma in a list with help from an adult  -I can replace the word and with a comma in a list.  **uses apostrophe for contraction**  -I can form an apostrophe  -I know that an apostrophe takes the place of a missing letter.  -I can combine two words using an apostrophe with help from an adult  -I can combine two words using an apostrophe  -I know a range of contractions  -I can use a range of contractions in a sentence with help from an adult  -I can use a range of contractions in a sentence  **understands and uses the term adverb**  -I know what an adverb is  -I can identify an adverb in a sentence with the help of an adult  -I can identify an adverb in a sentence.  **begins to use adverbs in writing**  -Use adverbs in sentence with help from an adult  -Use adverbs in sentence  -Use a range of adverbs in a sentence to add interest | **develops stamina to write at increasing length**  -I write a simple beginning, middle and end with some help.  - I can write a short story.  - I can write a story using detail to make it more interesting.  - I write longer stories with increasing enthusiasm and ability.  **writes down key ideas and words (inc. some new vocabulary drawn from listening to, and talking about, whole books to develop plans)**  -Write down key words to plan writing with help from an adult  -Write down key word in plans.  -Write simple sentences to plan beginning middle and end of story.  -I can include a variety of adjectives in my plan.  -I can include a variety of adverbs in my plan  **considers word choice, grammar and punctuation**  -I can use capital letters and full stops some of the time.  -I can use capital and letters most of the time  -I can use capital letters and full stops all of the time  -I can use adjectives with help from an adult  -I use adjectives to make my writing exciting  -I can use adverbs with help from an adult  -I use adverbs in my sentences  -I can use a variety of sentence openers.  **re-reads own writing to check for sense, basic errors and meaning**  -I can check my work with help from an adult  -I can check my work by myself  -I can make changes to make sure writing makes sense  -I can make changes to correct punctuation  **reads aloud writing with appropriate intonation to make meaning clear**  -I can sound words out with help from an adult when reading  -I can sound words out when reading by myself  -I can read with fluency  -I can read with fluency and expression to give clear meaning | **words with contractions**  **-**I can form an apostrophe  -I know that an apostrophe takes the place of a missing letter.  -I can combine two words using an apostrophe with help from an adult  -I can combine two words using an apostrophe  -I know a range of contractions  -I can use a range of contractions in a sentence with help from an adult  -I can use a range of contractions in a sentence  **words ending in *–le,- el, -al and –il***  -I can spell some words ending in –le, -el, -al and –il with help from an adult  -I can spell some words ending in  –le, -el, -al and –il  -I can spell words ending in –le, -el, -al and –il  -I can use words ending in –le, -el, -al and –il in a sentence  **adding *–ies* to nouns and verbs ending in *y***  -I can spell –ies with help from an adult  -I can spell some –ies words by myself  -I can spell words ending in –ies by myself  -I can use –ies words in a sentence  **adding *–ed, -ing, -er, -est* to a root word ending in *y*with a consonant before it**  -I can spell words ending in –ed –ing – er and –est with help from an adult  -I can spell some words ending in ed –ing – er and –est by myself  -I can spell words ending in ed –ing – er and –est  -I can use ed –ing – er and –est words in a sentence  **selects correct GPCs in spelling**  -I can use some sounds correctly in my spellings  -I can use most of my sounds correctly when spelling  -I can use all of my letter sounds to spell words correctly  **words with the suffix *–ly***  **-**I can spell words ending in ly with help from an adult  -I can spell some words ending in –ly by myself  -I can spell most words ending in –ly with support  -I can use words ending in –ly in a sentence  **uses *–ly* to turn adjectives into adverbs**  -I can change an adjective to an adverb using ly with help from an adult  -I can change an adjective to an adverb using ly by myself  -I can use adverbs ending in ly with support | **handwriting is legible with almost all lower case letters and capital letters accurately  and consistently formed and of the correct size and orientation**  -my handwriting can be read by an adult.  - I form letters correctly with prompts.  -I form letters mostly the correct size and correct way.  - I form all of my letters correctly. |

