

“All the skills of language are essential to participating fully as a member of society; pupils who do not learn to speak, read and write fluently and confidently are effectively disenfranchised” (DFE, 2014).

At Horton Grange we base our entire curriculum around **learning to read and reading to learn**. We teach the basic skills of reading and writing well in order that children are able to access the full curriculum and reach their full potential. We aim for children to develop a love of reading and writing as ‘life-long learners’ as well as being skilled in the mechanics - therefore reading and writing for pleasure is at the heart of our curriculum.

A discrete lesson of English/phonics lesson (from Reception) is delivered each day. This incorporates reading, writing and speaking and listening. The National Curriculum provides a framework and staff largely use RWI, Reciprocal Reading and the Talk for Writing, approach to deliver interesting and motivational lessons based on high quality texts. Additional English opportunities are identified and developed throughout the school day when children are afforded opportunities to engage in various speaking and listening activities and daily story time which includes familiar stories, traditional tales, picture books, the best of current children’s literature and poetry.

Read-Write Inc Phonics scheme is taught from reception to Year 2 with extra sessions including 1:1 catch up for those below age related expectations. Handwriting is taught using a multi-sensory approach in the early years and then Nelson handwriting as children make progress.

Area	Intent/Rationale	Implementation	Resources	Impact
Spoken Language	<p>Spoken language is particularly important in the early years and continues to develop through the school years.</p> <p>It is a crucial pre-literacy skill, and a continuing English-support skill</p> <p>Increasing numbers of</p>	<p>In Early Years developing the use of spoken language grammatically correct sequencing is paramount for development and children are encouraged to speak to communicate their needs, feelings and ideas. Plan do review is a key tool in the modelling and extension of language skills and used consistently in EYFS (see EYFS @HG documentation)</p> <p>It is essential that all adults in school model correct spoken English and engage in daily interactions with children to promote speaking and listening skills both inside and outside of the classrooms. Adult model both formal and non formal English when conversing with</p>	<p>Talk for writing website and handbooks, https://www.talk4writing.co.uk/</p> <p>RWInc resources can be found on the Oxford Owl website</p>	<p>Children are able to talk confidently, appropriately and sensitively.</p> <p>Children speak using a wide range of vocabulary in order that they can fully communicate their thoughts and ideas.</p>

	<p>children are coming into school lacking basic spoken language skills The demands on their understanding and use of spoken language increase as they progress through school</p>	<p>children as is appropriate for the occasion and relationship.</p> <p>All children to be given regular opportunities for speaking and listening, through class texts, reciprocal reading, T4W and daily stories in KS1.</p> <p>Opportunities for children to develop fluent and confident speaking skills are provided in a variety of contexts: 1:1 with teacher / TA - reading / discussions / plan do review Paired work - e.g. partner work / shared work Small group work - e.g. reciprocal reading Whole class - e.g. discussions, P4C, T4W Whole school - e.g. assemblies, performances , reading the prayer</p>	<p>https://www.oxfordowl.co.uk/ and the handbooks.</p> <p>PHSCE resources</p> <p>Charanga - singing</p> <p>http://www.booksfortopics.com</p>	
Word Reading	<p>To read English well and have strong communication skills, students must learn the sounds of English letters and understand how they work together.</p> <p>Phonics is a structured programme – designed to ensure all children learn to read accurately and fluently. Comprehensive planning is provided for teachers so they can channel their energy and creativity into teaching fun and engaging lessons.</p>	<p>RWInc Synthetic Phonics</p> <p>Children are assessed every 6-8 weeks and placed in groups according to phonetic coding ability and until they can read an age appropriate text at 90 words per minute.</p> <p>Most children at Horton Grange should achieve this by the end of Autumn Term in Year 2. Those who do not continue to receive phonics session and 1:1 catch up.</p> <p>RWi sessions are 1 hour daily and children work in ability group linked to their assessed abilities.</p> <p>Children with SEND may need the programme adapted or modified to address their specific needs in order to make progress.</p> <p>High Frequency words and common exception words are taught</p>	<p>RWInc Handbooks 1&2</p> <p>RWInc Portal</p> <p>RWInc Development day termly</p> <p>Oxford Reading Tree Book Scheme</p> <p>Oxford Reading Tree Ebooks</p> <p>https://www.oxfordowl.co.uk/</p>	<p>Children pass the phonics screening test unless there is a specific speech and language /SEND barrier which will be addressed through extra support.</p> <p>Children are able to decode 40+ sounds by the end of Year 1 and able to read fluently an age appropriate text at 100 words per minute by the end of year 2.</p>

