



Edleston Primary School

Denver Avenue

Crewe

CW2 7PX

01270 685770

Headteacher: Mrs R Bagni

English Policy

Intent

When teaching the English curriculum at Edleston, it is our intention that our pupils acquire the necessary knowledge, skills and understanding to become lifelong learners. We aim to develop in our pupils the ability to communicate effectively, not only in their speech and writing, but by helping our pupils to actively listen too. It is our intention to ensure that early readers acquire phonics knowledge and develop language comprehension and to immerse all pupils in the wonders of quality texts to instil a love for reading, a passion for discovery and a confidence to explore their imagination. We feel strongly that a love of books can be the key to unlock a successful future for our pupils, as Elizabeth Hardwick stated:

'The greatest gift is a passion for reading'.

As a result, our whole curriculum is driven by a book-led approach. We strive to introduce our pupils to a wide variety of high-quality texts which will hook their imagination and interest whilst helping our pupils' gain cultural understanding and through that gain *Cultural Capital*.

To develop our pupils as Speakers and Listeners we:

- Give them opportunities to express their ideas to a range of audiences.
- Give them opportunities to take part in group discussion and drama activities.
- Encourage them to listen and respond appropriately to others.
- Help them to understand the need to adapt their speech to different situations.
- Give them opportunities to evaluate and reflect on their own speech.
- Encourage them to use the vocabulary and grammar of Standard English whenever appropriate.

To develop our pupils as Readers we:

- Teach them to read accurately and fluently using a range of strategies.
- Help them to understand and respond to what they read using inference and deduction where appropriate.
- Encourage them to read a wide range of fiction and non-fiction books.
- Encourage them to read independently and with enjoyment.
- Teach them how to seek information and learn from the written word.

To develop our pupils as Writers we:

- Teach them to write effectively for a range of purposes and a range of reasons, adapting their vocabulary and style as appropriate.
- Encourage them to write with interest, commitment and enjoyment.
- Show them how to write in a variety of forms such as stories, poems, reports and letters.
- Show them how to evaluate and edit in order to improve their own writing.
- Show them how to use punctuation to make meaning clear to their reader.
- Give them the knowledge and the strategies to become confident and accurate spellers.
- Teach them a fluent and legible style of handwriting, promoting an understanding of how to present work appropriately.

English is a core subject of the National Curriculum and a prerequisite for educational and social progress as it underpins the work undertaken in all other areas of the curriculum. The acquisition of language skills is of the utmost importance in our school and therefore the teaching of all aspects English is given a high priority within school. Confidence in basic

language skills enables children to communicate effectively and use their creativity and imagination, preparing them for the future.

- We value the importance of English as an essential tool for life.
- Our aim is to ensure that every child is a reader, a writer and confident speaker and that the majority read at an age appropriate level so that they have the fluency to access the school curriculum
- We promote high standards of language and literacy by firstly equipping pupils with a strong command of the spoken and written word and we develop their love of literature through widespread reading for enjoyment.
- We seek to ensure that all children achieve their full potential in all aspects of English.

Implementation

Our curriculum is designed to build on what pupils already know and can already do. The order in which knowledge and skills are taught is therefore crucial. Our curriculum ensures that pupils are taught concepts and skills in an order that enables them to make useful connections that are not misapprehensions.

Implementation of Reading

Reading is a high-priority at Edleston Primary. Reading is a fundamental skill. It stimulates children's imaginations and gives them the opportunity to acquire a love for books:

It feeds pupils' imaginations and opens up a treasure-house of wonder and joy for curious young minds' National Curriculum, 2014.

On entry to school all children are given a picture book to enable book language to be taught and encourage children to develop their vocabulary. Once the first 12 words are learned, children move onto books with words. This applies to all our learners. Those with English as an additional language, or those with little language, will receive extra support. Children are supported in their learning at home with books that supplement the RWI scheme books and give the children the opportunity to read a different type of book. These books are Jelly and Bean and are a structured approach to phonics that builds up from CVC words, moving onto digraphs and beyond. They also include the first tricky words. Once the children have a good grasp of phonic knowledge and need more of a challenge, the books are changed to Oxford Reading Tree Songbirds. These books provide children with focused phonemes and further opportunities to develop their comprehension skills. Children are sent home with five initial sound cards from RWI words and once the first five sounds have been learned, they are then given word time sets from RWI and red tricky words to practise at home. Words are checked fortnightly and new words given along with a small prize. Once word time 7 words have been learned, children move on to words containing set 2 sounds ay, ee igh etc.

Reading is taught at Edleston through a combination of Read Write Inc. sessions (daily in FS and KS1) Read to write sessions (4x per week throughout school) and guided reading sessions (4x per week in KS1 and 5 x per week in KS2). Early readers are provided with reading books closely matched to their developing phonic knowledge. At later stages, books are matched to ability and age, if appropriate. A large number of children arrive at our school with little or no English. In these instances, teachers will make a judgement and choose texts for that child, based on the child's ability to read and comprehend English. Those individuals will continue to have access to our whole school curriculum also. Our whole school teaching is led by a rigorous and sequential range of high quality age-appropriate texts. We use each book to create opportunities to develop reading fluency and comprehension with a focus on key reading strategies and skills; develop vocabulary,

grammar and punctuation knowledge and understanding in context to use and apply across the wider curriculum; explore the writing structure and features of different genres; plan and write an initial piece of writing with a clear context and purpose before evaluating the effectiveness of writing by editing and redrafting. Throughout the process, we build in opportunities to use drama and book talk to ensure the continual development of pupils' confidence and competence in spoken language and listening skills because these underpin the development of reading and writing.