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| **Spring Year 3 Writing objectives** | | | |
| **V.G.P Expected** | **Composition - Expected** | **Spelling - Expected** | **Handwriting - Expected** |
| **begins to use apostrophe for plural possession**  -describe what an apostrophe is.  -explain what a plural is.  -identify a possessive apostrophe for a plural in a sentence.  -use a possessive apostrophe with plurals in my own sentences.  **begins to use inverted commas to punctuate** direct speech  -recognise speech in a sentence  -use speech marks appropriately in a sentence.  -punctuate direct speech correctly within a paragraph.  - use inverted commas correctly in own writing  **understands main clauses**  **-**understand that a clause can be a whole sentence or part of e sentence  -find the subject an verb in simple clause  -add clause beginning with because or if  -add clause beginning with so or so that  Join clauses with a variety of conjunctions  **selects words for effect to support purpose**  **-** make my points and give reasons  **-**use at least 3 conjunctions, especially, because, so  - choose words that engage readers’ interests | **uses headings and sub-headings to aid presentation:**  -identifies the main points of the text  - explain what headings and sub-headings are for.  -use headings to make information easier to find.  -find headings and sub-headings in my own books.  -plan some information using headings and sub-heading.  - write using my own headings and sub-headings.  **writes for a range of real purposes and audiences as part of their work across the curriculum**  -write a play script with support.  -write a play script from a well-known story.  - include all the features of a play script  **reads aloud own writing using appropriate intonation**  -discuss how to make reading interesting for an audience.  -explore a character’s personality through role-play.  - use the punctuation to pause or add expression  -Use reading /performance to show understanding of the text  - understand the purpose structure and audience of a play script. | **possessive apostrophe with regular plural words**  -know when I need to use an apostrophe to show possession.  -use possessive apostrophes correctly.  -identify possessive apostrophes when I’m reading.  **the /i/ sound spelt *y* elsewhere than at the of words**  **words using prefixes; *un-, dis-, mis-, in-, im-, il-, ir-, re-, sub-, inter-, super-, anti-, auto*-**  **formation of nouns using a range of prefixes, such as *super-, anti-, auto-***  -recognises a prefix and a suffix  -can build up words/spellings using known prefixes/suffixes  -can identify word roots and spelling patterns  -spell words with prefixes and suffixes correctly in own writing |  |