		<p>alongside RWI and in basic skills sessions- no opportunities are missed for children to learn and practise these skills in order to develop fluency for reading. Children begin in Reception through to KS1/2.</p> <p>Children learn the English alphabetic code: first they learn one way to read the 40+ sounds and blend these sounds into words, then learn to read the same sounds with alternative graphemes.</p>		<p>The teaching of phonics is embedded in context.</p>
<p>Home / School Reading Books</p>	<p>Research shows the importance of reading on a daily basis in developing their use and understanding of vocabulary.</p> <p>Children need time to practise and enjoy stories and books outside of lessons and have opportunities to read at home.</p> <p>We want every child to have this opportunity and understand that while some children may not read at home there is always a place to read their books in school during free time throughout the day or when requested.</p>	<p>KS1</p> <p>Children are given a book to share at home to practise their reading skills. We do not consider it the role of the parents/carers to teach reading but to encourage their children to practise the skills that they have acquired so far.</p> <p>Initially children will take home a book in line with their phonetic ability which they have accessed with an adult in school. Children take home their RWI book and a linked book bag book.</p> <p>All children will be encouraged to read regularly for pleasure throughout their time at Horton Grange. This includes choosing a library book to take home and read, as well as a book matched to their phonic ability.</p> <p>Teacher's will track children's home school reading records and support children who do not have the opportunity to read to an adult outside school. Bookmarks and stickers support the use of this system in classes and children may choose to access the outdoor readings hed at play times and lunchtimes.</p> <p>KS2</p> <p>Staff choose home-school readers which are carefully matched to ongoing assessments.</p> <p>Children read books linked to book band and ORT levels (min x3</p>	<p>Paper RWI books</p> <p>Book Bag books</p> <p>Library books</p> <p>Reading records</p> <p>Reading bookmarks</p> <p>Outdoor reading shed</p>	

		<p>weekly) Free readers can choose a book from the library to read for pleasure at home, staff monitor the choice of these books to ensure challenged is correct linked to lexile rating and reading plus.</p>		
Reading Comprehension	<p>We believe that having excellent reading comprehension skills is crucial. Being able to understand the meaning behind the text helps children to engage with content.</p> <p>No opportunity is missed for children to read across all subjects, see the wider curriculum document for further information.</p>	<p>The Read Write Inc scheme introduces linked texts prior to the introduction of the RWI books, to provide prior knowledge and context. Providing this prior knowledge ensures that children are able to easier access the content of the books in phonics and focus on the process of reading and fluency. Once the children have completed the Read Write Inc scheme, they will begin Reciprocal reading.</p> <p>Lexia is used as an intervention to help children in KS2 who have completed the Read Write Inc Scheme but are not yet ready for Reading Plus. It is used daily to support sight recognition of sounds, reading fluency and comprehension.</p> <p>Reciprocal Reading will take place 3 times a week approximately 20 mins in KS1 and 30mins in KS2. Teachers will choose an appropriately challenging text or a section of the class text. Initially the roles will be introduced in Year 1 through picture books and in small groups of 4-6 children. As children progress with their reading fluency sections of the whole class text will be used and work will be recorded in english books. Reciprocal reading is recorded in homework planners for years 4, 5 and 6.</p> <p>Children in Early Years access reciprocal reading in shared group and 1:1 stories. They are encouraged to predict, to think about work meanings and to link the events of the book to any prior knowledge.</p> <p>Two apprentices in Early Years share stories with individual children, spending time encouraging the children to discuss the</p>	<p>Talk for writing https://www.talk4writing.co.uk/</p> <p>Lexia Ipad</p>	<p>Children will: talk with understanding about texts, read with confidence and enthusiasm independently, ask questions during reading and think about their own thought process during reading.</p> <p>Children will leave Horton Grange having experienced a breadth of texts.</p>

		<p>events in the story, their favourite parts and any new vocabulary that was unfamiliar to them.</p> <p>The Talk for Writing approach enables children to read and write independently for a variety of audiences and purposes within different subjects. A key feature is that children internalise the language structures needed to write through ‘talking the text’ as well as close reading. The approach moves from dependence towards independence with the teacher using shared and guided teaching to develop the ability in children to write creatively and powerfully</p> <p>The Reading Plus programme is used from Year 4 to Year 6 and for HA children in Year 3 from Spring term. This develops fluency and is very reward driven to engage children in their reading. Children have 3 x 30 minutes sessions each week.</p>		
Writing Transcription (Spelling)	Ensuring that children are able to spell accurately is a school priority.	<p>Spellings for a half term are given out in the first week of each half term.</p> <p>Children are given weekly spellings to learn and are tested on Fridays.</p> <p>The spellings are dictated within a sentence that may also contain high frequency words. This allows all children to embed earlier spelling patterns and also allows all children, including higher and lower attainers to access the test and to be challenged.</p> <p>Spelling is taught linked to National Curriculum objectives, writing genre and topic vocabulary.</p> <p>Spelling patterns are taught in Basic Skills lessons and mnemonics are used to aid memory.</p>	<p>National Curriculum English Appendix 1 - Spelling Lists</p> <p>Spelling Shed https://www.spellingshed.com/en-gb/index.html</p>	The majority of children leave Horton Grange at age related expectation for spelling in line with the National Curriculum
Writing Transcription (Handwriting)	Even in the age of technology, handwriting continues to play an	Basic letter shapes are taught in Reception daily using the RWI handwriting scheme which complements the whole school handwriting scheme.	Nelson Handwriting Scheme Resources	The majority of children leave Horton Grange using the