Reading influences the thoughts, feelings and emotions of all our learners. Guided Reading sessions are held daily in KS2 and 4 times per week in KS1 with children working independently or taught by a teacher or teaching assistant over the course of the week.

During these sessions, there is a strong emphasis on vocabulary - developing and deepening their understanding of words and extending their range of words. We strive to immerse our children in a language-rich environment and narrow the 'language gap'. Children also have English lessons.

We carefully monitor the children's reading at home and encourage parents to be fully active and engaged with us in this in order to support their child's ongoing development. In KS1, we use traditional reading diaries for parents to record when their child has read at home and communicate with staff. Children are encouraged to read at least 3 times per week. In KS2, we use 'bookmarks' to record their reading for themselves. Each time it has been dated 10 times, it can be entered into our monthly raffle in our KS2 assembly - all winners are celebrated and added to our school website.

If children are working below their chronological reading age, targeted interventions and additional support are put in place. Across all year groups, pupils still have access to regular timetabled 'story' time and have a class book shared for a sustained period: this ensures that reading is correctly modelled to children as well as giving them the opportunity to enjoy listening to a story!

Implementation of phonics

At Edleston Primary, it is important for us to ensure children become successful, fluent readers by the end of Key Stage 1. Through a combination of high-quality phonics teaching, combined with a whole language approach that promotes a reading for pleasure culture. We use Read Write Inc phonics planning in Early Years and Key Stage One to ensure a consistent approach to the teaching of phonics. Read Write Inc. Phonics teaches children to read accurately and fluently with good comprehension. They learn to form each letter, spell correctly, and compose their ideas step-by-step. See appendix for further information on progression.

Implementation of writing

We aim to develop children's ability to produce well-structured, detailed writing in which the meaning is made clear and which engages the interest of the reader. Particular attention is paid throughout the school to the formal structures of English: grammatical details, punctuation and spelling. Our approach at Edleston Primary when teaching writing covers the transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech and writing) requirements of the National Curriculum.

Throughout Early Years, Key Stage 1 and Key Stage 2, our writing follows the Book-Led curriculum based on Literacy Counts 'Read to Write'. It is an evidence-based approach to the teaching of writing. The high-quality literature which centres on engaging, vocabulary-rich texts, with a wealth of writing opportunities within and across the curriculum, allow a rich curriculum to be built with meaningful cross-curricular and wider enrichments to be

made. The units have been carefully mapped out so the entire statutory Curriculum for English is covered for each year group and we have designed and personalised the rest of the curriculum around these vehicle texts for our school's context.

Writing opportunities are sourced and developed based on the class text within each year group. Our curriculum allows children to have the opportunity to explore high-quality texts in depth, enhancing reading comprehension and providing meaningful contexts and purposes for writing. The teaching of writing includes four key stages: immersion, analysing, plan and writing. There is flexibility within how these are taught to ensure class teachers are able to apply their own creativity and adapt to suit the needs of the children to cover the objectives.

Teachers clearly model reading and writing skills during each unit and document the learning journey through working walls; guided writing sessions are used to target specific needs of both groups and individuals. Children have opportunities to write at length, in extended, independent writing sessions.

As pupils progress through the school, they are taught a progression of editing skills to help them self-regulate their writing with growing accuracy, confidence and independence.

A minimum of 2 pieces of writing [different genres] will be produced by children over the process of a half term unit.

Implementation of spelling

At Edleston Primary, spelling is taught regularly in focused sessions within each class. EYFS and year 1 follow RWI and learn statutory sounds, rules, patterns and common exception words. Class teachers from Y2 use Assertive Mentoring to structure the teaching of spelling. Spellings are sent home in each year group, from the summer term of year 1, as part of the children's homework; the pupils are then tested on these words in their weekly spelling tests.

Please see our **English Appendix 1: Spelling** for our spelling overview linked to the National Curriculum English Appendix 1.

Implementation of grammar

As stipulated in the National Curriculum, the grammar of our first language is learnt naturally and implicitly through interactions with other speakers and from reading. Explicit knowledge of grammar is, however, very important, as it gives us more conscious control and choice in our language.

Grammar lessons are taught in context as part of our book-led curriculum and sequence of lessons. Context-based grammar holds an important place for effective learning. It is more motivating for learners if grammar is taught in context as they have an opportunity to perceive how the new grammar structures work. Grammar rules are made easier if they are given in a context and teaching grammar in context provides accuracy in the target language.

Pupils are also taught discrete grammar skills in our Friday 'Super SPAG' lessons using Assertive Mentoring Grammar Hammer. This allows opportunities to identify, practice and consolidate grammatical understanding and the regular skills checks are used for teachers to teach weaknesses based on the data analysis.

Please see our **English Appendix 2: Vocabulary, grammar and punctuation** for our progression of skills overview, linked to the National Curriculum English Appendix 2.

Impact

We strive to ensure that our children's attainment is in line or exceeds their potential when we consider the varied starting points of all our children. We measure and track progress termly using a range of materials, whilst always considering the national age-related expectations for each year group. At all stages and on an ongoing basis, we address gaps for all pupils. We do this by choosing appropriate texts and activities in guided reading sessions and through group or individual targeted interventions. For those children not reading at an age appropriate level of fluency, we ensure that they receive regular interventions, such as phonics catch up, BRP, Switch On or more regular reading with an adult. We ensure that all children listen regularly to quality texts.