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| **Spring Year 4 Writing objectives** | | | |
| **V.G.P Expected** | **Composition - Expected** | **Spelling - Expected** | **Handwriting - Expected** |
| **uses Standard English when writing to ensure grammatical accuracy** (*I seen / I saw*)  -I know the difference between standard and non-standard English.  -correct use of subject-verb agreement  -correct use of pronouns  -correct use of verb tenses  **uses vocabulary which is appropriate to task, audience and purpose**  -I can choose age appropriate vocabulary.  -I can choose specific vocabulary for a purpose.  -I can select appropriate choices of vocabulary.  -I can select the most effective example of vocabulary (technical).  **becomes increasingly aware of subordinate clauses and experiments with their position in sentences**  -I know what a subordinate clause has to have a subject and verb.  -I know a subordinate clause cannot stand alone.  -I can identify a subordinate clause in a piece of writing.  -I can use subordinate clauses in my own writing.  **uses commas to demarcate fronted adverbials**  -I know and can identify a comma.  -I can discuss when I need to use a comma.  -I can give examples of fronted adverbials.  -I can identify a fronted adverbial in a piece of text.  I can use fronted adverbials in my own writing. | **plans effectively for a range of writing**  **decisions about writing are based on awareness of audience and purpose**  **-** I can show an awareness of the features of a piece of writing and their purpose.  **-** I can describe features of a genre and their purpose.  **-** I can describe the impact of specific features on an audience.  **-** I can justify a features impact on the audience.  **-** I can select a writing style to suit my audience.  **-** I can use language to entertain my audience and for a purpose.  **attempts to make simple links between paragraphs**  -I know what a paragraph is.  -I can identify paragraphs in a text.  I can build a paragraph around a topic sentence.  - I can build a paragraph detailing a topic sentence.  - I can develop more than one paragraph from a topic sentence.  **-** I can develop several paragraphs around a topic sentence.  **proposes changes to grammar and vocabulary to improve consistency**  Non-fiction text  -use sub-headings and headings  -use formal/ scientific vocabulary) to give the meaning precisely.  **Fiction**  **-** I can use pronouns consistently to avoid repetition of my subject.  -I know the subjects and verbs must agree.  -I can use which and who to expand my ideas.  -I can expand noun phrases by including similes (as big as your fist) or adjectival phrases (a knobbly piece of blue glass).  **reads aloud their own writing to a group or the whole class, using appropriate intonation and controls the tone and volume so that meaning is clear**  -I can read what I have wrote.  -I can discuss how to make reading more interesting for an audience.  -I can use a loud, clear voice. | **words with the /k/ sound spelt *ch* (Greek in origin)**  **words with the /sh/ sound spelt *ch* (mostly French in origin**  **-**I know words with the ‘ch’ sound in.  -I can sort ‘ch’ words according to the spelling pattern.  -I can find other examples and sort accordingly.  -I can practise ‘ch’ words.  -I can spell ‘ch’ words correctly from memory.  -I can spell ‘ch’ words correctly within a sentence (context).  -I can identify misspelt words (ch) within own writing.  **words ending with the /g/ sound spelt *–gue* and the /k/ sound spelt *–que* (French in origin)**  **-**I know words with the ‘-gue/-que’ sound in.  -I can sort ‘-que/ -gue’ words according to the spelling pattern.  -I can find other examples and sort accordingly.  -I can practise ‘-gue/ -que’ words.  -I can spell ‘-gue/ -que’ words correctly from memory.  -  -I can identify misspelt words (-gue/ -que) within own writing.  **words with the /s/ sound spelt *sc* (Latin in origin)**  **-**I know words with the ‘sc’ sound in.  -I can sort ‘sc’ words according to the spelling pattern.  -I can find other examples and sort accordingly.  -I can practise ‘sc’ words.  -I can spell ‘sc’ words correctly from memory.  -I can spell sc words correctly within a sentence (context).  -I can identify misspelt words (sc) within own writing. |  |

