



The Orchard Vision: *Inspiring Success*
Values: *Determination, Courage, Respect*

The Orchard English Policy 2021

School Aims

We want our school to be a **centre of excellence** for learning- for children and adults and our wider community. We want to create a school where:

- Children are safe, happy and healthy
- Children make outstanding progress and are confident, independent, enthusiastic and determined learners
- Staff are inspirational practitioners, able and enthusiastic to learn from and develop others
- Everyone shows respect and consideration for other people

We want our school to be a **rich, exciting and fun** environment which is underpinned by these important characteristics:

Learning:

- Creating and thinking critically: Problem solving – using and applying skills
- Confidence to take risks and to be independent
- Collaboration
- Responsibility, Resilience, Resourcefulness, Reflection, Reasoning (5Rs)
- Exploring, Playing
- Active learning
- Tolerance and respect for others, their ideas and opinions
- Enthusiasm for learning

Teaching:

- Tenacious- wanting the best for every child , every lesson, every day
- Engaging and Inspiring
- Analytical and reflective assessment: rigorous and influences every lesson
- Challenging- underpinned by high expectations
- High Quality Interaction- questioning and feedback which guides next steps, praises effort
- Excellent relationships underpinned by care and respect
- Rich Language and learning environment

1. Aims of English Policy and Practice

We aim to provide a rich, challenging and structured language environment to enable children to become:

- confident, independent and reflective speakers, listeners, readers and writers
- enthusiastic and creative in using language to develop ideas and thinking

- effective and skilled in communicating to others in writing and speech for a variety of purposes.

2. Context

The English policy at The Orchard has been written in the context of the National Curriculum for English (2014) and the Early Years Foundation Stage Curriculum. These documents are used to guide our planning and teaching alongside our school schemes of work. The policy is reviewed and adapted regularly through staff meetings. We review and evaluate standards of work in the English curriculum through termly monitoring: moderation, work scrutiny, classroom observation, learning walks, drop in visits and planning scrutiny.

3. Organisation of the English Curriculum

English is a central part to our teaching across the curriculum and a key to the children's success in their learning. English is taught through daily literacy lessons and in addition through other subjects.

Each week the teacher organises the following activities:

Daily quiet reading time for the children to read individually and in groups with the teacher, "ERIC" time.

Group reading, when six children read the same book together. The teacher asks comprehension questions and demonstrates ways to improve their reading, as well as teaching targeted reading skills.

Individual reading, when the teacher or Learning Support Assistant hears a child on his/her own, encourages, asks questions and gives support. Written comments are made in each child's Home-School reading record book. The reading book and record go home each day in the child's book-bag for parents to read with the children at home. Staff provide guidance concerning high frequency words to learn, strategies to practice and comprehension questions. Decodable books are carefully selected from the reading scheme or sets/series of appropriate books to be at the correct reading level and interest level for each child. Children are assessed regularly by the teacher to ensure 95% accuracy.

Reading, phonic and word games/activities. Phonics – 20 minute lesson each day. In addition, during the daily literacy lessons, children practise the skills they need to help them read, through games, book making, writing, handwriting and spelling.

Writing

Children write every day. Literacy lessons incorporate a variety of genres so children are taught how to write letters, stories, lists, instructions, non – chronological reports and poems.

Handwriting

Handwriting is practised daily within literacy lessons, through daily 'fine motor skills' practice and during a daily 'ERIC' reading session. In addition each year 1 and 2 class will teach handwriting in a discreet lesson at least once each week.

Spelling

Children are taught spellings in relation to phases two to six of the "letters and sounds" phonics scheme. They learn how to apply their phonics knowledge to spelling and also learn the "tricky" irregular common exception and high frequency words.

Children practise spellings through daily, short, whole class lessons, through their 'ERIC' (Everyone Reading in Class) activities and through handwriting lessons.

In Year One and Two children are assessed on their spellings daily in literacy lessons and asked to correct any misspelt words which are the target words (between 1 and 5 each week according to each child's stage of learning and use of the spellings). Children in KS1 have a 'word of the day' to learn and practise writing these on whiteboards each morning.

In addition, each half term, staff conduct a spelling test. Year two teachers also test the children's spelling in a weekly dictation session. Teachers inform parents of the spellings children need to learn next at the end of each half term.

Children are encouraged to use word banks to support their independent writing and their growing independent knowledge of phonics and high frequency words.

Grammar

Grammar is best learned through speaking, listening and reading and throughout the school these daily activities enhance children's understanding and use of grammar.

Grammar is explicitly taught throughout Year One and Year Two. In Year One grammar is taught during the summer term within phonics lessons once the children have learnt the phase 5 sounds but before the alternative sounds. In addition, the children are taught grammar throughout the year in their English lesson introductions.

In Year Two the children are taught grammar during phonics lessons throughout the spring and summer terms. Children are taught using a 'revisit, teach and apply' approach. Teachers also ensure that grammar is being taught throughout English lessons.

Book corner books

The children choose their own books, (from a box of books carefully selected by the teacher, in terms of genre and topics) from their class book corner once each week. These books may not be at the child's reading level, but chosen purely for enjoyment to share and discuss with an adult at home or to read by themselves.

The teachers make and use a range of resources to make reading purposeful, interesting and enjoyable. Parents are valuable partners in the process of teaching children to read. Daily home reading is an important part of the children's homework, supported by regular communication between school and home in the reading record book.

English across the curriculum

English is also learned and applied through other lessons:-

Children may be asked to write information in history/geography/RE/science lessons, read and write instructions and talk about ideas throughout the school day.

4. Elements of the National Curriculum in English

Speaking and listening for a range of purposes in different contexts.

Children are taught to listen carefully and to use language effectively for a variety of different purposes throughout the curriculum. They are encouraged to develop their confidence in discussing ideas, asking questions, expressing their feelings and opinions, reasoning and predicting. They are given opportunities to present their work to different audiences and to listen to others.

The range of activities offered include:

Speaking

- Play
- Drama
- Whole class discussion
- Show and tell
- Circle times
- Philosophy
- Fun friends
- Talk partner work
- Problem solving

- Rehearsing ideas for writing
- Responding to and retelling stories, rhymes, songs, poems and information

Listening and responding

- Listening with sustained concentration to stories, rhymes, songs, poems and information
- following instructions and explanations
- To express views about what has been presented
- To identify what they have learnt

Group discussion and interaction

- Listen and collaborate during partner and group activities.
- Ask and answer questions
- To use talk to explain, clarify, organise views and preferences

Drama

- Use language to imagine and recreate roles and experiences
- To improvise and role-play
- To discuss and consider performance

Reading a wide range of texts on print and on screen

The Children read every day in different ways: with their teacher, in groups, with Learning Support Assistants and helpers and with the whole class during literacy lessons. They have the opportunity to read a rich variety of high quality, decodable reading material at their own level through our reading scheme, and book corner books. Reading is modelled and taught by the teacher who encourages the children to use a variety of strategies:

Word reading skills and strategies

- to use phonic knowledge to read unknown words
- to read automatically the high frequency words
- to use knowledge of syntax, context and structure to establish meaning

Understanding and interpreting texts

- To show an understanding of main events, characters and specific information.
- To make predictions and to give reasons for why things happen.
- Explore language patterns, repeated phrases and the use of specific words.
- To identify and comment on the structure of texts- information books, layout, alphabetical order etc.

Engaging and responding to texts

Children learn to:

- Respond imaginatively to texts through role-play, exploring and enacting interpretations and making links with own experiences.
- Distinguish between fiction and non-fiction texts and the different purposes for reading them.
- Select books independently and to give reasons for preferences
- Read independently for purpose, pleasure and learning.

Writing a wide range of texts on paper and on screen

Creating and shaping texts

Children are encouraged to see themselves as writers as soon as they start school and they attach meaning to the marks and strings of letters they are able to produce. At The Orchard we encourage the children to be independent in their writing and to feel confident to try to write the ideas they wish to convey. We use inspirational texts and purposeful activities to encourage children to want to write.

Children learn to

- Independently choose, plan and write for a variety of purposes. The teacher provides activities each day which give them the skills, vocabulary and ideas they need in order to write for a variety of different purposes and audiences
- Use features of different forms of writing, considering presentation, use of appropriate words and phrases. Written work includes stories, diaries, letters, poems and accounts of past experiences. Factual writing includes descriptions, diagrams, posters, lists, instructions, newspapers and captions.

Text structure and organisation

Children learn to

- Organise ideas into a coherent structure. Children are encouraged to carefully consider their own written work and are taught how to plan, edit and publish their own work. During English sessions and other lessons the children are shown, through the use of a variety of texts, how writers use and organise language to create different types of writing. The teachers organise activities for the children to complete which help them to practice and use the skills taught.