We intend the impact of our English curriculum will ensure our pupils are academically achieving their full potential and prepared for life beyond primary school.

Monitoring

Governors monitor coverage of National Curriculum subjects and compliance with other statutory requirements through:

- School visits,
- meetings with the school parliament,
- sharing children's work
- feedback from staff.

Learning is monitored by the Leadership team and subject leaders across a variety of methods including:

- work scrutinies,
- learning walks,
- pupil interviews,
- analysing data.

In EYFS, evidence from all of Literacy, Communication and Language, Expressive arts and design strands are considered.

Inclusion

Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with SEN
- Pupils with English as an additional language (EAL)

Teachers will plan lessons so that pupils with SEN and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving. Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects; deepening and broadening their knowledge and understanding of concepts.

Further information can be found in our statement of equality information and objectives, and in our SEN policy and information report.



English Appendix 1: Spelling

Spelling Overview KS1

Year 1 PoS	k sound			l sound			s, z sound			f sound			w sound			ch sound			v sound			final y as ee			syllables			compounds			
Focus	c	k	ck	l	ll	ll	s	ss	zz	f	ff	ph	w	wh	wh	tc h	ch	ch	v	ve	ve	y	y	y							
Year 1 PoS	Long Vowel Phonemes																														
Focus	ai	ay	a- e	ee	ea	e- e	igh	ie	i-e	ow	oa	o- e	ew	ue	u- e	ai,ea,ie,oa,ue			magic e			ay,ee,igh,ow,ew			ie	-y	oe	oo	oo	oo	
Year 1 PoS	Vowel Digraphs/Trigraphs															Vowel Suffixes							Prefixes								
Focus	ow	ow	ou	oi	oi	oy	ar	ar	or	or e	aw	au	er	ir	ur	air	ar e	ea r	s	es	es	ing	ed	er	er	er	er	est	un	un	dis

Common exception words	Pupils' attention should be drawn to the grapheme phoneme correspondences that do and do not fit in with what has been taught so far	the, a, do, to, today, of, said, says, are, were, was, is, his, has, I, you, your, they, be, he, me, she, we, no, go, so, by, my, here, there, where, love, come, some, one, once, ask, friend, school, put, push, pull, full, house, our – and/or others, according to the programme used
------------------------	--	--

Year 2 PoS	j sound			c sound k, s		Silent			Endings sounding le							Apostrophe			Vowels		
Spelling List	2:1			2:2		2:3			2:4		2:5			2:6		2:7		2:8	2:9	2:10	
Focus	dg e	ge	g	soft c	c	k	w	g	-le	-le	-le	-el	-al	-al	-il	-il	-ol	contractions	contractions	possession	y sounding eye
Year 2 PoS	Vowel Sounds											Homophones									
Spelling List	2:11			2:12		2:13			2:14		2:15			2:16		2:17		2:18	2:19	2:20	
Focus	y sounding ee			ey sounding ee		a sounding or			a sounding o		o sounding u			or	ir	ea	ai, a-e		ee, ea	silent k	silent w
Year 2 PoS	Vowel Suffixes											Consonant Suffixes									
Spelling List	2:21			2:22		2:23			2:24		2:25			2:26		2:27		2:28	2:29	2:30	
Focus	e with er, est			e with ed, ing		y with er, est			y with ed, ing		er, est			ed, ing		ful, less		ly, ness	ily, iness	tion	

Common exception words	Some words are exceptions in some accents but not in others – e.g. past, last, fast, path and bath are not exceptions in accents where the a in these words is pronounced /æ/, as in cat. Great, break and steak are the only common words where the /eɪ/ sound is spelt ea	door, floor, poor, because, find, kind, mind, behind, child, children*, wild, climb, most, only, both, old, cold, gold, hold, told, every, everybody, even, great, break, steak, pretty, beautiful, after, fast, last, past, father, class, grass, pass, plant, path, bath, hour, move, prove, improve, sure, sugar, eye, could, should, would, who, whole, any, many, clothes, busy, people, water, again, half, money, Mr, Mrs, parents, Christmas – and/or others according to programme used. Note: ‘children’ is not an exception to what has been taught so far but is included because of its relationship with ‘child’.
------------------------	---	---

Spelling Overview Lower KS2

Year 3 PoS	Vowel Suffixes						Consonant Suffix		Prefixes	
Spelling List	3:1	3:2	3:3	3:4	3:5	3:6	3:7	3:8	3:9	3:10
Focus	ing	ing	ed	er	ion	ion	ly	ly	un, dis, mis	in, il, ir
Year 3 PoS	Vowel Sounds and Letter Strings				Irregular Tenses		Homophones			
Spelling List	3:11	3:12	3:13	3:14	3:15	3:16	3:17	3:18	3:19	3:20
Focus	y sounding i	ou as u,ow,oo	a as ei,eigh,ey	sure,tur,tch	o to e	i to a	common	ai, a-e	ee, ea	st, ssed