	<p>important role from early years and throughout adult life.</p> <p>It is essential for the children at Horton Grange to have fluent, speedy, joined, legible handwriting in order to write at length and to give their full attention to the content of what they are writing.</p>	<p>In KS1 and the Nelson handwriting scheme is taught on a regular basis to ensure consistency of letter formation and correct joins until such time as a consistent style has developed, this is basic skills and taught throughout English lessons.</p> <p>Handwriting is taught twice weekly in KS2 and where needed, extra support is given through basic skills lessons.</p>	<p>https://www.oxfordowl.co.uk/for-school/default</p>	<p>correct pencil grip and with fluent, joined, legible handwriting.</p>
<p>Writing Vocabulary</p>	<p>Education Endowment Foundation (2017) research indicates that a clear focus on increasing children's vocabulary within the wider English curriculum is likely to improve reading comprehension.</p> <p>Understanding most of the words within a text will ensure that children understand the content.</p> <p>Children who are able to communicate using a wide range of vocabulary are more likely to lead happy, successful lives.</p>	<p>Vocabulary is taught both explicitly (see Appendix...) and implicitly through the English curriculum and the wider curriculum.</p> <p>Children will encounter new vocabulary through reading a wide range of texts in the English curriculum and wider curriculum. High quality picture books are used throughout all year groups and the curriculum to support the development of vocabulary.</p> <p>Explicit teaching of vocabulary</p> <p>English:</p> <ul style="list-style-type: none"> • Words are explored at every reading opportunity and particularly in reciprocal reading. • Vocabulary will be taught using the 'vocabulary builder' approach (Appendix....). <p>Wider Curriculum</p> <ul style="list-style-type: none"> • Teach 'vocabulary dozen' for science and foundation subjects. This may include key vocabulary from The National Curriculum 2014. 	<p>T:Drive > Current Year > Curriculum > English > Vocabulary Resources</p>	<p>The majority of children are able to communicate using a wide range of vocabulary. Children have both a passive and active vocabulary that is at least in line with age related expectation. Children understand the vocabulary as outlined in the National curriculum appropriate for their age.</p>

		'Vocabulary builder' (Appendix....) is taught on a regular basis following the agreed lesson format.		
Writing Grammar and Punctuation	We will teach children to understand and use grammar and punctuation in context through reading and writing in order for them to be able to communicate verbally and in writing and to be aware of Standard English as well as non-standard forms.	<p>Children are exposed to high quality literature and opportunities are given to explore punctuation and grammar.</p> <p>Grammar and punctuation are 'drip feed' through all aspects of English and taught in context through a combination of Talk for Writing and Reciprocal Reading units. Teachers are careful to ensure that this enhances the teaching of literature with a view to understanding how and why author's use the words they do.</p> <p>Main elements of teaching:</p> <ol style="list-style-type: none"> 1. Make links between the use of grammar and the intended audience and purpose e.g. diary written using informal language. 2. Naming grammatical terms as they are encountered in texts. Revision of this through lesson starters e.g. 'cans you still'. 3. Read together and analyse structure to understand how the writers have controlled their use of language and that deliberate word choices have been made for effect. 4. Rewrite a given text in another context - 'imitation stage' in T4W. Work as a group on a piece of shared writing and model how to repeat grammatical choices and structure. 5. Independent writing - teacher discussions and in-text marking move the learning forward and allow children to develop their use of grammar and punctuation in their own writing. 	<p>Talk for writing website and handbooks, https://www.talk4writing.co.uk/</p> <p>RWInc resources can be found on the Oxford Owl website https://www.oxfordowl.co.uk/ and the handbooks.</p>	Writing is about communication therefore control of the language features such as vocabulary and grammar are what allows a writer to communicate precisely and effectively.
Writing	Children need to learn to	Writing is taught in blocks according to genre type. This ensures	Talk for writing	'Children develop