Sentence structure and punctuation

- Children are encouraged to convey meaning through grammatically accurate and correctly punctuated sentences. This is modelled primarily through talk, reading and writing of a wide range of texts.

Presentation: Children learn to

- Develop a clear and fluent joined handwriting style.
- Use ICT skills to compose and present work.

Children develop a legible style of handwriting by being taught how to hold the pencil correctly, how to sit when writing, and how to form and join letters and how to space words. This begins in reception where we develop gross and fine motor skills to improve co-ordination and letter orientation. We aim to achieve high standards of presentation and provide purposeful, motivating tasks to encourage clear and neat writing. We teach the 'KBER' cursive handwriting style where each letter starts from the line. Once children form individual letters correctly they are encouraged to join up. Handwriting is taught through a weekly session in year 1 and 2 and the reception children have daily access to letter formation activities. The school scheme of work provides more detailed guidance on what is taught in each year group.

1. Homework

In Reception classes, the children's homework in English consists of reading the reading scheme book, practising phonemes and high frequency words through reading, games, talking and taking notice of environmental print. In year one and two, children read reading scheme and a range of other books, representing different genres and styles. In learning their spellings children are also expected to practice their handwriting. Spellings are learned according to the letters and sounds phases and the national curriculum common exception words— see appendix. Year 2 children also have weekly comprehension homework from the second half of the autumn term linked to their reading book.

2. Planning

Long Term Planning

Teachers plan using the National Curriculum (2014), the Early Years Foundation Stage and The Orchard's Curriculum Framework and Schemes of Work for reading and writing (see appendix).

Medium Term Planning

Each term the teachers set ambitious targets for each child in reading and writing based on assessments carried out during and at the end of the previous term. Each half term teachers include one or two inspirational texts to engage the children in their literacy learning and in learning across the curriculum where relevant. Teachers also ensure that planning for all areas of the curriculum include opportunities to develop and use speaking and listening, reading and writing.

Short Term Planning

Teachers plan a sequence of lessons (normally for one week) but adapt these plans daily in response to assessment of the children's learning. Teachers include a clear, specific learning intention for each lesson and explain this to the children at the start of the lesson.

Teachers also identify with the class what makes a successful learner so that it is clear to the children how to achieve the learning intention and which aspects of their learning they might need to improve.

Success criteria are shared with the children and explained in terms of what all the children "must" include/attempt, in their written work.

The success criteria are referred to throughout the lesson and in the plenary.

Teachers plan which groups will work independently and which groups will have more focussed support with the Teacher or Learning Support Assistant. Each group will have the same opportunity for independent and more supported learning during the week. The Learning Support Assistant will work with all abilities as will the teacher.

3. Assessment

Formative Assessment

Teachers and Learning Support Assistants observe and assess the children during individual reading, group reading, writing activities and during carpet sessions.

Teachers and Learning Support Assistants use this information:

- a) to provide immediate verbal feedback/guidance
- b) to provide verbal 'next steps' marking and corrections
- c) to inform future planning

Teachers and Learning Support Assistants make written comments each week (twice in total) in the home-school reading diary. They comment on key phonics, high frequency words, comprehension and what an individual child is doing well.

Spellings are assessed daily in the context of the children's writing and through daily phonics and handwriting lessons. Children's knowledge of spellings is assessed each half term and this information is given to parents. In addition, the year two children do a weekly dictation assessment including five spellings which they have learned throughout the week as their 'word of the day'.

In writing lessons children are given individual targets and a method of evaluating when they have achieved those. In Reception they have "next steps" feet targets on the wall. In year one the children have targets on their tables and in year two each child has an individual "pencil" target sheet attached to their writing book. Each child is supported to know what they are doing well and what they need to work on next in order to make good progress.

Summative Assessment

Each half term teacher's assess children's:

- independent writing

- spelling
- phonics
- reading of high frequency words
- reading – overall skills

At the end of each term a judgement is made as to the attainment of each child and targets written for their next steps.

To inform these judgements individual samples of written work or reading are assessed and moderated. Year group teams complete this moderation first and then a second whole school moderation takes place during each term. In addition, twice each year (as a minimum), meetings take place with other schools to ensure the rigour and accuracy of our judgements.

Each term each child's progress is analysed and additional interventions planned if a child is experiencing any difficulty. The Subject Leader for English analyses progress across the whole school, within class, year groups and examines the progress of different groups e.g. "summer born", "looked after" children, children with EAL, boys, children who are entitled to free school meals under the Pupil Premium criteria.

4. SEND

Children who make slow or no observable progress will often require individually planned programmes for at least some aspects of their language work. If, when assessing a child, it appears that they have a particular difficulty or have not made the progress expected, then the teacher will discuss the most appropriate programme of support with the SENCO. If children do not make progress despite careful differentiation as described through an individual support plan then outside agencies such as the LLSS, (Language and learning support service) or Educational Psychologist would become involved at the school's request and with parental consent. ISP's (Individual Support Plans) are written by the class teachers with the support and guidance of the SENCO and the involvement of the parents. Review meetings are held at least termly to monitor progress and adjust learning targets and teaching strategies.

We provide additional support and intervention where needed. For example, within the reception classes, children who need extra support when speaking and listening take part in the social and communication programme 'time to talk'. We have specialised reading schemes, which are used to support those who have special needs in reading. Access to computers, particular software and visual resources are also provided. Other interventions are organised as appropriate according to individual need.

5. English as an additional language

Provision is made for children with English as an additional language according to individual need. Many children are competent bilinguals, benefitting from and providing a rich language background which develops vocabulary and thinking. Other children may need help in developing their understanding and speech in English and will benefit from the teachers careful differentiated planning and teaching. Children who speak English as an additional language need visual cues to support what a teacher is saying provided through pictures and objects. The teacher will use carefully structured material for reading, providing opportunities through sharing texts and games to use and develop vocabulary and grammar. It is also important to value and support the development of the child's mother tongue in order to ensure that each child is able to develop concepts and linguistic skills to an age appropriate level. This provides an essential foundation for second language learning.

10. Equal Opportunities

Class teacher's assessment and planning and pupil progress tracking, alongside the Subject Leader's and Headteacher's monitoring and evaluation will ensure that the progress of each child is checked (see monitoring and evaluation section below). It is also important that the resources used to support the curriculum are carefully selected and used to promote equal opportunity. We have a clear book policy, to ensure that we promote positive images of minority groups and present non stereo typical characters of different genders, races and people with disability. All staff are asked to adhere to our school Equal opportunities policy, providing equal access to the curriculum for all our children and treating each child with the same degree of respect and care, whatever their background, gender, race or ability.

10 *Monitoring and Evaluation*

The Subject Leader for English takes responsibility for leading and supporting other staff in the development of English practice throughout the school. This takes place through focused release time to observe teaching, analyse teachers planning, children's work samples and school and standardised assessment data. The Subject Leader will also lead staff meetings in English as well as liaise with other staff, Governors, and colleagues in other schools. This is carried out with the support, guidance and direct involvement of the Headteacher who will monitor literacy as part of her annual monitoring programme. Monitoring information is discussed at Senior Management meetings and whole teaching staff meetings. Action plans which use the data and the ideas of the teaching staff are then incorporated in to the school development plan.

This policy will be reviewed and updated annually through a staff meeting. The English subject leader will lead a full policy review every three years.

Latest review: May 2021

Appendix

1. Letters and sounds: High Frequency Words Checklist

Phase 2

a	an	as	at	if	in
is	it	of	off	on	can
dad	had	back	and	get	big
him	his	not	got	up	mum
but	the	to	I	no	go
into					

Phase 3

will	that	this	then	them	with
see	for	now	down	look	too
he	she	we	me	be	was
you	they	all	are	my	her

Phase 4

went	it's	from	children	just	help
said	have	like	so	do	some
come	were	there	little	one	when
out	what				

Phase 5

don't	old	I'm	by	time	house
about	your	day	made	came	make
here	saw	very	put	oh	their
people	Mr	Mrs	looked	called	asked
could					