Year 4 PoS	Prefixes				Suffixes					
Spelling List	4:1	4:2	4:3	4:4	4:5	4:6	4:7	4:8	4:9	4:10
Focus	super,sub,inte r	anti,non,auto	pre, de, re	in, imp, imm	ing	er, ed	ous	ous	tion, cian	sion, ssion
Year 4 PoS	Vowel, Consonant Sounds				Apostrophe		Irregular Tenses		Homophones	
Spelling List	4:11	4:12	4:13	4:14	4:15	4:16	4:17	4:18	4:19	4:20
Focus	ch sounding k	ch, as sh,g,k	sc sounding s	a as ei,eigh,ey	plural possession		eep to ept	ent to end	long o	long i

<p>Common exception words</p> <p>Teachers should continue to emphasise to pupils the relationships between sounds and letters, even when the relationships are unusual. Once root words are learnt in this way, longer words can be spelt correctly, if the rules and guidance for adding prefixes and suffixes are also known.</p>	<p>Word list – years 3 and 4: accident(ally) actual(ly) address answer appear arrive believe bicycle breath breathe build busy/business calendar caught centre century certain circle complete consider continue decide describe different difficult disappear early earth eight/eighth enough exercise experience experiment extreme famous favourite February forward(s) fruit grammar group guard guide heard heart height history imagine increase important interest island knowledge learn length library material medicine mention minute natural naughty notice occasion(ally) often opposite ordinary particular peculiar perhaps popular position possess(ion) possible potatoes pressure probably promise purpose quarter question recent regular reign remember sentence separate special straight strange strength suppose surprise therefore though/although thought through various weight woman/women</p>
---	---

Spelling Overview UPPER KS2

Year 5 PoS	Vowel Suffixes									
Spelling List	5:1	5:2	5:3	5:4	5:5	5:6	5:7	5:8	5:9	5:10
Focus	cious, tious	cial, tial	ant	ent	Ance	ance	ence	able	able, ible	ably, ibly
Year 5 PoS	Vowel Suffix	Vowel Sounds	Letter String	Silent Letters				Homophones		
Spelling List	5:11	5:12	5:13	5:14	5:15	5:16	5:17	5:18	5:19	5:20
Focus	suffix to fer	ie, ei sounds	ough	silent b, c	silent g, k	silent h, k	silent n, t	silent u, w	ce, se	ow, ou

Year 6 Additional	Hyphens			Unstressed Letters			Latin Prefixes			Roots
Spelling List	6:1	6:2	6:3	6:4	6:5	6:6	6:7	6:8	6:9	6:10
Focus	prefixes	homophones	adjectives	vowels	vowels	consonants	uni, bi, tri	circ,tele,trans	min,mag,multi	tract, struct
Year 6 Additional	Suffixes				Roots and Affixes (Multisyllabic)					
Spelling List	6:11	6:12	6:13	6:14	6:15	6:16	6:17	6:18	6:19	6:20
Focus	en, ify, ate	ness	ity, ility	ial, ious	form, trust	joy, agree	cover, act	assist, light	child, sign	take, help

Common exception words

Teachers should continue to emphasize to pupils the relationships between sounds and letters, even when the relationships are unusual. Once root words are learnt in this way, longer words can be spelt correctly if the rules and guidance for adding prefixes and suffixes are also known. Many of the words in the list above can be used for practice in adding suffixes. Understanding the history of words and relationships between them can also help with spelling. Examples: ♣ Conscience and conscious are related to science: conscience is simply science with the prefix con- added. These words come from the Latin word scio meaning I know. ♣ The word desperate, meaning 'without hope', is often pronounced in English as desp'rate, but the -sper- part comes from the Latin spero, meaning 'I hope', in which the e was clearly sounded. ♣ Familiar is related to family, so the /ə/ sound in the first syllable of familiar is spelt as a.

Word list – years 5 and 6: accommodate accompany according achieve aggressive amateur ancient apparent appreciate attached available average awkward bargain bruise category cemetery committee communicate community competition conscience* conscious* controversy convenience correspond criticise (critic + ise) curiosity definite desperate determined develop dictionary disastrous embarrass environment equip (–ped, –ment) especially exaggerate excellent existence explanation familiar foreign forty frequently government guarantee harass hindrance identity immediate(ly) individual interfere interrupt language leisure lightning marvellous mischievous muscle necessary neighbour nuisance occupy occur opportunity parliament persuade physical prejudice privilege profession programme pronunciation queue recognise recommend relevant restaurant rhyme rhythm sacrifice secretary shoulder signature sincere(ly) soldier stomach sufficient suggest symbol system temperature thorough twelfth variety vegetable vehicle yacht

English Appendix 2: Vocabulary, grammar and punctuation

Year 1

The following should be taught at year 1:		
Punctuation	<ul style="list-style-type: none"> • Separation of words with finger spaces. • The use of Capital letters, full stops, question marks and exclamation marks in sentences. • Capital letter for proper nouns (names of people, places, days of the week). • Capital letter for the personal pronoun I 	
Grammar and Vocabulary	<ul style="list-style-type: none"> • The use of regular plural noun suffixes. e.g. adding s or es. (dog–dogs and wish–wishes) • Adding suffixes to words where there is no change to the spelling of the root word:e.g. root word–help becomes helping, helper, helped. • Using and understanding how the prefix <i>un</i> changes the meaning of verbs and adjectives. e.g. kind– unkind, tie–untie. • How words can make simple sentences. • Join words and Clauses with and. 	
Grammatical terms that children should know	<ul style="list-style-type: none"> • Letter • Capital letter • Full stop • word • Singular and plural • Sentence • Punctuation • Question mark • Exclamation mark 	
Link to SPaG progression document	Y1 Sentence structures	Examples
Join words and Clauses with <i>and</i> and <i>because</i>	Write 2 simple sentences joined with and and because .	I Can see the dog and the Cat.
	1A sentences One adjective before the noun	I Can see the scruffy dog.