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| **Spring Year 5 Writing objectives** | | | |
| **V.G.P Expected** | **Composition - Expected** | **Spelling - Expected** | **Handwriting - Expected** |
| **uses brackets, dashes and commas to demarcate relative clauses**  **-** I can identify features of a relative clause.  **-** I can demonstrate punctuation use in a relative clause.  **-** I can use effective punctuation to produce a relative clause.  - I can use brackets, dashes and commas to demarcate relative clauses.  **uses relative clauses with/without a relative pronoun**  **-** I can describe features of a relative clause.  - I can identify relative clauses in writing.  **-** I can use a relative clause in my own writing.  **-** I can use a relative clause with or without a pronoun.  **uses brackets, dashes and commas to indicate parenthesis**  **-** I can use commas to indicate parenthesis.  **-** I can use brackets to indicate parenthesis.  **-** I can use brackets and commas to indicate parenthesis.  **-** I can use brackets and commas accurately to indicate parenthesis.  **-** I can use brackets and commas to enhance meaning and effect.  **-** I can demonstrate correct use of brackets, dashes and commas to indicate parenthesis.  **-** I can describe how to use brackets, commas and dashes correctly.  **-** I can include brackets, dashes and commas in a extended piece of writing to indicate parenthesis. | **links ideas across paragraphs using adverbials of time (e.g. *later*), place (e.g. *nearby*) and number (e.g. *secondly*) or tense choices (e.g. *he had seen her before*)**  **-** I can link paragraphs in my writing.  **-** I can link paragraphs using adverbials.  **-** I can select appropriate adverbials to move between linked paragraphs.  **-** I can select appropriate adverbials for the given text type.  **-** I can link ideas across paragraphs using varied adverbials such as time and number.  **selects appropriate formats and forms to suit audience and purpose**  - I can identify the formats and features of a piece of writing that suit audience and purpose.  - I can select formats and forms to suit a purpose.  - I can select formats and forms to suit the audience.  - I can select formats and forms to suit an audience and purpose.  - I can justify my selection of forms and formats to suit an audience or purpose.  - I can adapt a format to suit a purpose.  - I can create my own format based upon one I have seen.  **uses own reading, what is listened to and what is seen as models to support the development of character, setting and atmosphere**  **-** I can adapt a character and a setting that I have read about for my own writing.  I can develop a character and setting based around a story I have read.  **-** I can adapt and develop aspects of a character, setting and atmosphere to fit my purpose in writing.  **-** I can take an existing story as a model and develop my own ideas, building on the most successful aspects.  **edits own work and offers suggestions to others to improve the impact and effect of writing**  - I can edit parts of my own work.  - I can edit specific sections of my own work.  - I can make specific editions to improve my whole piece of work.  - I can make suggestions to others to improve their writing.  - I can edit my own work and make suggestions to others to improve their writing.  **proof reads own work for spelling and punctuation errors**  **B:** I can proof read my own work.  **S:** I can identify errors in my work.  **G:** I can make improvements to my work. | **words with the /ee/ sound spelt *ei* after *c***  **converting nouns or adjectives into verbs using suffixes (e.g. *–ate, -ise, ify*)**  **verb prefixes (e.g. *dis-, de-, mis-, over-* and *re-*)**  I can adapt a format to suit a purpose.  I can create my own format based upon one I have seen. | **knows what standard of handwriting is appropriate for a particular task i.e. notes, final versions, labelling a diagram, filling in forms**  **-** I can ensure my handwriting is suitable for the task.  **-** I can present my handwriting in a way that makes it legible and clear.  **-** I can join my handwriting with consistent letter size throughout.  - I can present my handwriting using the correct cursive script.  **-** I can produce consistent, cursive handwriting that is neat and easy to read. |