2. Spelling progression at The Orchard 2016

Year Group	Expected	Spelling pattern, rule or tip	Word suggestions	Link to letters and sounds
Reception Teach phases 1 - 3	Tuning into sounds - Awareness of rhythm and rhyme - Alliteration - Oral blending and segmenting.			Phase 1
	Blending and segmenting with letters. Letter progression: Set 1: s, a, t, p Set 2: i, n, m, d Set 3: g, o, c, k Set 4: ck, e, u, r Set 5: h, b, f, ff, l, ll, ss	ck never comes at the beginning of a word but often comes at the end or near the end	pip, si, mat, map, nap, tan, pan, sad, did, dip, Tim, Sam, tag, nag, gas, pig, pot, pop, Mog, cot, cap, cod, kid, kit, sack, pick, sick, pack, ticket, ten, peg, neck, run, mug, tuck, rim, rat, rot, hop, hat, bag, bus, fit, puff, fan, leg, bell, mess, fuss	Phase 2
	Blending and segmenting with following letters: Set 6: j, v, w, x Set 7: y, z, zz, qu Graphemes: ch, sh, th, ng, ai, ee, igh, oa, oo, ar, or, ur, ow, oi, ear, air, ure, er		Jam, jog, Jack, vet, van, win, web, wax, cobweb, mix, box, exit, yes, yell, zip, buzz, quit, quick, chin, check, much, shed, shell, fish, shock,, this, thick, with, rang, song, rung, long, wait, aim, feet, deep, might, tight, goat, soap, boot, cook, bark, jar, cork, fort, burn, surf, now, how, coin, soil, dear, near, fair, lair, sure, letter, better	Phase 3
	High frequency words	a, an, as, at, if, in, is, it, of, off, on, can, dad, had, back, and, get, big, him, his, not, got, up, mum, but, the, to, I, no, go, into	Phase 2	
		will, that, this, then, them, with, see, for, now, down, look, too, he, she, we, me, be, was, you, they, all, are, my, her	Phase 3	
	Two - syllable words for reading		sunset playground	
Year 1 Revision of Reception work (Phase 3)	Revise all letters of the alphabet, and the sounds they commonly represent. Revise consonant digraphs Revise vowel digraphs which have been taught. Revise the process of segmenting words. Revise words with adjacent consonants.			

Year 1	Statutory: These vowel digraphs and trigraphs: ai, oi, ar, ee, er, ur, oo, oa, oe, ow, igh, or, air, ear,	Diagrams ai and oi are not used at the end of English words.	Rain, wait, oil, join, day, play, boy, toy, made, came, these, theme, five, ride, home, those, June, rule, car, start, see, tree, sea, dream, head, bread, her, term, better, under, girl, bird, turn, hurt, food, pool, book, took, boat, coat, toe, goes, now, how, blue, clue, new, few, lie, tie, chief, field, high, night, for, short, more, score, saw, draw, author, August, air, fair, dear, hear, bear, pear, bare	Phase 3
	ay, oy, a-e, e-e, i-e, o-e, u-e, ea, ir, oe, ou, ue, ew, ie, aw, au	ay and oy are used at the ends of words and the end of syllables		Phase 5
	Naming letters of the alphabet			Phase 3 (if not already previously taught)
	The sounds f, l, s, k spelt ff, ll, ss, zz and ck	These sounds are usually spelt with double letters if they follow a single vowel in short words. Exceptions: <i>if, pal, us, bus, yes</i>	off, well, miss, buzz, back	Phase 2 (ck, ff, ll, ss) Phase 3 (zz)
	nk		bank, think, honk, sunk	
	-tch		catch, fetch, kitchen	
	v phoneme at the end of words	Most English words add an e after the v	have, give, live	Phase 6
	division of words into syllables	Each syllable is like a beat in the spoken word. Words of more than one syllable often have an unstressed syllable in which the vowel is unclear.	pocket, rabbit, carrot, thunder, sunset	Phase 3 Phase 5
	Adding s and es, either as plural nouns or third person singular of verbs	If the ending sounds like 's' or 'z', it is spelt as -s. If the ending sounds like 'iz' and forms an extra beat, it is spelt as -es	cats, dogs, rocks, catches	
	Adding -ing, -ed and -er to verbs where the root word doesn't change	-ing and er always add an extra syllable, -ed sometimes does	hunting, hunted, hunter, buzzing, buzzed, buzzer, jumping, jumped, jumper	
	Adding -er and est to adjectives where the root word doesn't change	If the adjective ends in two consonant letters (same or different), the ending is simply added on.	grander, grandest, fresher, freshest, quicker, quickest	
	Words ending -y		very, happy, party, family	
	Consonant spellings ph and wh	ph is usual in short everyday words e.g. fat, fill, fun	dolphin, alphabet, phonics, elephant, when, where, which, wheel, while	Phase 5
	Using k for the k sound		Kent, sketch, kit, frisky	
Prefix un	un is added to the beginning of the word without any change to the root word.	unhappy, undo, unfair		
Compound words	Two words joined together, spelt the same way as if on their own.	football, playground, bedroom, blackberry		
Common exception words (tricky words / red words)	Look at grapheme / phoneme correspondences which do / do not fit in with what has been taught so far.			
Days of the week				
Decodable high frequency words	Phase 3 (recap) will, that, this, then, them, with, see, for, now, down, look, too		Phase 3, 4 and 5	

		<p>Phase 4 went, it's from, children, just, help</p> <p>Phase 5 don't, old, I'm, by, time, house, about, your, day, made, came, make, here, saw, very</p>		
	Tricky words (common exception words)	<p>Phase 3 (recap) he, she, we, me, be, was, you, they, all, are, my, her</p> <p>Phase 4 said, have, like, so, do, some, come, were, there, little, one, when, out, what</p> <p>Phase 5 oh, their, people, Mr, Mrs, looked, called, asked, could</p> <p>Additional words (not in letters & sounds) today, says, where, love</p>	Phase 3, 4 and 5	
Year 2	Revision from Year 1. Recap Phase 5 letters and sounds. Phonic knowledge continues to underpin spelling, but morphology becomes important, as pupils begin to learn about root words and suffixes. Show the relationship between the meaning and spellings of words.	Revise previously taught GPCs when introducing new ones. Many words will contain both.		
	Statutory: -dge or ge phoneme at the ends of words	The letter j is never used for the 'dge' sound at the ends of English words; dge is usually used after short vowels. We usually use g before e, i and y We usually use j before a, o and u	badge, edge, bridge age, huge, change gem, giant, magic jacket, jar, jog, join, jump	
	s phoneme, spelt 'c' (soft c)		race, ice, cell, city, fancy	
	n phoneme, spelt 'kn' and 'gn'	The k and g at the beginning of these words was sounded hundreds of years ago.	knock, know, knee gnat, gnaw	
	r phoneme, spelt 'wr'	Also reflects old pronunciation	write, wrong, wrap, wrote	
	l phoneme, spelt 'le' at the ends of words	-le is the most common spelling for this sound at the ends of words.	table, apple, bottle, little	
	l phoneme, spelt 'el'	Less common than -le. Used after m,n,r,s,v,w and often s	camel, tunnel, squirrel, travel, towel, tinsel	
	l phoneme, spelt 'al'	A few nouns and several adjectives.	metal, pedal, hospital, animal final, special, critical,	
	Words ending il		nostril, pencil, fossil	
	-y (long 'i' phoneme) at the ends of words	The most common spelling for this sound at the ends of words.	cry, fly, dry, try, reply, July	
	adding -es to nouns and verbs ending in -y	Change the y to an i before adding -es	flies, tries, babies, carries	Phase 6
	adding -ed, -ing, -er and -est to a root word ending in -y with a consonant before it.	Change the y to an i before adding the suffix, except for -ing . The only ordinary words with 'ii' are skiing and taxiing.	copied, copier, happier, happiest, cried, repliedbut copying, crying skiing, taxiing	Phase 6
	adding -ing, -ed, -er, -est and -y to words ending in -e with a consonant before it.	Drop the -e at the end of the root word before -ing, -ed, -er, -est, -y or any other suffix beginning with a vowel. The exception is being .	hiking, hiked, hiker, nicer, nicest, shiny	Phase 6
	Adding -ing, -ed, -er, -est to words of one syllable, ending in a single consonant letter after a single vowel letter	Double the last consonant letter of the root word, to keep the vowel short. Exception: the letter x is never doubled: <i>mixing, boxer, sixes</i>	patting, humming, dropped, sadder, fattest, runny	Phase 6

	the or phoneme, spelt a		always, all, ball, walk, talk	Phase 6
	the short u phoneme spelt o		other, mother, brother, nothing, Monday	Phase 6
	the phoneme made by the grapheme -ey	The plural of these words is formed by adding -es e.g. <i>donkeys, monkeys</i>	key, donkey, monkey, chimney, valley	
	the phoneme (short o) spelt a after the letters w and qu	a is the most common spelling for the 'short o' sound, after w and qu	want, watch, wander, quantity, squash	Phase 6 (under useful spelling guidance)
	the phoneme spelt or after w		word, work, worm, would	Phase 6 (under useful spelling guidance)
	the phoneme spelt ar after w		war, warm, towards	
	the rare phoneme spelt 's' in some words.		treasure, television, usual	Phase 6
	Suffixes -ment, -ness, -ful, -less and -ly	If a suffix starts with a consonant, it is usually simply added on. Exceptions: 1) Argument 2) Root words ending in -y , if the root has more than one syllable e.g. merriment, happiness, plentiful, penniless, happily	careful, playful, hopeless, plainness, badly	
	Contractions	In contractions, the apostrophe shows the letter/s which have been omitted e.g. can't - cannot	can't, didn't, hasn't couldn't, it's, I'll	
	Possessive apostrophe - singular nouns	When the owner is singular , the apostrophe is placed before the s.	Megan's, Ravi's, the girl's, the child's, the man's	
	-tion		station, fiction, motion, national, section	
	Homophones and near - homophones	It is important to know the difference in meaning between homophones	there/their /they're, here/hear, quite/quiet, see/sea, bare/bear, one/won, sun/son, to/too/two, be/bee, blue/blew, night/knight	
	Common exception words (tricky words)	Some words are exceptions in some accents but not in others, e.g. past, bath	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	