<p>Composition</p>	<p>write well in order that they can write for purpose and for pleasure throughout their adult life and communicate their ideas and thoughts effectively.</p> <p>Writing is taught explicitly through a series of logical steps, beginning at the word level.</p> <p>Accomplished and enthusiastic readers become successful writers.</p> <p>Writing skills are taught explicitly in English lessons; however these are built on and embedded throughout the wider curriculum so that children gain a full understanding of writing for different purposes, audiences and in different forms.</p>	<p>full coverage of text types throughout Horton Grange in order that children fully understand that there are different types of writing for different purposes and that they are equipped with the skills to write for different purposes, audiences and in different forms.</p> <p>Texts used throughout school can be found in the 'Core Texts' document appendix</p> <p>Planning for Writing - See Talk for Writing Progression Appendix</p> <p>Imitation - Innovation - Invention</p> <ol style="list-style-type: none"> 1. Plan a piece of writing that children will be expected to write at the end of the unit of work. This must have an explicit audience (authentic where possible), purpose (authentic where possible) and form. e.g. Audience: School Facebook page reader Purpose: To entertain Form: Funny Poetry book (one side of A4 per child, all pages to be posted on Facebook as an online poetry book. 2. Revise what children have already been taught about the Genre, SPAG etc. 3. Cold Write - an opportunity for children independently at length. Teachers use this piece of work to for planning purposes and children should be made aware of where their writing is successful and what they now need to learn to do for their writing to improve. (This is not always appropriate for some genres e.g. poetry) 4. Show children 'model example/s' of poetry in the form/ 	<p>website and handbooks,</p> <p>https://www.talk4writing.co.uk/</p> <p>RWInc resources can be found on the Oxford Owl website https://www.oxfordowl.co.uk/ and the handbooks.</p>	<p>authentic, personal voice, style and stamina and range as a writer.</p> <p>Children enjoy writing expressively and imaginatively and informatively for a purpose' CLPE 2018</p> <p>The children leave Horton Grange with the writerly skills that equip them well for the next stage in their education and throughout their lives.</p> <p>Children are able to articulate how their writing is improving (not just their handwriting) and what they are learning to do now to improve it further.</p>
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	<p>Toolkits are used to support the metacognitive approaches used in all lessons.</p>	<p>Style that the children will be writing in. e.g. Pie Corbett model text</p> <ol style="list-style-type: none"> 5. Children learn the model or part of the model and learn how/why it is structured in a certain way- which grammatical structures are used and the choice of vocabulary used. 6. Teacher models how to do this (shares their writerly knowledge with the children) and produce a piece of shared writing with the class. Children give input to this piece and discuss throughout the process. 7. Create a 'toolkit' with the class for own writing - what will they need to have for their writing to be successful? E.g. if it is a scary story put the protagonist on their own somewhere dark. Use short sentences for effect. 8. Children practise the skills needed to produce their own piece of writing. E.g. using dialogue, writing introduction with character descriptions. 9. Warm write-an opportunity for children produce own independent piece of writing. 10. Writing is marking with 'in text' marking showing where the writing is successful and where they can improve. <p>Writing is a process. Throughout this process, children should be given lots of opportunities to write, edit and improve their work.</p>		
<p>Metacognition</p>	<p>The Education Endowment Foundation has identified that children who develop</p>	<ol style="list-style-type: none"> 1. Planning format supports metacognitive strategies ★ Activate prior knowledge ★ Explicitly teach, model and practise strategies for adding 	<p>CPD relating to metacognition in English delivered by</p>	<p>Increased metacognitive skills impact on all areas of</p>

	<p>their metacognitive strategies effectively can make up to 8 months additional progress. At Horton Grange we are continually looking to accelerate progress for all children, especially those who need to catch up and keep up. Metacognition is integral in all areas of the curriculum and is embedded in the planning. Changing the way our children think about learning and engage in the learning process will have a long term positive impact in all areas of the curriculum.</p>	<p>technical aspects to writing and for reading comprehension.</p> <ul style="list-style-type: none"> ★ Independent practice where the children plan, monitor and evaluate their learning ★ Reflection on their learning <ol style="list-style-type: none"> 2. Each classroom has a visual representation of 'being in the pit' which supports conversation around facing challenges and the tools they need to tackle them. 3. Metacognitive talk - children know the process of learning. They engage in talk about working and long term memory which aids metacognition. 	<p>English Team and accessible on the T drive EEF guide to metacognition (copies downloadable learning) https://educationendowmentfoundation.org.uk/tools/guidance-reports/metacognition-and-self-regulated</p>	<p>learning. Children are better able to retain and apply their learning. This is evident not only in data and in books but also in their ability to articulate their learning.</p>
<p>Assessment</p>	<p>Writing is assessed to ensure that children are making at least expected progress from their starting points and that children who are behind age related expectations receive the support they need to make accelerated progress.</p> <p>Ensure children make progress across year groups on a termly basis, support and inform next steps in planning.</p>	<p>RWI assessment are carried out every 6-8 weeks and entered into the RWI tracker.</p> <p>Questioning and probing is used as a tool to check children's understanding and support progress.</p> <p>Spelling tests are carried out weekly and recorded in basic skills books.</p> <p>AFL in text - extended pieces of writing are assessed with in-text marking to show children where they have been successful and where they need to edit and improve.</p> <p>A 'cold' write takes place at the beginning of a new unit and the 'warm' write at the end of the unit.</p>	<p>RWI on Oxford owl and portal Spelling Shed</p> <p>Spelling Diagnostics see appendix T drive - curriculum</p>	<p>Clear progress is evident and gaps in learning are quickly highlighted and addressed.</p>