Year 2

The following should be taught at year 2, ensuring that year 1 content is secure.		
Punctuation	<ul style="list-style-type: none"> • The use of Capital letters, full stops, question marks and exclamation marks in sentences. • The use of commas to separate items in a list • The use of apostrophes for omission. e.g. did not – didn't • The use of apostrophe to show singular possession in nouns e.g. the girl's name [as there is 1 girl and the name belongs to her]. 	
Grammar and Vocabulary	<ul style="list-style-type: none"> • Using suffixes in nouns e.g. ness, er and by compounding e.g whiteboard, superman. • Using suffixes in adjectives e.g. -ful, -less, -er, -est • Using the suffix <i>ly</i> to change adjectives into adverbs. • To use subordination in sentences e.g. if, when, that, because • To use coordination in sentences e.g. or, and, but • Know how to expand noun phrases for description or specification. (Includes 2A sentences.) e.g. noun phrase - <i>The butterfly</i> changes to <i>The beautiful, colourful butterfly</i>. Noun phrase – <i>The man</i> changes to <i>The man in the moon</i>. 	

	<ul style="list-style-type: none"> Know how the grammatical pattern in a sentence indicates its function – statement, question, exclamation or command. To choose and consistently use the correct tense – past and present. To know what a noun, adjective and verb is. Use of progressive form of verbs in present and past tense to mark actions in progress, e.g. she is drawing, he was shouting.
Grammatical terms that children should know	<ul style="list-style-type: none"> Noun and noun phrase Statement, question, exclamation, command. Compound sentences Adjective Verb Adverb Suffix Past tense and present tense Apostrophe Comma

Link to SPaG progression document	Y2 Sentence structures	Examples
To use coordination in sentences, eg or, but, and.	B.O.Y.S. A B.O.Y.S, sentence is a two-part sentence. The first part of the sentence <u>always</u> ends with a comma, and the last part <u>always</u> begins with a conjunction.	She was happily playing a game, but got upset when she lost. The cookies could be double chocolate chip, or oat and raisin. It was a warm day, yet storm clouds had gathered over the distant horizon. Mr File was hungry, so he ate all the chocolate biscuits.
Know how to expand noun phrases.	Teach 2A sentences. These are 2 adjectives before the first and 2 adjectives before the second noun.	Mr Twit was a dirty, horrible man with long, soggy spaghetti in his beard.
	All the Ws Your short sentence must start with one of the following W words: Who? What? When? Where? Why? Would? Will? What if?	Would there ever be an opportunity like this one? Who would take over his role now? What if you had all of the money in the world? Why do zebras have stripes?
Know how to expand noun phrases	List sentences must have 3 or 4 adjectives before the noun. Use and between the final 2 adjectives.	It was a dark, long, leafy lane. It was a cold, wet miserable and misty morning.

Year 3

The following should be taught at year 3, ensuring that year 1 and 2 content is secure.	
Punctuation	<ul style="list-style-type: none"> As above for year 1 and 2. To use inverted commas to punctuate direct speech. e.g. 'I am upset,' she said.
Grammar and Vocabulary	<ul style="list-style-type: none"> Using prefixes in nouns e.g. super, anti, auto To use <i>a</i> or <i>an</i> correctly depending on whether the next words begins with a consonant or vowel. To express time, place and cause using: Conjunctions – when, before, after, while, so, because Adverbs – then, next, soon, therefore Prepositions – before, after, during, in, because of To know word families based on common words, showing how they are related in meaning. e.g. solve, solution. Solver, dissolve, insoluble. To know what a main and subordinate clause is (Can be taught through w drop in).

	<p>e.g. The girl, whom I remember, had long black hair. The boy, whose name was George, thinks he is very brave.</p> <ul style="list-style-type: none"> • Introduction to paragraphs as a way to group related material • Headings and sub headings to aid presentation. • Use the present perfect form of verbs instead of the simple past e.g He has gone out to play contrasted with He went out to play].
Grammatical terms that children should know	<ul style="list-style-type: none"> • Adverb • Preposition conjunction • Prefix • Word family • Main Clause and subordinate Clause • Direct speech • Consonant • Vowel • Consonant letter vowel • Inverted commas [or speech marks] • Noun phrases [expanding]