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| **Spring Year 6 Writing objectives** | | | |
| **V.G.P Expected** | **Composition - Expected** | **Spelling - Expected** | **Handwriting - Expected** |
| **knows the difference between the active and passive voice**  -Identify verb, subject & object of sentence  - Explain the difference between the subject & object in relation to the verb (active voice)  -Say whether the subject is carrying out the action/verb  -Use 'by zombies' test to decide whether sentence is in active or passive voice  - Say whether or not the subject is carrying out the action/verb & whether the sentence is in the active or passive voice  **-** Use 'by zombies' test to check whether sentence is in active or passive voice  **varies length, structure and subject of sentences to extend meaning and interest the reader**  -Use noun phrases to add detail to simple sentences (e.g. the red cricket ball)  -Use prepositional phrases to add detail to simple sentences (e.g. behind the tree, before school)  -Use adverbials (of time, place, manner, or number) to give more information about the verb (e.g. all day, usually, fast, first)  -Use adverbials to start sentences & punctuate correctly  -Use ‘coordinating’ (FANBOYS: for, and, nor, but, or, yet, so) to join two clauses to make a compound sentence  -Use relative clauses to give more information about the subject of a sentence  -Use subordinating conjunctions (e.g. because, although, as) to join a main and subordinate clause to form a complex sentence  -Begin complex sentences with the subordinate clause & punctuate accurately  - Play 'improve my sentence' game to add one or more of the above to a basic sentence  **punctuates bullet points consistently**  -I can examine different examples of bullet points in texts & say which punctuation is used to punctuate them  -I can choose a common format for punctuating bullet points (e.g. commas after each one) and use it consistently  **uses expanded noun phrases to convey complicated information concisely**  -pick out noun phrases within sentences (e.g. long, blonde hair)  -identify key information within separate sentences (e.g. beautiful; charming; long, blonde hair)  -combine key information into one expanded noun phrase  (the charming, beautiful princess with long, blonde hair)  **uses colons to introduce a list and semi colons within lists**  -Revise punctuation marks through Kung Fu punctuation  -Know the difference between colons & semi-colons and know their position on the line  -Identify sentences where colons can introduce lists  -Identify when to use semi-colons to separate items in a list  -Explain when colons and semi-colons would be needed for lists | **writes making conscious links to reading**  -pick out features of texts that can be used in own writing - 'swag' bag of words & phrases  -use over-writing to write similar text  -complete piece of writing from given start  -use writing frame to plan own writing  **links ideas across paragraphs using a wider range of cohesive devices (e.g. repetition of a word or phrase, grammatical connections e.g. the use of adverbials such as, *on the other hand, in contrast, or as a consequence*), and ellipsis**  - organise related ideas into paragraphs  -pick out examples of repeated words & phrases used to make ideas flow more smoothly  -pick out examples of adverbials used to make ideas flow more smoothly  -discuss texts where ellipsis is used to avoid repetition  -use own repeated words & phrases to give cohesion  -use adverbials to give cohesion  -re-order sentences within a paragraph so that ideas flow better  -make sure own paragraphs are in a clear logical order  -use ellipsis to make own writing flow better  **integrates dialogue to convey character and advance action**  -read sections of dialogue & discuss what clues they are given about the speaker's character  -work out what is happening from what characters are saying  include direct speech to give clues about their own characters  Use dialogue as a link between action sequences  **précises longer passages**  -highlight key information within a text  -cross out unnecessary words& phrases  -summarise individual sentences using '10 words or fewer' approach  -combine new sentences into writing of a given length  **evaluates own and others writing and edits as appropriate**  - proofread using ABC approach  -identify over-used words within own/partner's writing  -suggest suitable synonyms to replace these words  -look for evidence of specific S2S in partner's work & 'tickle pink' best example  -work with talk partner to redraft sections of own writing | **spells words from the National Curriculum word list for Years 5 and 6**  **uses the full range of spelling rules and patterns as listed in English Programme of Study for Key Stage 1 and 2 accurately**  *-ongoing through marking & feedback- using post its & weekly hit list to correct errors*  -identify syllables within words  -discuss how no. of syllables may depend on pronunciation e.g. silent syllables  -group words according to spelling pattern (grapheme) or sound(phoneme) /pronunciation  - fill in missing letters within given words  -use dictionaries to create word webs for root words  -suggest other words that fit same spelling pattern  -practise spelling words using look, say, cover, write, check method  - spell words correctly within a sentence(context)  -identify misspelt words within own writing  -use dictionaries to find correct spelling of words identified  **uses a thesaurus efficiently and effectively**  -use page headers to find which page the word is on  -use spelling of word to find it on the page  - find word within a time limit (thesaurus races)  **words with the ending /shus/ spelt *-cious* or *-tious***  - Sort 'shus' words according to spelling pattern to spell ‘shus’ phoneme  -Find other examples & sort according to spelling of suffix used  -Spell words correctly from memory  **words with the ending /shul/ spelt *-cial* or *-tial***  - Sort 'shul' words according to spelling pattern to spell ‘shul’ phoneme  -Find other examples & sort according to spelling of suffix used  -Spell words correctly from memory  **words with the endings *–ant, -ance/-ancy, -ent, -ence/-ency***  -Sort words by spelling of suffix  -Find other examples & sort according to spelling of suffix used  -Spell words correctly from memory | ***See autumn term*** |