3 WRITING SCHEME OF WORK

Skills	Phonics/spelling		Grammar/punctuation
Pre-writing skills			
<ul style="list-style-type: none">• I can hold a pencil or other media• I can make marks• I can distinguish between the marks I make• I can manipulate objects with increasing control• I sometimes give meaning to marks as I draw and paint• I am beginning to understand that marks and symbols convey meaning• I make marks or symbols in my preferred mode of communication• I can trace, overwrite and copy under or over a model using horizontal, vertical and circular lines• I can copy large movements• I can draw lines and circles using gross motor movements• I am beginning to use three fingers (tripod grip) to hold writing tools			

RECEPTION YEAR – TERM 1	Phonics	Spelling	Grammar/punctuation
<ul style="list-style-type: none"> • I can trace, overwrite and copy under or over a model using horizontal, vertical and circular lines • I can draw lines and circles using gross motor movements • I am beginning to use three fingers (tripod grip) to hold writing tools • I give meaning to marks I see in different places • I give meaning to marks I have made • I can scribble lines, circles or zig-zags in rows • I can copy some letters (e.g. letters from their name) • I am beginning to form recognisable letters – lower case • I can write strings of letters, in random order • I use letters from the environment in my writing • I have awareness of the different purposes for writing • I can copy writing with support • I use emergent writing in my role play • I am beginning to read my ‘writing’ from left to right • I can write my name 	<p><u>Autumn 1</u> Phase 1 – Letters and Sounds</p> <p>Tuning into sounds Oral blending and segmenting.</p> <ul style="list-style-type: none"> - Awareness of rhythm and rhyme - Alliteration <p><u>Autumn 2</u> Phase 2 – Letters and Sounds</p> <p>Blending and segmenting with letters. Letter progression:</p> <p>Set 1: s, a, t, p Set 2: i, n, m, d Set 3: g, o, c, k Set 4: ck, e, u, r Set 5: h, b, f, ff, l, ll, ss</p> <p>Teaching letter names alongside the phonemes</p> <p>Continue with:</p> <ul style="list-style-type: none"> - Awareness of rhythm and rhyme - Alliteration 	<p><u>Autumn 2</u> HF words: A, an, as, at, if, in, is, it, of, off, on, and, the, to, I</p>	

RECEPTION YEAR – TERM 2	Phonics	Spelling	Grammar/punctuation
<ul style="list-style-type: none"> • I can write my name • I can write familiar words (e.g. mum/dad) • I can hear and say initial sounds in words • I can link some sounds to letters, naming and sounding letters of the alphabet • I can write some letters in response to given sounds • I can segment the sounds in simple words and blend them together orally • I can write the initial letter of a word • I can write CVC words • I know the difference between letters and words • I am beginning to correctly spell simple key words • I use some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence • I make phonetically plausible attempts at writing longer words 	<p><u>Spring 1</u> Introduction to Phase 3 – Letters and Sounds Set 6: j, v, w, x Set 7: y, z, zz, qu</p> <p>Revise all letter sounds from set 1 - 7 for blending focus.</p> <p><u>Spring 2</u> Introduce diagraphs Phase 3 Letters and Sounds ch, sh, th, ng, ai, ee, igh, oa, oo, ar, or, ur, ow, oi, ear, air, ure, er</p>	<p><u>Spring 1</u> HF Words: No, go, can dad, had, back, get, big, him, his, not, got, up, mum, but, into.</p> <p><u>Spring 2</u> HF Words: he, she, we, me, be, was, you, that, this, then, them, they</p>	<p>To understand the terminology:</p> <p>Word Finger spaces (Understanding words are separate) Letter Sentence Full stop</p>

RECEPTION YEAR – TERM 3	Phonics	Spelling	Grammar/punctuation
<ul style="list-style-type: none"> • I understand the ‘concept’ of a sentence as a group of words, which makes sense • I can think of a complete sentence, which makes sense • I can say a sentence out loud, which makes sense • I know how many words are in the sentence I have said • I can repeat my sentence back accurately • I can put a given sentence in order • I can write simple captions • I can write a simple sentence in the correct order • I leave spaces between words • I write from left to right • I have an awareness of full stops and capital letters in reading and writing • I can spell CVC words within a sentence • I can write the initial and some other dominant phonemes in words when writing a sentence • I can use some key words in my writing • I can use a full stop at the end of a sentence • I sometimes punctuate my sentence with both a full stop and capital letter • I can choose words to convey basic information • I can use simple vocabulary • I attempt to use common graphemes in my writing • I form and orientate most of my letters correctly • I can read my sentence back for it to be understood 	<p><u>Summer 1</u> Complete diagraphs Phase 3 - Letters and Sounds ch, sh, th, ng, ai, ee, igh, oa, oo, ar, or, ur, ow, oi, ear, air, ure, er</p> <p><u>Summer 2</u> Revise and consolidate all Phase 2 and Phase 3 sounds as well as skills such as blending and segmenting</p>	<p><u>Summer 1:</u> HF Words: Will, with, see, for, now, down, look, too, all, are, my, her</p> <p><u>Summer 2:</u> Revise all Phase 2 and 3 HF words with a writing focus.</p>	<p>To understand the terminology:</p> <p>Word Finger spaces (Understanding words are separate) Letter Sentence Full stop</p>

RECEPTION YEAR – EARLY LEARNING GOALS – LITERACY - WRITING

	A Unique Child: Observing what a child is learning	Positive Relationships: What adults could do	Enabling Environments: What adults could provide
30-50 months	<ul style="list-style-type: none"> • Sometimes gives meaning to marks as they draw and paint • Ascribes meanings to marks that they see in different places 	<ul style="list-style-type: none"> • Notice and encourage the marks children make and the meaning that they give to them, such as when a child covers a whole piece of paper and says, “I’m writing”. • Support children in recognising and writing their own names. • Make books with children of activities they have been doing, using photographs of them as illustrations. 	<ul style="list-style-type: none"> • Write down things children say to support their developing understanding that what they say can be written down and then read and understood by someone else. Encourage parents to do this as well. • Model writing for a purpose e.g. a shopping list, message for parents, or reminder for ourselves. • Model writing poems and short stories, writing down ideas suggested by the children. • Provide activities during which children will experiment with writing, for example, leaving a message • Include opportunities for writing during role-play and other activities • Encourage the children to use their phonic knowledge when writing
40-60+ months	<ul style="list-style-type: none"> • Gives meaning to marks they make as they draw, write and paint • Begins to break the flow of speech into words • Continues a rhyming string • Hears and says the initial sound in words • Can segment the sounds in simple words and blend them together • Links sounds to letters, naming and sounding the letters of the alphabet • Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence • Writes own name and other things such as labels, captions • Attempts to write short sentences in meaningful contexts. 	<ul style="list-style-type: none"> • Talk to children about the letters that represent the sounds they hear at the beginning of their own names and other familiar words. • Demonstrate writing so that children can see spelling in action • Demonstrate how to segment the sounds (phonemes) in simple words and how the sounds are represented by letters (graphemes). • Expect them to apply their own grapheme/phoneme knowledge to what they write in meaningful contexts • Support and scaffold individual children’s writing as opportunities arise <p>Early Learning Goal Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.</p>	<ul style="list-style-type: none"> • Provide word banks and writing resources for both indoor and outdoor play • Provide a range of opportunities to write for different purposes about things that interest children • Resource role-play areas with listening and writing equipment. Ensure that role-play areas encourage writing of signs with a real purpose e.g. a pet shop • Plan fun activities and games that help children create rhyming strings of real and imaginary words, e.g. Maddie, daddy, baddie, laddie • When children are ready (usually, but not always, by the age of five) provide regular systematic synthetic phonics sessions. These should be multisensory in order to capture their interests, sustain motivation and reinforce learning.