Link to SPaG progression document	Y3 Sentence structures	Examples
	<p>Simile.</p> <p>A simile Creates a picture in the reader's mind. It compares one thing with another, usinglike a.... andas a.....</p>	<p>The huge, green monster Chased after the Children like a tornado.</p> <p>Although the pirate was as tall as a mountain, he wasn't frightening.</p>
	<p>2 pairs</p> <p>begins with two pairs of related adjectives. Each pair is;</p> <ul style="list-style-type: none"> • followed by a comma • Separated by and 	<p>Exhausted and worried, cold and hungry, they did not know how much further they had to go.</p>
To know what a main and subordinate clause is	<p>NOUN, which, who, where</p> <p>Use commas to embed a Clause in a sentence, add information that links with the sentence topic and start the clause with which, who or where.</p>	<p>Snakes, which scare me, are not always poisonous.</p> <p>My pet dog, who only has three legs, loves to Chase seagulls.</p> <p>The deserted beach, where the shipwreck was found, can only be reached by sea.</p>
	<p>Double ly ending.</p> <p>The sentence must end in two adverbs which add detail to, and describe how the verb within the sentence is being carried out.</p>	<p>She sang soulfully and emotionally.</p> <p>He exercised vigorously and enthusiastically.</p> <p>They laughed loudly and shrilly.</p>
	<p>Short</p> <p>1-3 word sentences possibly with an exclamation mark.</p>	<p>Everything failed!</p> <p>The ship exploded!</p>
	<p>_ing, _ed</p> <p>The sentence must begin with a verb ending in "ing" followed by a location of the action.</p>	<p>Dancing in the studio, she watched in the mirror as a ghost appeared.</p> <p>Skipping along the street, he stopped abruptly when a Car screeched past.</p>

Year 4

The following should be taught at year 4, ensuring that year 1, 2 and 3 content is secure.	
Punctuation	<ul style="list-style-type: none"> The use of apostrophe to show plural possession e.g. the girls' names (as in there is more than 1 girl and the names belongs to them.) The use of inverted commas and all other punctuation to indicate direct speech. The conductor shouted, "Sit down!" The use of commas after fronted adverbials e.g. Carefully, she opened the box. (ly opener) e.g. After lunch, they had a maths test.
Grammar and Vocabulary	<ul style="list-style-type: none"> To know noun classifications e.g. proper noun, common noun, abstract noun, collective noun, pronoun. To know the grammatical difference between the plural and possessive <i>s</i> Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases [e.g. the teacher expanded to; the strict maths teacher with curly hair] Use of fronted adverbials e.g. Later that day, I heard the bad news. Use of paragraphs to organise ideas around a theme To understand and use Standard English forms instead of local forms e.g. 'We were...' instead of 'We was...' e.g. 'I was given...' instead of 'I got given...' e.g. 'Ruby and I...' instead of 'Me and Ruby...' Appropriate choice of pronoun or noun across sentences to aid cohesion and avoid repetition. To use conjunctions, adverbs and prepositions to express time and clause.
Grammatical terms that children should know	<ul style="list-style-type: none"> Determiner Proper noun, common noun, abstract noun, collective noun, pronoun. Article Conjunction Adverbial Standard English Possessive pronoun Noun phrase [expanding]

Link to SPaG progression document	Y4 Sentence structures	Examples
	Verb, person A sentence starts with a verb to give it more importance. The verb is always followed by a comma and then a name or personal pronoun [he, she, they, it] followed by the rest of the sentence.	Running, Sarah almost tripped over her own feet. Tiptoeing, he tried to sneak out across the landing without waking anybody up.
	If, if, if, then Summarising a dramatic plot [key plots] at beginning or end of a story in groups of 3. The emphasis is on using a comma after each clause.	If the alarm hadn't gone off, if the bus had been on time, if the road repairs had been completed, then his life would not have been destroyed. If Hannibal hadn't been lost, if Rome hadn't won, if Carthage hadn't fallen, then the Mediterranean would be very different today.
The use of commas after fronted adverbials	Emotion word, [Comma] Emotion first followed by the actions that are caused by the emotion. Putting the word first gives more weight to the emotion. When teaching produce an A-Z list of emotions the children could use [e.g. Afraid, Brave, Cantankerous etc.]	Desperate, she screamed for help. Terrified, he froze instantly to the spot. Happily, she skipped along the gravelly path.

	Ad, same ad Same adjective used twice. The second adjective repeated straight after a comma.	He was a fast runner, fast because he needed to be. It was a cold planet, cold due to the distance from the sun.
The use of brackets for extra information	O.[I]. Outside: Inside sentences. They are made up of two related sentences. The first sentence tells the reader a character's outward action and the second reveals their true feelings.	Kate ate the cake that was given to her with enthusiasm and delight. [Inside, however she wished she had turned down the offer.] She smiled at the cheeky little boy. [At the same time she was hurt by his tricks.]
	Some; others sentences. Some; others sentences are compound sentences which begin with the word <i>some</i> and have a semi-colon to replace the word <i>but</i> .	Some people love football; others just can't stand it. Some days are full of enjoyment; others begin and end terribly.
	Personification of weather A type of weather; wind. Rain, sun, hail etc is given a human mood.	The wind stroked the space shuttle gently before lift off [caring mood] Norman was beaten by the hail [attacked, aggressive mood]

Year 5

The following should be taught at year 5, ensuring that year 1, 2, 3 and 4 content is secure.	
Punctuation	<ul style="list-style-type: none"> The use of brackets for extra information. [(Outside. Inside.) sentence] Using commas and dashes to clarify meaning and avoid ambiguity. e.g. A man-eating shark as opposed to A man eating shark.
Grammar and Vocabulary	<ul style="list-style-type: none"> To use adverbs to indicate a degree of possibility e.g. perhaps, surely. To use modal verbs to indicate a degree of possibility e.g. might, should, will, must. To use relative clauses – who, which, where, when, whose, that or an omitted relative pronoun. e.g. That's the boy <u>who lives near to school</u>. e.g. The prize <u>that I won</u> was a book. To investigate word order in sentences: e.g. which are essential to meaning? e.g. which can be deleted without damaging the meaning? e.g. which words can be moved into a different order? To use the perfect form of verbs to mark relationships of time and clause. To link ideas across paragraphs using adverbials of time [eg later], place [nearby], numbers [secondly] and tense choices [he had seen her before]. Devices to build cohesion within a paragraph, eg then, after, that, this, firstly Converting nouns or adjectives into verbs using suffixes -ate, -use, -ify Verb prefixes [dis-, de-, mis-, over- and re-]. <i>Please note this is not covered in GH.</i>
Grammatical terms that children should know	<ul style="list-style-type: none"> Modal verb Relative clause/ pronoun Parenthesis Bracket Dash Cohesion Ambiguity Expanded noun phrase