Appendix E

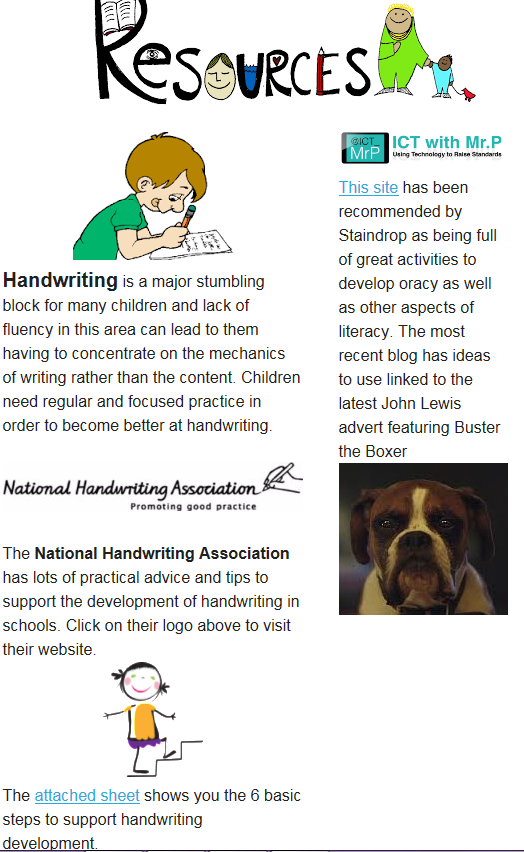
Supporting Transcription - Handwriting

Transcription refers to the physical process of handwriting

According to the National Curriculum:

* It is essential that teaching develops pupils’ competence in transcription
* Writing .... depends on fluent legible and eventually speedy handwriting

According to EEF Guidelines we aim to promote fluent written transcription skills by encouraging extensive and effective practice



Since our involvement in the NE Literacy Campaign (An EEF project) we have revised our approach to the teaching of transcription by breaking the handwriting process into a series of discreet steps. This way, any support can be focused and relevant to the needs of individual pupils.

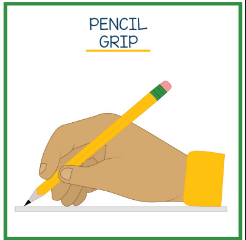
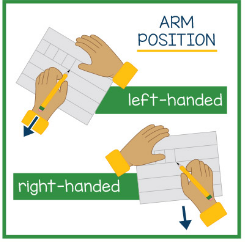
There are 6 basic steps to effective transcription:

1. Pre- writing experience
2. Letter formation
3. Letter positioning
4. Joining
5. Fluency
6. Speed

These 6 steps are then broken down as follows:

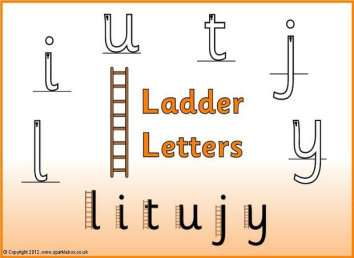
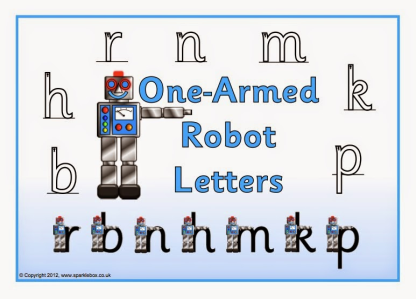
1. Pre writing:

* **Gross motor skills** - Core strength and stability – gross motor skills – linked to physical development
* **Fine motor skills** - Development of hand and finger strength. Control over smaller movements
* **Perceptual skills** – working with different shapes and sizes



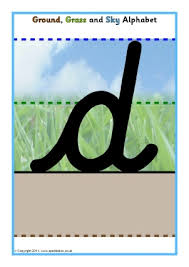
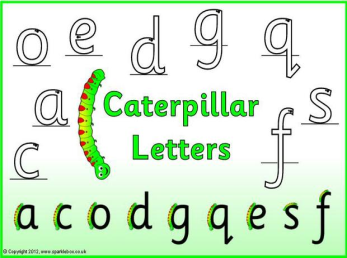
2. Letter formation: The four Letter families:

* Long ladder
* One arm robot
* Curly caterpillar
* Zigzag monster



3. Letter positioning:

* Ground
* Grass
* Sky



Or:

* chicken
* monkey and
* giraffe letters

Plus spaces between letters

4. Joining letters

Three ways to teach joins

* Pattern making – standard handwriting patterns and linking pairs of letters
* Groups of letters – linked to phonics
* Three basic joins:

Up the hill – diagonal ( c-u, i-l)

Washing line – horizontal ( o-u, w-h)

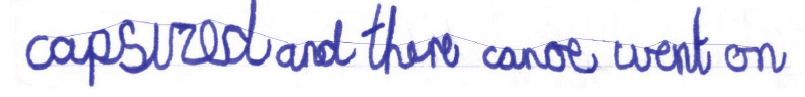
Curly caterpillar joins (u-c, n-d)

5. & 6. Fluency & Speed

* Children need to free concentration space in their brains and to do this they need to stop thinking about letter formation (like you can walk without thinking)
* Regular and ongoing practice is important
* High expectations

Tackling issues

* What are the issues? – diagnosing the problem
* Sharing the issue – so you and the child know what it is
* Targeting the specific problem

letter size: 

Shape:

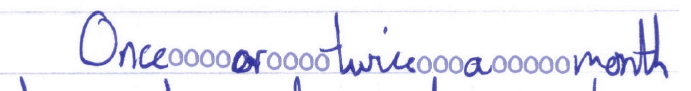
* Use handwriting practice where children have done their very best version of a letter.
* Child identified their personal best.
* Encourage child to trace this and then put it over that letter in their writing – does it match? – if not – why not?
* The challenge is to make it match

Sitting;

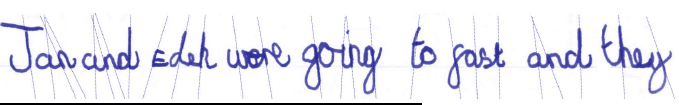
* Are the letters sitting on the line
* Can the child see the lines?
* Can they identify lines where most of the letters are sitting on the line?
* How many lines have they got where this is the case?
* Can they up the number in the next piece of writing?

Spacing:

* The ooooo challenge



Slant:



Sequence or string:

* Encourage children to keep pen on paper throughout joins
* Know which letters do not join – sometime b and p for example
* Letter strings can support spelling

Speed:

* Should only be a focus when all other aspects of writing are correct – otherwise you will end up reinforcing incorrect habits

Appendix F

**Spelling at Cestria**

We are often asked by parents to explain how we teach spelling and why we no longer routinely send spelling lists home for children to learn.

Our approach to the teaching of spelling has changed significantly in recent years, both in response to research evidence and to meet the demands of the new curriculum.

We have found that the practice, of sending lists home, does not impact much beyond a test, as children seldom applied these ‘learnt’ spellings in their writing, nor does it prepare them for when they encountered words, which had not appeared on their spelling lists, within the SAT. In fact, we actually found that weekly spelling lists and tests often gave children, staff and parents a false impression about children’s spelling ability, which only came to light once they got SAT results, showing results that were below expectations.

Instead, we have found it much more beneficial to focus our dedicated weekly spelling lesson on exploring spelling patterns and strategies. If a child is able to work out a rule, through such exploration, they are much more likely to understand it and, therefore, apply it consistently and in the correct context. Once they have explored the spelling rule, they have the opportunity to apply it within the same lesson. If they require further support or practice of a particular rule, staff are able to follow this up within focused interventions.

Traditional tests form a small, but necessary, part of our spelling activities. These tend to be ‘unseen’ because they provide an opportunity for children to apply skills and spelling rules, which are the focus for most lessons, and because they are useful preparation for the SATs in Years 2 & 6, when they will face an unseen spelling test, which will involve applying a variety of rules.

The children all have access to a ‘writing mat’, which incorporate the rules that they are expected to know by the end of the year, and are encouraged to refer to it to support spelling, grammar and punctuation skills whilst writing.

Through the marking process, staff identify commonly misspelt word, which are sent home, via Marvellous Me or Class Dojo. Where appropriate, we provide each child with their own personal spelling ‘hit list’ (on a post-it), encourage them find and correct errors within their writing and transfer the post-it to other books to avoid repeating this same error again when writing in other subjects.