		<p>SPAG diagnostics are carried out at the beginning of each year and then again at the end of each term, meaning each child will have 4 per year recorded in their English books.</p> <p>Letter formation is assessed on entry to a year group and added to the back of books this is addressed fairly and reassessed termly.</p> <p>Common exception words and HFW are tracked termly and children given spelling to practise from this, as and when needed in KS1. This is also the case for children who are not ARE in KS2.</p> <p>SPAG- is tested termly using classroom secrets assessments</p> <p>Reading-Rising Stars PIRA is used as on measure to assess children's reading from Year 1 onwards.</p>	<p>Common exception words lists</p> <p>T drive - assessments</p> <p>Test papers</p>	
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Appendices



Essential Writing Opportunities

	Key Stage 1	Key Stage 2	Purpose (Each purpose requires a different structure)	Audience (This must be made explicit to the writer at the onset)	Form (The final product)
Fiction / Narrative	<ul style="list-style-type: none"> Write stories set in places pupils have been. Write stories with imaginary settings. Write stories and plays that use the language of fairy tales and traditional tales. Write stories that mimic significant authors. Write narrative diaries. 	<ul style="list-style-type: none"> Write stories set in places that pupils have been Write stories that contain mythical, legendary or historical characters or events. Write stories of adventure. Write stories of mystery and suspense. Write letters. Write plays. Write stories, letters, scripts and fictional biographies inspired by reading across the curriculum. 	<p>To entertain</p> <p>Stories Poetry Recounts Character description Speech Play</p> <p>To inform</p> <p>Letter Instructions Recount Explanation Biography Newspaper Article Non-Chronological Report</p> <p>To persuade</p> <p>Advert Letter Speech Recount Poster Leaflet Newspaper article Campaign Debate</p>	<p>Children Parents Head Teacher Visitors Website readers Blog / Twitter followers Another school You tube viewers Museum Local community e.g. retirement home Local council Celebrities</p>	<p>Class anthology Postcard Email Blog Tweet Film Performance Display Letter Leaflet Note Poster Cartoon strip Mini book Book review Amazon review Publishing site (e.g. pobble) School webpage</p>
Non-fiction	<ul style="list-style-type: none"> Write labels Write lists Write captions Write instructions Write recounts Write glossaries Present information Write non-chronological reports 	<ul style="list-style-type: none"> Write instructions Write recounts Write persuasively Write explanations Write non-chronological reports Write biographies Write in a journalistic style Write arguments Write formally 			
Poetry	<ul style="list-style-type: none"> Write poems that use pattern, rhyme and description. Write nonsense and humorous poems and limericks 	<ul style="list-style-type: none"> Learn by hear and perform a significant poem Write haiku Write cinquain Write poems that convey an image (simile, word play, rhyme and metaphor) 			

Appendix 1

Working document under review for 2019-20

Spelling Diagnostics

Year 1 Spelling Diagnostic



I love to go to school.
I will ask my Mum if you can come to our house.
Do not push or pull me.
There is no room here. We are full.
Put your bag where we can see it!
He says we can get some of the sweets.
She said we were so good on Monday.
Can I get one?