Children develop at their own rates, and in their own ways. The development statements and their order should not be taken as necessary steps for individual children. They should not be used as checklists. The age/stage bands overlap because these are not fixed age boundaries but suggest a typical range of development

<u>YEAR ONE - TERM ONE</u>	Phonics	Spelling-Common Exception Words	Grammar/punctuation
<p><u>Composition</u></p> <ul style="list-style-type: none"> • I can generate simple story ideas • I can retell a familiar story using short, simple sentences. • With support I can read my writing out loud to check it makes sense • I can begin to use simple adjectives for description <p><u>Grammar and Punctuation</u></p> <ul style="list-style-type: none"> • I leave finger spaces between words • I can use a simple sentence structure • I can use a full stop at the end of a sentence • I can use capital letters for the beginning of a sentence, 'I', names and places • I can begin to use 'and' to connect clauses <p><u>Transcription</u></p> <ul style="list-style-type: none"> • I spell some words containing Phase 3 phonemes and GPCs • I write lower case letters in the correct direction, starting and finishing in the right place • I can distinguish between upper and lower case letters • I can sit letters on the line 	<p>Autumn 1: Revise all letters of the alphabet, and the sounds they commonly represent.</p> <p>Revise Phases 3 All single letters and zz, qu, ch, sh, th, ng, ai, ee, igh, oa, oo, ar, or, ur, ow, oi, ear, air, ure, er</p> <p>Autumn 2: Introduce Phase 5 Letters and Sounds 5a: ay, oy, ea, ir, oe, ou, ue, ew, ie, aw, au</p> <p>Continue with rhyme during phonics and reading of familiar stories with patterns</p>	<p><u>Autumn 1</u> I, of, go, no, so, has, do, to, his, is, my, by, was, are, you, they</p> <p><u>Autumn 2</u> said, says, come, some, where, there, were, one, put, push, pull, full</p>	<p>To understand the terminology:</p> <p>Word Finger spaces Letter Capital letter - names/places Sentence Full stop</p> <p><u>Introduce -</u> Adjectives and verbs Use of 'and' to explain join clauses</p>

<u>YEAR ONE - TERM TWO</u>	Phonics	Spelling - Common Exception Words	Grammar/punctuation
<p><u>Composition</u></p> <ul style="list-style-type: none"> I can write a sequence of simple sentences in order I can retell a familiar story using short, simple sentences. I can read my writing out loud, check it makes sense and make suggested changes I can begin to use adjectives for description I can use some features of different text types (recount, stories, letters, non-fiction etc.) <p><u>Grammar and Punctuation</u></p> <ul style="list-style-type: none"> I always leave finger spaces between words I can use simple sentence structure consistently over a narrative piece of writing I can use a full stop at the end of a sentence I can use capital letters for the beginning of a sentence, 'I', names, places and days of the week I can use 'and' and 'because' to link and join ideas in my sentences <p><u>Transcription</u></p> <ul style="list-style-type: none"> I spell some words containing Phase 3/5 phonemes and GPCs I can spell all Autumn Term common exception words correctly I can begin to use 's' and 'es' to form regular plurals correctly I can begin to use the prefix 'un' I can begin to add the suffixes ing, ed, er and est to root words I write lower and upper case letters in the correct direction, starting and finishing in the right place consistently 	<p><u>Spring 1:</u> Continue with Phase 5 Letters and Sounds 5a: a-e, e-e, i-e, o-e, u-e</p> <p>and use and apply all phase 3/5 sounds for writing.</p> <p><u>Spring 2</u> Phase 5 b - alternative sounds for reading</p> <p>i - fin/find o - hot/cold c - cat/circle g - got/giant u - but/put ow - cow/blow ie - tie/field ea - eat/bread er - farmer/her a - hat/what y- yes/by/very ch - chin/school/chef ou - out/shoulder/could/you</p> <p>Use and apply phase 5a sounds for writing.</p> <p>Division - of longer words into syllables</p>	<p><u>Spring 1</u> your, here, love, ask, once, school, house, our, friend, today, old, I'm, saw, very</p> <p><u>Spring 2</u> Days of the week</p>	<p>Terminology to be understood: Punctuation Noun Plurals Prefix Suffix</p> <p>Connectives to join clauses - and, but, so, if, because</p> <p>Word Finger spaces (Understanding words are separate) Letter Capital letter - names/places Sentence Full stop Question mark</p>

	Continue with rhyme during phonics and reading of familiar stories with patterns		
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YEAR ONE - TERM THREE	Phonics	Grammar/punctuation
<p><u>Composition</u></p> <ul style="list-style-type: none"> I can write short narratives and non-fiction passages that are consistent in their features and purpose I can use appropriate topic/subject matter vocabulary choices I can use a greater range of adjectives for description I can read my writing out loud, check it makes sense and make changes independently <p><u>Grammar and Punctuation</u></p> <ul style="list-style-type: none"> I always leave finger spaces between words I can use simple and some compound sentence structures I can use a full stop at the end of a sentence correctly and consistently I can begin to make correct use of question and exclamation marks in my writing I attempt to write with the correct tense phrasing throughout my sentences I can use capital letters for the beginning of a sentence, 'I', names, places and days of the week consistently I can use 'and' and 'because' to link and join ideas in my sentences <p><u>Transcription</u></p> <ul style="list-style-type: none"> I spell some words containing Phase 3/5 phonemes and GPCs I can spell all Autumn and Spring Term common exception words correctly I can begin to use 's' and 'es' to form regular plurals correctly I can use the prefix 'un' I can add the suffixes ing, ed, er and est to root words I write using a cursive, joined handwriting style (with increasing consistency) 	<p><u>Summer 1</u> <i>Phase 5 c (alternative sounds)</i> C - k, ck, qu, x, ch Ch - tch, F - ph, J - g, dge M - mb N - kn, gn R - wr S - c, sc Sh - ch, t, ss, s, c V - ve W - wh E - ea I - y/ey O - (w)a Ai- ay/a-e/eigh/ey/ei Ee - ea/e-e/ie/y/ey/eo Igh - y/ie/i-e Oa - ow/oe/o-e/o Oo - ew/ue/ui/ou Oo (book) - u/oul Ar - a Or - aw/au/al/our Ur - ir/er/ear Ow - ou Oi - oy Ear - ere/eer Air - are/ear Ure - our Er - our/e/u</p> <p><u>Summer 2</u></p>	<p><u>Terminology:</u> Prefix Suffix Pronoun Compound words</p> <p>Word Finger spaces (Understanding words are separate) Letter Capital letter - names/places Sentence Full stop Question mark</p>

	<p>Prefix - un Noun Suffix - s/es/ Verb suffix - ing/ed/er Adjective suffix - er/est (plus rules for each)</p>	
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END OF YEAR ONE EXPECTATIONS (based on Literacy Framework Statutory Requirements)

Working Towards (Year One)

Grammar and punctuation	Transcription (Spelling and Handwriting)	Composition (Organisation and Purpose)
<ul style="list-style-type: none"> • Use very simple sentence structures in writing - often repetitive • Show awareness of full stops - but these may not be placed correctly • Make some accurate use of finger spaces • Show an awareness of capital letters for the beginning of sentences, for names, places and 'I' 	<ul style="list-style-type: none"> • Write some words using previously taught phonemes and GPCs accurately • Make phonetically plausible attempts at writing longer words using dominant phonemes and common grapheme representations • Spell some of the Y1 common exception words accurately • Can form commonly used lower case letters in the correct direction, starting and finishing in the right place 	<ul style="list-style-type: none"> • Use mostly simple words, with frequent repetition • Attempt to write about familiar events • Understand different purposes for writing (e.g. letters, lists, postcards, stories) • Use simple story ideas and short, simplistic sentences • Make use of simple adjectives or those that have been modelled • Reread writing aloud to check that it makes sense

Working At Expectation (Year One)

<ul style="list-style-type: none"> • Choose some appropriate vocabulary relevant to subject matter • Use simple sentence structures • Begin to use 'and' and 'because' to create extended sentences and to join clauses • Some evidence of use of full stops and capital letters to demarcate sentences • Begin to use capital letters for names and the personal pronoun "I" 	<ul style="list-style-type: none"> • Spell most Y1 common exception words and the days of the week accurately • Spell most regular words containing Phase 3/5 phonemes and GPCs accurately • Begin to use -s and es to form regular plurals correctly • Begin to use the prefix 'un' • Begin to add the suffixes -ing, -ed, -er, and -est to root words with some accuracy and consistency • Write lower case and capital letters in the correct direction, starting and finishing in the right place and with good consistency • Begin to use a cursive, joined handwriting style 	<ul style="list-style-type: none"> • Write sentences in order to create short narratives and simple non-fiction passages • Use appropriate adjectives for description • Use some formulaic features of different text types although these may not be consistent • Be able to orally rehearse a correct sentence before attempting to write it • Reread own writing to check that it makes sense and attempt to make changes if appropriate
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Working At Greater Depth (Year One)