Link to SPaG progression document	Y5 Sentence structures	Examples
	De:De Detail or De:De sentence is a *compound sentence in which two independent clauses are separated by a colon *The first clause is descriptive *The second adds further detail	I was exhausted: I hadn't slept for more than two days.
	Many questions Start with a question and question mark , followed by further words or phrases which pose linked questions. Beware -you don't need to start each phrase with a Capital letter!	Where is the treasure? the diamonds? the gold? the rubies? What if she was lost? trapped? captured? murdered?
Uses commas and dashes	3 bad-[dash] question? 3 negative adjectives followed by a dash then a question which relates to the three adjectives.	Cold, dark, airlessness-which would kill the spaceman first? Greed, jealousy, hatred-which of these is most evil?
	P.C P.C. is short for paired conjunctions. This is when some words need a second word in order to make sense.	Neither money nor gifts could make him visit the haunted mansion again. It was both cold and unpleasant for him to work there.
	The more, the more This sentence type is particularly useful when developing a character trait in a story. The first more should be followed by an emotive word and the second more should be followed by a related action .	The more angry he became, the more he hammered his fist on the table. Angry is the emotion Hammered his fists is the action relating to the emotion.
	Irony An irony sentence deliberately overstates how good or bad something is. The overstated word is then shown to be false through the remainder of the sentence which reveals the truth.	Our 'luxury' hotel turned out to be a farm outbuilding. With dawn breaking, the 'beautiful view' which the brochure described, revealed itself to be a scrap-yard and a rubbish tip. The 'trip of our dreams' was, in fact, our worst nightmare.
	Imagine 3 examples Sentence begins with: The word imagine The describes three parts of something The first two parts are separated by commas The third ends with a colon	Imagine a place where the sun always shines, where wars never happen, where no-one ever dies: in the Andromeda 5 system, there is such a planet.
	3_ed A 3_ed sentence starts with three adjectives, that end in _ed and describe emotions. The _ed words MUST be followed by commas.	Confused, shocked, scared , the children ran from the burning building! Excited, elated, thrilled , she won the dance competition.

Year 6

The following should be taught at year 6, ensuring that all other year groups content is secured.	
Punctuation	<ul style="list-style-type: none"> Using hyphens to clarify meaning and avoid ambiguity. e.g. recover versus re-cover. To use semi colons, colons and dash to mark the boundary between independent clauses. Punctuation of bullet points to list information To use ellipsis effectively in writing Use of colon to introduce a list and semi colon within a list.
Grammar and Vocabulary	<ul style="list-style-type: none"> The difference between informal and formal language. e.g. find out – discover, ask for – request, go in – enter

	<ul style="list-style-type: none"> • The difference between informal and formal language in writing. <p>e.g. Informal question tags – He’s your friend, isn’t he?</p> <p>e.g. Formal subjunctive forms – If I were..., Were they to come... [<i>not taught through GH</i>]</p> <ul style="list-style-type: none"> • To investigate how words are related by meaning as synonyms and antonyms. • The use of the active and passive to affect the presentation of information in a sentence <p>Eg I broke the window as opposed to the window was broken.</p> <ul style="list-style-type: none"> • To use a wider range of cohesive devices <p>e.g. adverbials such as on the other hand, in contrast and repetition of words or phrases and ellipsis.</p> <ul style="list-style-type: none"> • To have a thorough understanding of sentence structures. Able to use headings, sub headings, columns, bullets and tables. • Link ideas across paragraphs. • Using passive verbs to affect the presentation of information in a sentence. • Using expanded noun phrases to convey complicated information concisely.
<p>Grammatical terms that children should know</p>	<ul style="list-style-type: none"> • Subject and object • Active and passive voice • Synonym and antonym • Ellipsis • Hyphen • Colon • Semi colon • Bullet points

Link to SPaG progression document	Y6 Sentence structures	Examples
<p>Y6 is revision of the above sentence structures</p>		

English Appendix 3: Phonics/Read Write Inc.

At Edleston Primary it is important for us to ensure children become successful, fluent readers by the end of Key Stage 1. We do this through a combination of high quality phonics teaching, combined with a whole language approach that promotes a reading for pleasure culture. We use Read Write Inc phonics planning in early years and Key Stage 1, to ensure a consistent approach to the teaching of phonics. Read Write Inc Phonics teaches children to read accurately and fluently with good comprehension. They learn to form each letter, spell correctly and compose their ideas step by step.

Children learn the English alphabetic code: first they learn one way to read the 44 sounds and blend these sounds into words, then they learn to read the same sounds with alternative graphemes. They experience success from the very beginning. Phonics books are closely matched to their increasing knowledge of phonics and “tricky” words and, as children re-read the stories, their fluency increases. Reading books are closely connected to the phonic knowledge that children are taught while they are learning to read.