Spell many Y1 common exception words

Spell the days of the week

Form lower case letters in correct direction

Form capital letters

Use some capital letters and full stops to demarcate

Begin to use question marks and exclamation marks

Use capital letter for pronoun I

Separate words with spaces

Appendix 2

Vocabulary

Vocabulary Building

1. Prior to the lesson teacher identifies target words in the class text. These are challenging (tier 2) words essential to know in order to understand the text.
2. Teacher reads the word aloud and follows the hear it, say it, see it, spelling pattern
3. Teacher displays a 'cobuild' definition – ch' dn discuss (Collins Online Dictionary)
4. Children illustrate the word
5. Ch' dn discuss synonyms / antonyms or linked words to make connections and develop fuller understanding of the word
6. Teacher reads the word in various contexts. Children put word into a sentence
7. Children make links / connections and jot down notes
8. 'Word Active' – Optional
 - *Act out a scene
 - *Draw a doodle
 - *Write sentence containing the word
 - *List synonyms and antonyms
9. Choose a child/children to present their 'Word Active' (visualisers used to share images with the whole class)

1. Hear it , Say it, See it & Spell it

1: _____

2: _____

3: _____

2. Definition

Word Type: Verb

3. Illustration



7. It makes me think of...



Word: **Consume**

4. Synonyms (similar meanings)

6. Sentence

Appendix 4
Grammar and Punctuation

NEW CURRICULUM SPELLING, PUNCTUATION AND GRAMMAR OVERVIEW.

Year Group	Word Structure	Sentence structure	Text Structure	Punctuation	Vocabulary
1	<p>Regular plural noun suffixes –s or –es (e.g. <i>dog, dogs; wish, wishes</i>)</p> <p>Suffixes that can be added to verbs (e.g. <i>helping, helped, helper</i>)</p> <p>How the prefix un- changes the meaning of verbs and adjectives (negation, e.g. <i>unkind</i>, or undoing, e.g. <i>untie the boat</i>)</p>	<p>How words can combine to make sentences</p> <p>Joining words and joining sentences using <i>and</i></p>	<p>Sequencing sentences to form short narratives</p>	<p>Separation of words with spaces</p> <p>Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>Capital letters for names and for the personal pronoun <i>I</i></p>	<p>word, sentence, letter, capital letter, full stop, punctuation, singular, plural, question mark, exclamation mark</p>

Year Group	Word Structure	Sentence structure	Text Structure	Punctuation	Vocabulary
2	<p>Formation of nouns using suffixes such as –ness, –er</p> <p>Formation of adjectives using suffixes such as –ful, –less (A fuller list of suffixes can be found in the Year 2 spelling appendix.)</p> <p>Use of the suffixes –er and –est to form comparisons of adjectives and adverbs</p>	<p>Subordination (using when, if, that, or because) and co-ordination (using or, and, or but)</p> <p>Expanded noun phrases for description and specification (e.g. the blue butterfly, plain flour, the man in the moon)</p> <p>Sentences with different forms: statement, question, exclamation, command</p>	<p>Correct choice and consistent use of present tense and past tense throughout writing</p> <p>Use of the continuous form of verbs in the present and past tense to mark actions in progress (e.g. she is drumming, he was shouting)</p>	<p>Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>Commas to separate items in a list</p> <p>Apostrophes to mark contracted forms in spelling</p>	<p>verb, tense (past, present), adjective, noun, suffix, apostrophe, comma</p>

Year Group	Word Structure	Sentence structure	Text Structure	Punctuation	Vocabulary
3	<p>Formation of nouns using a range of prefixes, such as super-, anti-, auto-</p> <p>Use of the determiners a or an according to whether the next word begins with a consonant or a vowel (e.g. a rock, an open box)</p> <p>Word families based on common words</p>	<p>Expressing time and cause using conjunctions (e.g. when, so, before, after, while, because), adverbs (e.g. then, next, soon, therefore, or prepositions (e.g. before, after, during, in, because of)</p>	<p>Introduction to paragraphs as a way to group related material</p> <p>Headings and sub-headings to aid presentation</p> <p>Use of the perfect form of verbs to mark relationships of time and cause (e.g. I <i>have written it down so we can check what he said.</i>)</p>	<p>Introduction to inverted commas to punctuate direct speech</p>	<p>word family, conjunction, adverb, preposition, direct speech, inverted commas (or "speech marks"), prefix, consonant, vowel, consonant letter, vowel letter, clause, subordinate clause</p>

Year Group	Word Structure	Sentence structure	Text Structure	Punctuation	Vocabulary
4	<p>The grammatical difference between plural and possessive -s</p> <p>Standard English forms for verb inflections instead of local spoken forms (e.g. we were instead of we was, or I did instead of I done)</p>	<p>Appropriate choice of pronoun or noun within a sentence to avoid ambiguity and repetition</p> <p>Fronted adverbials (e.g. Later that day, I heard the bad news.)</p>	<p>Use of paragraphs to organise ideas around a theme</p> <p>Appropriate choice of pronoun or noun across sentences to aid cohesion and avoid repetition</p>	<p>Use of inverted commas to punctuate direct speech</p> <p>Apostrophes to mark singular and plural possession (e.g. the girl's name, the boys' boots)</p> <p>Use of commas after fronted adverbials</p>	<p>pronoun, possessive pronoun, adverbial</p>