<ul style="list-style-type: none"> • Some use of simple and compound sentence structures • Write with correct tense phrasing consistently 	<ul style="list-style-type: none"> • Show awareness of common alternative graphemes in writing, although may not be used with consistent accuracy 	<ul style="list-style-type: none"> • Sequence sentences to form narratives and non fiction passages that are consistent in their features and purpose • Make appropriate topic/subject matter vocabulary choices • Use adjectives to describe (sometimes ambitious)
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<ul style="list-style-type: none"> • Make use of 'and' and 'because' to link ideas and extend sentences • Regularly, correctly and consistently use: <ul style="list-style-type: none"> - Capital letters for beginning of sentences, names, places, days of the week and 'I' - Finger spaces between words - Full stops to end sentences - Question and exclamation marks 	<ul style="list-style-type: none"> • Spell regular words containing Phase 3/5 phonemes and GPCs accurately • Spell all Y1 common exception words correctly • Use -s and es to form regular plurals correctly • Use the prefix 'un' • Add the suffixes -ing, -ed, -er, and -est to root words with accuracy and consistency • Spell simple compound words correctly • To use correct letter formation consistently • To use a cursive, joined handwriting style with improved accuracy 	<ul style="list-style-type: none"> • Can re-read what they have written to make sure it makes sense and where appropriate, make corrections and improvements independently • Begin to show better awareness of writing for a reader • Use a number of features of different text types
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<p>can write with a clear beginning, middle and end; sense of sequencing. I form ascenders and descenders correctly and don't mix upper and lower case letters. I can generally join my letters correctly. I can use the correct tense and verb forms. I usually use full stops, capital letters, exclamation marks and question marks. I can start sentences in different ways. I can use time connectives to sequence. I can develop my sentences using adjectives and adverbs (e.g. carefully, slowly). I can add details using varied vocabulary. I use simple opening and closing in my writing. I can write for different purposes.</p> <p>I use appropriate vocabulary including subject specific words to convey information. I can edit and improve my work. I spell some plurals and adverbs correctly. I can use words chosen for effect. I can use simple conjunctions (e.g. and, but, so, to connect clauses). I can use capital letters for some proper nouns. I can use common alternatives graphemes with increasing accuracy (e.g. ai/ay/ey). I can add suffixes to simple regular verbs (e.g. add s, ed, ing).</p>	<p><u>Autumn 1</u> Recap of Phase 3/5 Diagraphs for reading: ai, ee, igh, oa, oo, ar, or, ur, ow, oi, ear, air, ure, er, a-e, e-e, i-e, o-e, u-e, ay, oy, ea, ir, oe, ou, ue, ew, ie, aw, au i – fin/find o – hot/cold c – cat/circle g – got/giant u – but/put ow – cow/blow ie – tie/field ea – eat/bread er – farmer/her a – hat/what y- yes/by/very ch – chin/school/chef ou – out/shoulder/could/you</p> <p>Noun Suffix – s/es/ies/ves (Exception ey endings – donkeys) Verb suffix - ing/ed/er/ied/iest/ier Adjective suffix – er/est/ (plus rules for each)</p> <p><u>Autumn 2</u> Adding y to words – shiny, smiley Ness – happiness Ful – helpful Ly – fully Less – hopeless Ment – enjoyment</p> <p>Other rules: Tion – station</p> <p><u>Common Exception words:</u> <u>Autumn Term:</u></p>	<p><u>Autumn 1:</u> Terminology: Nouns Adjectives Verbs Suffixes Plurals</p> <p>Past and present tense – when to use them</p> <p><u>Autumn 2</u> Adverbs Commas Apostrophes – contractions and possessive</p> <p>To identify different types of sentences: Statement, question, exclamation and command</p> <p>Word Finger spaces Letter Capital letter – names/places Sentence Full stop Question mark</p>
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	door, floor, poor, find, kind, mind, behind, old, cold, gold, hold, told, great, break, steak, fast, last, past, class, grass, pass, because, Christmas	
YEAR TWO, TERM TWO	Phonics for Spelling	Grammar/Punctuation
<p>I form ascenders and descenders correctly and don't mix upper and lower case letters.</p> <p>I can generally join my letters correctly.</p> <p>I can use the correct tense and verb forms.</p> <p>I usually use full stops, capital letters, exclamation marks and question marks.</p> <p>I can use a range of well-structured sentences (e.g. mixture of long and short) using conjunctions (and, but, or)</p> <p>I can use subordinate clauses (so that, because).</p> <p>I put my ideas in a logical order using time sequencing words.</p> <p>I can group sentences into paragraphs to help me organise my content.</p> <p>I am beginning to use a particular viewpoint in my writing.</p> <p>I use some of the key features suited to the type of text I'm writing.</p> <p>I use some words for effect.</p> <p>I spell some common exception words correctly.</p> <p>I have joined and clear handwriting.</p> <p>I can use noun phrases to add detail to my writing.</p> <p>I can use a variety of sentence openers.</p> <p>I can use commas to separate items in a list.</p> <p>I can add suffixes to nouns (beauty, wonder, colour)</p> <p>I can spell days of the week and months of the year.</p> <p>I can use sequential story language (one day, suddenly, luckily, finally).</p> <p>I can use a wider range of sentence openers.</p> <p>I can use past and present tense forms.</p> <p>I can make simple additions, revisions and corrections to my writing.</p> <p>I can use apostrophes correctly for contractions.</p>	<p>Spring 1: Dge – badge Ge – age (Knowing rules for g/j spelling: giraffe/jam)</p> <p>S sound – spelt C: race/ice N sound – kn/gn: knock/gnaw R sound – wr: write/wrote Le – table/bottle El – camel, tunnel (after m,n,r,s,v,w – sometime s) Al – metal/animal il – pencil/nostril y – cry/fly or sound – l/l: all/walk/always U sound – O: mother/Monday O sound – a: watch, squash (after w/qu) Er sound – or: work/ worm (After w) Or sound – ar: warm/towards (after w) Zh sound – s: television/unusual</p> <p>Spring 2: Homophones – their/there Near Homophones – quite/quiet</p> <p>Application of appropriate spelling patterns –(eg changing a sentence from present to past by adding suffixes)</p>	<p>Spring 2: Homophones Noun phrases</p> <p>Application of grammar taught e.g. identifying the noun/adjective/verb/adverb</p> <p>Subordination – when, if, that, because Coordination – or, and, but</p>

	<p><u>Common Exception words:</u> <u>Spring Term:</u></p> <p>Children, child, wild, climb, most, only, both, every, everybody, even, pretty, beautiful, after, father, plant, path, bath, hour, move, prove, improve, sure, sugar.</p> <p>Months of the Year</p>	<p>Progressive – is/was (she is shouting, he was drumming)</p> <p>To identify and apply different types of sentences: Statement, question, exclamation and command</p>
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<p><u>YEAR TWO, TERM THREE</u></p> <p>I usually use full stops, capital letters, exclamation marks and question marks.</p> <p>I can generally join my letters correctly.</p> <p>I can use the correct tense and verb forms.</p> <p>I can use a range of well-structured sentences (e.g. mixture of long and short) using conjunctions (and, but, or)</p> <p>I can use subordinate clauses (so that, because).</p> <p>I can spell contractions correctly</p> <p>I can use the features of non-fiction writing</p> <p>I can use subordination in my sentences (using at the beginning – when, if, although, even though)</p> <p>I can use adverbs to modify verbs</p> <p>I can spell prefixes and suffixes correctly</p> <p>I can spell common homophones correctly</p> <p>My handwriting is fluent and legible with diagonal and horizontal strokes in my writing.</p> <p>I can use words to create interest and sustain the reader</p> <p>I can use a full range of punctuation in all of my writing (commas, apostrophes, exclamation marks and question marks when needed)</p> <p>I can make simple additions, revisions and proof reading corrections to my writing.</p>	<p><u>Phonics for Spelling</u></p> <p><u>Summer 1:</u> Recap and apply last two terms</p> <hr/> <p><u>Common Exception words:</u> <u>Summer Term:</u></p> <p>Eye, could, should, would, who, whole, any, many, clothes, busy, people, water, again, half, money, Mr, Mrs, parents.</p>	<p><u>Grammar/Punctuation</u></p> <p><u>Summer 1:</u> Recap and apply last two terms</p>
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END OF YEAR TWO EXPECTATIONS AND GREATER DEPTH

Working Towards (Year Two) *Taken from the Teacher Assessment Framework for KS1 writing

Vocabulary, grammar and punctuation

- write sentences that are sequenced to form a short narrative (real or fictional)
- • demarcate some sentences with capital letters and full stops
- • segment spoken words into phonemes and represent these by graphemes, spelling
- some words correctly and making phonically-plausible attempts at others
- • spell some common exception words*
- • form lower-case letters in the correct direction, starting and finishing in the right place
- • form lower-case letters of the correct size relative to one another in some of their writing
- use spacing between words

Working At (Year Two)

Vocabulary, grammar and punctuation

- write simple, coherent narratives about personal experiences and those of others
- (real or fictional)
- • write about real events, recording these simply and clearly
- • demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required
- • use present and past tense mostly correctly and consistently
- • use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses
- • segment spoken words into phonemes and represent these by graphemes, spelling
- many of these words correctly and making phonically-plausible attempts at others
- spell many common exception words*
- form capital letters and digits of the correct size, orientation and relationship to one
- another and to lower-case letters

use spacing between words that reflects the size of the letters.