Skilled word reading involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Underpinning both is the understanding that the letters on the page represent the sounds in spoken words. This is why phonics should be emphasised in the early teaching of reading to beginners (ie. unskilled reader) when they start school.

We believe that phonics teaching should be systematic, discrete, practical and engaging.

The school follows the systematic approach laid out by Read Write Inc. Discrete RWI lessons take place across Foundation stage and Key Stage 1 every day. Children are taught in ability groups. As children progress at different rates the groups are changed when appropriate. The order of sounds and the RWI levels are set out in this appendix.

Assessment

RWI assessments are used to inform us about groupings and progress.

In Year 1 children participate in the phonics screening check which assesses their knowledge of grapheme-phoneme correspondence. Those children who do not pass the phonics screening check receive additional intervention before completing the check in year 2. For children who do not succeed a second time, provision is made for them through interventions in KS2. Children in year 3, who have not yet met the expected standard, are tested termly to monitor progress and attainment.

The RWI leader is responsible for organising RWI assessments.

The class teacher is responsible for organising the phonics screening test.

Feedback

Children are provided with constructive and timely feedback in lessons. Teachers provide parents with feedback on their child's progress and achievement at parents evening. Assessment information is also passed on to the next teacher as part of transition between year groups and phases.

Inclusion

We ensure that all children have equal access to the curriculum by setting out suitable learning objectives and responding to the variety of learning styles and needs.

Read Write Inc. is a widely used and highly successful phonics programme. It provides a lively and systematic approach to teaching synthetic phonics. Children learn the 44 common sounds in the English language and how to sound-blend words for reading (decoding) and at the same time developing handwriting and spelling skills (encoding).

	Reading	Writing
A	Children learn the sounds in word times in groups. e.g Word Time 1 -m,a,s,d,t. The letters are taught in groups that enable lots of small 3 letter words to be made. Children are taught to 'Fred Talk' words and blend the sounds together. eg. m-a-t into 'mat' Children are not taught the letter names until later.	Children are taught how to form the letters they are learning and encouraged to start at the right place as this is essential when they learn to 'join' letters later. Children learn to use 'Fred Fingers' to write words. (Please ask your child's class teacher to explain this, it's really easy and encourages children to write independently).
B	Children revisit the set one sounds and continue to learn to 'blend' sounds into words. The focus is on learning to recognise th, sh, ch & ck. Children read red ditty books 1-5.	Children learn to use 'Fred Fingers' to write words, containing 'th, sh, ch and ck.
C	Children revisit previous sounds and learn to read words that contain qu,x, ng, nk, th, sh, ch and ck. Reading red ditties 6-20 Children revisit previous sounds and learn to read words that contain qu,x, ng, nk, th, sh, ch and ck.	They learn to write a simple sentence with support 'hold a sentence.' This provides a model for children to use to write simple sentences independently.
D	Children revisit previous sounds and learn the first set of set two sounds – 'ay, ee, igh, ow, oo, and oo. Children learn to read words such as 'splash, press & pluck. Children read green and purple books. Children cannot move from this group until they can read words without blending.	Children are introduced to full stops and capital letters and finger spaces. They learn to complete speech bubbles, thought bubbles and to use adjectives in their writing.
E	Children revisit previous sounds and learn the next set of set two sounds – 'ar, or, air, ir, ou & oy.' Children learn to read words that contain the first set of set two sounds. eg. 'tray Creep	Children learn to write labels, descriptive sentences, write in role and describe feelings and actions. They learn to use words such as 'first, next and 'in the end'. sight.' Children learn to write a non – chronological report.

F	Children revisit previous sounds and read words that contain the second set of set two- sounds – ‘Cart, sport, Chair.’ Children read orange books.	Children learn to write from their past experiences, write a letter, a menu, a shopping list and recount events.
G	Children revisit previous sounds and words Children are taught the set three sounds – ‘a-e, i-e, o-e & ea.’ Children read yellow books.	Children learn to write posters, reports, detailed descriptions, instructions, poems and how to take notes.
H	Children revisit previous sounds and words Children are taught the remaining set three sounds- ‘oi, u-e, aw, are, ur, ew, ow, ai, oa, ew, ire, ear & ure. Children read blue books.	Children learn to write dialogue, advice, retell a story from a character’s point of view, a newspaper report. As well as writing a newspaper report, an advert, plan a party and write a persuasive argument.
I	Children review set two and three sounds and need to read words without blending them. Children read grey books.	Children learn to plan and write an information booklet, make notes, write in the first person, write a non-chronological report and make notes to use to write a diary entry.
J	Children learn to read words that contain two and three syllables – ‘Complaint, holiday, yesterday, suspicious, etc	Children no longer need the RWI programme and can now access Literacy lessons.

Children should be in group D by the end of Reception, H at the end of year one and have completed Read Writer Inc. by the end of term two in year two. We have a fluid approach to groupings, children move up when they are ready and are assessed by one of the RWI TA’s. Some children in KS2 take part in RWI groups until they have achieved the end of the programme. Children who have reached the end of the RWI programme follow the National Curriculum for reading and writing in their own class. Alongside the RWI programme for reading we use Jelly and Bean initially in reception, and for the rest of the school the books are book banded so that children can choose texts appropriate to their level of reading and understanding.