Year Group	Word Structure	Sentence structure	Text Structure	Punctuation	Vocabulary
5	<p>Converting nouns or adjectives into verbs using suffixes (e.g. -ate; -ise; -ify)</p> <p>Verb prefixes (e.g. dis-, de-, mis-, over- and re-)</p>	<p>Relative clauses beginning with who, which, where, why, whose, that, or an omitted relative pronoun</p> <p>Indicating degrees of possibility using modal verbs (e.g. might, should, will, must) or adverbs (e.g. perhaps, surely)</p>	<p>Devices to build cohesion within a paragraph (e.g. then, after that, this, firstly)</p> <p>Linking ideas across paragraphs using adverbials of time (e.g. later), place (e.g. nearby) and number (e.g. secondly)</p>	<p>Brackets, dashes or commas to indicate parenthesis</p> <p>Use of commas to clarify meaning or avoid ambiguity</p>	<p>relative clause, modal verb, relative pronoun, parenthesis, bracket, dash, determiner, cohesion, ambiguity</p>

Year Group	Word Structure	Sentence structure	Text Structure	Punctuation	Vocabulary
6	The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (e.g. said versus reported, alleged, or claimed in formal speech or writing)	<p>Use of the passive voice to affect the presentation of information in a sentence (e.g. I broke the window in the greenhouse versus The window in the greenhouse was broken)</p> <p>Expanded noun phrases to convey complicated information concisely (e.g. the boy that jumped over the fence is over there, or the fact that it was raining meant the end of sports day)</p> <p>The difference between structures typical of informal speech and structures appropriate for formal speech and writing (such as the use of question tags, e.g. He's your friend, isn't he?, or the use of the subjunctive in some very formal writing and speech)</p>	<p>Linking ideas across paragraphs using a wider range of cohesive devices: semantic cohesion (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</p> <p>Layout devices, such as headings, sub-headings, columns, bullets, or tables, to structure text</p>	<p>Use of the semi-colon, colon and dash to mark the boundary between independent clauses (e.g. It's raining; I'm fed up.)</p> <p>Use of the colon to introduce a list</p> <p>Punctuation of bullet points to list information</p> <p>How hyphens can be used to avoid ambiguity (e.g. man eating shark versus man-eating shark, or recover versus re-cover)</p>	<p>active and passive voice, subject and object, hyphen, colon, semi-colon, bullet points, synonym and antonym</p>

Genre Coverage 2019-20

Please move the units around to suit your planning in line with topics / themes etc

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Resources
Year 1	Stories with familiar settings (4 weeks) Labels list and captions (1 week)	Traditional stories and fairytales (inc modern versions e.g. paper bag princess) Predictable and patterned language. (4-5 weeks) Poetry - on a theme	Stories about fantasy worlds (4 weeks) Poetry - Pattern and rhyme (2 weeks)	Instructions (2 weeks) Recounts - familiar story (3 weeks)	Recounts Fact (3 weeks) Stories from other cultures (2 weeks)	Recount Fiction (4 weeks) Poetry - Using the senses (2 weeks)	Literacy shed (film clips) Pobble (images for Free Write Friday)
Year 2	Stories with familiar setting (4 weeks) Information texts (3 weeks)	Traditional stories (4 weeks) Poetry Patterns on the page (2 weeks)	Different stories by the same author (3 weeks) Poetry Funny poems - Michael Rosen (2 weeks)	Extended stories by significant author (4 weeks) Recount - factual (2 weeks)	Instructions (4 weeks) Poetry - feelings (2 weeks)	Explanations (3 weeks) Non-chronological reports (4 weeks)	! T4W website and handbooks Oxford Owl ebooks
Year 3	Fables (4 weeks) Shape poetry and calligrams (2 weeks)	Adventure and mystery (4/5 weeks) Poems to perform (1 week)	Myths and legends (4 weeks) Authors and letters (3 weeks)	Dialogue and plays (4 weeks) Shape poetry (2 weeks)	Stories with familiar settings (4 weeks) Reports (2 weeks)	Instructions 3-4 weeks) recount- 1 week Poetry Language play (2 weeks)	Reciprocal Reading online resources
Year 4	Stories which raise dilemmas (4 weeks) Poetry Creating images (2 weeks)	Stories with historical settings (4 weeks) Poetry Exploring form (2 weeks)	Stories from other cultures (3 weeks) Plays (2 weeks)	Stories set in imaginary worlds (4 weeks) Information texts (3-4 weeks)	Persuasive texts (4 weeks) Recount - factual (2 weeks)	Recounts: newspapers / magazines (4 weeks) Explanation texts (2 weeks)	
Year 5	Novels and stories by modern day children's authors (4 weeks) Instructions (3 weeks)	Traditional stories, fables, myths, legends (4 weeks)	Stories from other cultures (3 weeks) Persuasive writing (4 weeks)	Significant author from the past. (4 weeks) Poetry Classic (2 weeks)	Film Narrative Literacy Shed (4 weeks) Poetry Funny	Recounts (4-5 weeks)	