Working At Greater Depth (Year Two) *children must also have everything met at the expected level*

- write effectively and coherently for different purposes, drawing on their reading to
- inform the vocabulary and grammar of their writing
- make simple additions, revisions and proof-reading corrections to their own writing
- use the punctuation taught at key stage 1 mostly correctly^
- spell most common exception words
- add suffixes to spell most words correctly in their writing (e.g. -ment, -ness, -ful, -less, -ly)

use the diagonal and horizontal strokes needed to join some letters.

4 READING SCHEME OF WORK

YEAR	SKILLS	BAND AND KEY 'I CAN' STATEMENTS	PHONICS PHASE	WORDS	SCHEMES / BOOKS
R 30 – 50 months	<ul style="list-style-type: none"> Enjoys rhyming and rhythmic activities Shows an awareness of rhyme and alliteration Recognises rhythm in spoken words Listens to and joins in with stories and poems 1:1 and in small groups Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories Beginning to be aware of way stories are structured Suggest how story might end Listen to stories with increasing attention and recall Describes main story settings, events and principal characters Shows interest in illustrations and print in books and print in the environment Recognises familiar words / signs e.g. own name and advertising, logos Looks at books independently Handles books carefully Knows information can be relayed in form of print Holds books correct way up and turns pages Knows that print carries meaning and in English is read left to right and top to bottom 	<p>PINK</p> <p>I enjoy listening to stories. I am beginning to respond/ ask questions. I use pictures to talk about story. I can match some initial letters to sounds. I understand all print 'says' something. I can choose a book and say why I like it. I can name some letters. I can find words I know.</p>	1-2	is it in at and to the no go I	Alpha Emerging 1 Emerging 2
R 40 – 60 months	<ul style="list-style-type: none"> Continues a rhyming string Hears and says initial sounds Can segment sounds in simple words, blend together, know which letters represent some of them Links sounds to letters, naming and sounding the letters of the alphabet Begins to read words and simple sentences 	<p>RED</p> <p>I can recognise most letters of the alphabet by shape /name / sound. I can identify given words that start with same letter. I can find familiar words. I can retell a story in right order with story language. I can explain why things happen in a story I've read. I am aware of 'title', 'cover', 'author'. I can sustain active listening. I know I can find information in a book.</p>	2	is it in at and no the no go I	ORT Stage 2 Alpha Emerging 3,4,5
R 40 – 60 months	<ul style="list-style-type: none"> Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. Enjoys an increasing range of books. Knows that information can be retrieved from books and computers. <p>Early Learning Goal</p> <p>Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.</p>	<p>YELLOW</p> <p>I can sound out some words. I can read common high frequency words. I can segment and blend CVC words. I can follow text with eyes, not reliant on finger. I can use pictures and diagrams for extra information. I can compare different stories. I can say likes and dislikes. I know sentences have to make sense.</p>	3	he she me be was my you they her all are	ORT Stage 3 Alpha Early Level 6,7,8

YEAR	SKILLS						BAND AND KEY 'I CAN' STATEMENTS	PHONICS PHASE	WORDS	SCHEMES / BOOKS
	Word Reading	Comprehension								
		Locate, retrieve and elaborate on information	Use inference and deduction to make interpretations	Understand structure, organisation and presentation	Understand language, technique and style	Understand themes and conventions in texts				
1 Developing towards	<p>Follow print with eyes, finger pointing only at difficulty.</p> <p>Take note of punctuation in order to support the grammar and oral language rhythms.</p> <p>Re-read to enhance phrasing and clarify precise meaning.</p> <p>Show fluency and confidence whilst re-reading familiar texts</p> <p>Apply phonic knowledge and skills as the route to decode words</p> <p>Blend and read simple words containing adjacent consonants (e.g. stop, best)</p> <p>Begin to identify constituent parts of simple two – syllable words (e.g. into, outside)</p> <p>Begin to use analogy to read unknown words (e.g. look, took)</p> <p>Read simple sentences and where appropriate, check understanding with picture cues</p>	<p>Answer questions about the main points of a simple text, indicating precise understanding.</p>	<p>Discuss character and plot.</p>	<p>Begin to recognise some differences between fiction and non-fiction texts.</p> <p>Begin to notice some of the features of non-fiction texts (e.g. non-fiction texts can be written in different ways)</p>		<ul style="list-style-type: none"> Notice relationships between one text and others (e.g. common themes) 	<p><u>YELLOW</u></p> <p>I can sound out some words.</p> <p>I can read common high frequency words.</p> <p>I can segment and blend CVC words.</p> <p>I can follow text with eyes not reliant on finger.</p> <p>I can use pictures and diagrams for extra information.</p> <p>I can compare different stories.</p> <p>I can say likes and dislikes.</p> <p>I know sentences have to make sense.</p>	3	<p>he she me be was my you they her all are</p>	<p>ORT Stage 3</p> <p>Alpha Early Levels 6,7,8</p>
							<p><u>BLUE</u></p> <p>I can recognise familiar words in texts.</p> <p>I can guess what book is about.</p> <p>I can retell a story in correct order using some prompts.</p> <p>I can answer simple questions.</p> <p>I can blend CCVC words.</p> <p>I can identify main characters.</p>	4	<p>said so have like some come were there little one do when out what</p>	<p>ORT Stage 4</p> <p>Alpha Early Levels 9,10,11</p>

1 End of year expectations	<p>Read fluently, attending to a greater range of punctuation and text layout.</p> <p>Responds speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes (e.g. National Curriculum Appendix 1)</p> <p>Read accurately by blending sounds in unfamiliar words containing known GPCs.</p> <p>Read other words of more than one syllable that contain known GPCs (e.g. cowboy, playground)</p> <p>Use letter sound knowledge to work out unknown words and link to meaning and English syntax</p> <p>Read words with common inflections (e.g. s, -es, -ing, -ed, -er and -est ending)</p> <p>Read common exception words (e.g. English Curriculum Appendix 1)</p> <p>Read words with contractions (e.g. I'm, I'll, we'll) and understand that the apostrophe represents the omitted letter(s) (e.g. couldn't, I've)</p>	<p>Answer simple literal retrieval questions about a text e.g. about character and plot</p> <p>Use contents page and glossary in non-fiction books to locate information in response to simple questions.</p> <p>Check information in text against the illustrations, particularly in non-fiction and comment on the content.</p> <p>Notice when the text does not make sense and re-read to self-correct any misread words.</p>	<p>Interpret character and plot more fully e.g. when there are more characters involved and events are sustained over several pages</p> <p>Make simple inferences from the text</p> <p>Predict what might happen on the basis of what has been read so far</p>	<p>Recognise that print may be located in captions, fact boxes and diagrams in non-fiction texts.</p> <p>Use the contents page in a non-fiction text to select which sections of a text to read.</p>	<p>Become very familiar with key stories, fairy stories and traditional tales, retelling them and consider their particular characteristics</p> <p>Recognise and join in with predictable phrases and simple recurring literacy language</p>	<p>Comment on the significance of the title of a book and how this relates to the text.</p>	<ul style="list-style-type: none"> <p><u>GREEN</u></p> <p>I can blend CCVC words.</p> <p>I can use phonics and sight vocabulary when reading independently.</p> <p>I can retell story and explain the main ideas.</p> <p>I can identify a character and offer an opinion about them.</p> <p>I understand that stories have a beginning, middle and end.</p> <p>I independently recognise some links between my life and events, characters, ideas and information in books.</p> 	5	<p>oh their people Mr Mrs looked called asked water where who again thought through</p>	<p>Spelling: phase 4</p>	<p>ORT Stage 5</p>