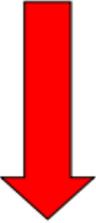
Working document under review for 2019-20

					(2 weeks)		
Year 6	Fiction - Fantasy Stories based on The Last Wild, Just So Stories Non-Fiction - formal letters (job application) Poetry: Rhyming Couplets, Wordsworth	Fiction - Historical Stories (WW2) and Playscripts (WW1 Christmas Truce) Non-Fiction - Diary (Anne Frank) and Newspaper Reports (WW2) Poetry: WW1 Poetry, Wilfred Owen and Black Out Poems	Fiction - Quest Stories Non-Fiction - non-chronological report Poetry: Haiku	Fiction - Twisted Tales, Fiction inspired by film Non-Fiction - biography, autobiography	Fiction - precis Non-Fiction - discursive argument Poetry: Kennings	Fiction - suspense narrative Non-Fiction - persuasive writing Poetry: narrative poetry	

Appendix 6

The Talk for Writing process



Key stages	The underpinning process	Essential features	Useful ideas
Imitation 	<ul style="list-style-type: none"> • Cold task to establish key features of model text/processes to focus on • Hook to interest pupils • Warm up topic, words, phrases & display • Internalise model text/process • Read as a reader to ensure comprehension • Read as a writer: Box-up structure, & analyse ingredients 	<ul style="list-style-type: none"> ○ set a task where provide some content but no help in expressing/ doing ○ earlier work of a similar type ○ games and activities that involve pupils saying the words and phrases in context; display ○ Daily spelling and sentences games at primary and secondary English as appropriate ○ Text map and actions ○ Book talk approach to encourage open discussion ○ colour code model text once class analysed it, eg: Brown = structure; Pink = links ; Green = effective phrases; Blue = technical vocabulary Plan it; Link it; Express it; Check it ○ Focus on techniques not grammar features 	<ul style="list-style-type: none"> ➤ never heard word grids; cloze; sorting/ clumping activities; word dominoes; icons & mime; drama; etc ➤ Display words/ phrases on washing line ➤ hear it , map it & recall word for word ➤ see it , map it and recall gist ➤ One box per paragraph/ key section ➤ Highlight generic features/ sentence signposts ➤ Identify ingredients
Innovation 	<ul style="list-style-type: none"> • Co-construct toolkit & display • Show class how to innovate on model • Pupils produce own version • Share with partner • Teacher assesses • Focused teaching based on assessment • Consolidate learning • Hot task to show progress 	<ul style="list-style-type: none"> ○ Shared planning & writing & model how to talk about the ingredients; all views valid ○ Increasingly model how to move away from the model ○ Provide a range of different models; support visually ○ Use toolkit as model of key ingredients ○ Provide time to act on initial feedback so pupils improve work ○ Devise a range of explaining to others activities ○ pupils compare cold & hot tasks 	<ul style="list-style-type: none"> ➤ Writing journals/ magpie books ➤ Talking partners ➤ Pink for progress; green for growth ➤ Post-it notes to indicate ingredients ➤ Pupils comment on own work before hand in ➤ Use same two colours eg pink and green ➤ mini lessons/ guided writing ➤ visiting professor; each one teach one; word dominoes; summarising activities; annotate exemplar; present work and analyse etc. ➤ invention/independence indicator to encourage pupils not to hug close to model
Independent application			

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Appendix 7



Reading Record Sheet – (name of class)



Read Write Inc.	Book Band	TT Stop (x5 & 2)	Year	ORT Tree Stage	Children (WPM)
Ditties (red)	-	-	-	-	
Green	Pink	IB	Rec ARE	1	
Purple		IB+		2	
Pink	Red	IW		3	
Orange	Yellow			4	
Yellow	Blue	IW+		4	
Blue		IS	Y1 ARE	5	
Grey	Green	IS+		6	
	Orange	2B		7	
	Turquoise	2B+		8	
	Purple	2W		9	
	Gold	2W+		10	
		2S	Y2 ARE	10	110
		2S/2S+		10	
	White	2S+		11	
		3B		11	
	Lime			12	
		3B+		12	
	Library	3W		Library	
		3W+		Library	
		3S	Y3 ARE	Library	1-5

These are guidelines