<p>1 Surpassing expectations</p>	<p>Recall the main events or facts with prompting</p> <p>Sustain reading through longer sentence structures and paragraphs to gain meaning from texts</p> <p>Tackle more complex unfamiliar words using phonic knowledge, known vocabulary and syllables</p>	<p>Recall the main events or facts with prompting</p> <p>Make simple comments on obvious features by referring back to the text (e.g. main character, beginning, middle and end)</p> <p>Locate pages / sections of interest (e.g. favourite characters, events or pictures)</p>	<p>Use an understanding of the text to make simple predictions</p> <p>Comment on events, characters or ideas in stories, making links to own experience supported by the teacher's questioning</p>	<p>Identify how text features, such as punctuation, paragraphs and illustrations can contribute to more elaborate layout on the page</p> <p>Begin to navigate around alphabetically ordered texts such as indexes, glossaries and dictionaries</p>	<p>Identify more unusual vocabulary in fiction and non-fiction</p>		<p>Choose and talk about a favourite book from a selection</p>	<p><u>TURQUOISE</u></p> <p>I can blend CCVC words.</p> <p>I can confidently use my phonics and key words when reading independently.</p> <p>I understand reading and make a good guess at words I do not know.</p> <p>I can use expression.</p> <p>I understand words like 'author', 'title' and 'illustrator'.</p>	<p>5D</p>	<p>work mouse many laughed because different any eyes friends once please</p> <p>Spelling: phase 5</p>	<p>ORT Stage 7 I can read (level1) Start reading Project X Green Bananas I can read (level 2) Usborne (level 3 / 4)</p>
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		Locate, retrieve and elaborate on information	Use inference and deduction to make interpretations	Understand structure, organisation and presentation	Understand language, technique and style	Understand themes and conventions in texts	Compare, contrast and evaluate texts				
2 Developing towards	<p>Read silently or quietly at a more rapid pace, taking notice of punctuation and using it to keep track of longer sentences</p> <p>Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.</p> <p>Tackle unfamiliar words by blending long vowel phonemes, recognising and using them in longer and more complex words.</p>	<p>Recall the main events or facts of a text with growing independence</p> <p>Make simple comments on obvious features by referring back to the text (e.g. main character, beginning, middle and end)</p> <p>Locate pages / sections of interest (e.g. favourite characters, events or pictures)</p>	<p>Use an understanding of a variety of fiction and non-fiction to predict content, layout and story development</p> <p>Comment more fully on characters or ideas in texts, making links where appropriate to own experiences, in response to teacher's questioning</p>	<p>Begin to identify and discuss the ways texts are organised in a wider variety of genre (e.g. headings, chapters or different non-fiction text formats)</p> <p>Use alphabetically ordered texts such as indexes, glossaries and dictionaries</p>	<p>With the help of the teacher, notice literary effects used by fiction writers and the formal language of different types of non-fiction</p>	<p>Begin to understand the purpose of different non-fiction texts (e.g. to tell you about...of to show you how..)</p> <p>Identify an event or idea in a text and express how it makes the reader feel</p>	<p>Show some awareness of texts being set in different times and phrases</p>	<p>PURPLE</p> <p>I can blend to read words containing vowel phonemes represented by more than one letter.</p> <p>I can sometimes choose the right strategy to help me work out the word I want to read.</p> <p>I am beginning to develop fluency when reading.</p> <p>I can retell a story using words and phrases from the text.</p> <p>I can retell the main points from a non-fiction text.</p> <p>I can use expression to make my reading sound more interesting.</p> <p>I have begun to notice similarities between some stories.</p> <p>I know if a book is a fiction or non-fiction book by looking at the layout.</p> <p>I can explain why I like books by my</p>	6	<p>don't old I'm by time house about your day made came make here saw very put oh their people Mr Mrs looked called asked could</p>	<p>ORT Stage 8 / 9</p> <p>Blue bananas Chameleons Happy Families I am Reading First Young Puffin</p>

								favourite author.			
2 End of year expectations	<p>Read silently or quietly at a fluent pace, taking notice of punctuation and using it to keep track of longer and more complex sentences</p> <p>Read accurately by blending the sounds in words that contain the common graphemes and alternative sounds for graphemes</p> <p>Read accurately more complex words of two or more syllables (e.g. downstream, hideaway, comfortable)</p> <p>Read a wider range of exception words (e.g. English Curriculum Appendix 1)</p> <p>Read most words quickly and accurately, without overt sounding and blending, when they have been frequently</p>	<p>Become increasingly familiar with and able to retell a wider range of stories, fairy stories and traditional tales</p> <p>Discuss and clarify the meanings of words, linking new meanings to known vocabulary</p> <p>Locate key vocabulary and specific information in fiction texts to find answers to simple questions</p> <p>Locate and interpret information in non-fiction, making full use of non-fiction layout</p> <p>Demonstrate understanding by sequencing events in books</p> <p>Show how items of information are related in non-fiction texts</p>	<p>Look through a variety of books with growing independence to predict content and story development, drawing on experiences of reading similar books</p> <p>Make inferences on the basis of what is being said and done</p> <p>Answer and ask questions</p>	<p>Identify and discuss the format and text layout of fiction and poetry</p> <p>Become familiar with non-fiction books that are structured in different ways</p>	<p>Recognise simple recurring literacy language in stories and poetry</p> <p>Identify words and phrases chosen for effect on the reader</p> <p>Discuss their favourite words and phrases</p>	<p>Comment on the significance of the title of a book and how this relates to the text.</p>		<u>GOLD</u>	6	<p>water away good want over how did man going where would or took school think home who didn't ran know bear can't again cat long once please</p>	<p>Early Readers Red Bananas Tree tops Corgi Pups Walker stories Free choosing</p>

	<p>encountered</p> <p>Read words containing common suffixes (e.g. English Curriculum Appendix 1)</p> <p>Check that the text makes sense to them as they read and correcting inaccurate reading.</p>							<p>page in a book</p> <p>I can recognise and talk about different features of fiction and non-fiction texts</p> <p>I can express opinions about the text I have just read.</p>			
<p>2</p> <p>Surpassing expectations</p>	<p>Notice the spelling of unfamiliar words and relate to unknown words</p> <p>Show increased awareness of vocabulary and precise meaning</p> <p>Sustain silent reading to include longer, more varied and complex texts</p>	<p>Use contents and index to help retrieve information</p> <p>Use text more fully as a reference and as a model when answering literal retrieval questions</p> <p>Search for and find information in texts more flexibly and summarise key points in response to questions</p>	<p>Offer and discuss interpretations of text, including inferences about thoughts, feelings and reasons for actions</p> <p>Respond, when questioned with different possible scenarios for events and actions</p> <p>Make simple predictions using experience of reading similar books</p> <p>Use own experience and vocabulary provided by the teacher to add detail to the understanding of a range of texts</p> <p>Use a range of clues from a text to express simple opinions</p>	<p>Discuss similarities and differences in the structure and organisation of texts</p> <p>Understand that chapters can signal episodes in stories</p>	<p>Identify the effects of different words and phrases (e.g. to create humour, images and atmosphere)</p> <p>Understand how vocabulary is linked to the purpose of the text (e.g. imperative verbs, technical vocabulary)</p>	<p>Identify simple morals an author is conveying in a story or poem</p> <p>Identify when more than one point of view can be expressed within a text</p>	<p>Express reasoned preferences between texts</p> <p>Evaluate specific texts with reference to text types</p> <p>Make simple connections between books by the same author</p>	<p><u>WHITE</u></p> <p>I can choose the right strategy to help me work out the word I want to read.</p> <p>I quickly notice when my reading doesn't make sense and I re-read it.</p> <p>I can describe events using some direct quotation from the text.</p> <p>I have begun to think about messages that may be hidden in the story.</p> <p>I can read expressively using punctuation to enhance meaning.</p> <p>I can use my knowledge of structures, characters and themes to make comparisons.</p>	6	<p>things new after wanted eat everyone our two has yes play take thought dog well find more I'll round tree magic shouted us other food</p>	<p>Pink</p> <p>Light blue</p>

							<p>I understand how headings and captions help me to read and understand non-fiction texts.</p> <p>I can identify and explain the main purpose of a given text.</p>		
							<p><u>LIME</u></p> <p>When I read aloud I think about how my reading sounds to the listener.</p> <p>When answering a range of questions, I am beginning to refer back to the text.</p> <p>When I have not understood something, I will re-read, ask or look something up to help me.</p> <p>I know when there are hidden messages in a story.</p> <p>I know that text types have their own structure.</p> <p>I am beginning to understand how the layout might add to the effectiveness of a text.</p> <p>I can use the layout of non-fiction texts to help me read.</p>	<p>through way been stop must red door right sea these began boy animals never next first work lots need that's baby fish gave mouse something</p>	

								<p>I can comment on why an author may have chosen a particular word.</p> <p>I can recognise that books are written for different purposes.</p>			
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