

READING AND WRITING

Intent, Implementation, Impact



INTENT

At Moorlands Primary School, we have designed our English curriculum with the intent that all children, regardless of background, will become fluent, insightful readers and technically skilled, creative writers. Our children engage with a range of genres and develop their understanding of fiction and non-fiction styles.

Furthermore, we have developed a curriculum that instils a love of reading and writing that we hope will stay with our young learners for life. We understand that a good grasp of English is the foundation of the entire curriculum and that children who are confident and adept readers and writers will be empowered to succeed in all other areas.

We believe strongly in the vital role played by parents and carers in the development of reading and writing and in the nurturing of positive habits, particularly in attitudes towards reading. We welcome this and value their contribution.

To develop the appropriate subject specific knowledge, skills and understanding set out in the National Curriculum, we have built our English curriculum upon principles from Chris Quigley's Essentials Curriculum and Hampshire Inspection and Advisory Service.

We deliver a Reading curriculum, which develops:

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

We deliver a Writing curriculum, which develops:

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

READING IMPLEMENTATION

In Year R and Year 1, reading is taught using texts linked to our chosen Phonics programme. Year 2 will revisit Phonics as appropriate during the Autumn term. This is outlined in the Phonics section.

In Year 2 (when ready) and in Key Stage 2, whole class reading lessons are taught through a carefully developed sequence of learning based on rich texts. The unit of work consists of a directed phase of learning and an independent phase of learning.

During the directed phase, skills are modelled by the teacher during the lesson. When the children then progress onto the independent phase, they apply these skills independently. The majority of children continue to read the whole class text during the independent phase. Some children, who are still requiring more support with their decoding, are given a differentiated text suited to their needs.

Reading Overview Plan			
Year Group:		Teacher:	
Whole class Phase (1-2 weeks)		Independent Application Phase (2-3 weeks)	
Class Text 		 	
Week 1 – 13/1/20	Week 2 – 20/1/20	Week 3 – 27/1/20	Week 4 – 3/2/20
Close Read – Text Mark/Grid Close Reading flow chart steps Complete Close Read grid	Inference Create inference sums/APE Qs	Close Read – Text Mark/Grid Close Reading flow chart steps Complete Close Read grid	Inference Create inference sums/APE Qs
Vocabulary Explore word meaning	Prediction Predicting from the text read so far	Vocabulary Explore word meaning	Prediction Predicting from the text read so far
Retrieval Simple questions related to text	Retrieval Simple questions related to text	Retrieval Simple questions related to text	Retrieval Simple questions related to text
Retrieval Simple questions related to text	Summary Summarise what has happened so far	Retrieval Simple questions related to text	Summary Summarise what has happened so far
Inference Role on the wall about character	Comparison Compare books by the same author	Inference Role on the wall about character	Comparison Compare books by the same author
Explicit teaching of Fluency		Explicit teaching of Fluency	
			

Texts are carefully chosen, that are rich and inspiring for the children to read. There is a balance across year groups of fiction and non-fiction texts with a variety of text purposes chosen. Links are made with other areas of learning where appropriate to support the children with remembering more and knowing more.

Teaching of Reading Overview – Year 3					
Au1	Au2	Sp1	Sp2	Su1	Su2
Volcanoes Fiction Text: We're all Wonders (whole school)  Fiction Text: The Day the Crayons Quit  Non-Fiction Text: The Street Beneath my Feet 	Fiction Text: Writers Child  Fiction Text: The Santa Trap 	Fiction Text: Into The Forest  Fiction Text: A story/stories from A Dollop of Ghee and a Pot of Wisdom 	THE UK Fiction Text: George's Marvellous Medicine  Short Poetry Text: The Koala Who Could 	Non-Fiction Text: Explore! Anglo Saxons  Fiction Text: Black Dog & A Dark, Dark Tale (LA) 	Buried Treasure Fiction Text: The Dark  Fiction Text: The Owl who was Afraid of the Dark 

Each learning journey includes differentiated tasks designed to ensure all children are supported and challenged. During and after sessions, teachers give feedback to children and time is given to consolidate learning.

Each year, rich texts are reviewed by teachers for suitability and effectiveness and overviews are updated as required.

Reading comprehension skills are mapped out for each text:

Reading Rich Text - Skills		Year Group: 5					
Texts	Retrieval	Inference	Vocabulary	Prediction	Summary and Sequencing	Comparison	
		<ul style="list-style-type: none"> Select important points/words/phrases Visualise Refer to text Scan Skim 	<ul style="list-style-type: none"> Ask questions Form opinions Refer to text Infer Draw conclusions Hypothesise Visualise Predict 	<ul style="list-style-type: none"> Visualise Hypothesise Form opinions Ask questions Refer to text 	<ul style="list-style-type: none"> Predict Visualise Ask questions Form opinions Refer to text Draw conclusions Hypothesise Infer 	<ul style="list-style-type: none"> Summarise/retell/precise Refer to text Skim Watch out for meaning breakdown 	<ul style="list-style-type: none"> Refer to text/s Form opinions Make connections to prior knowledge Draw conclusions Hypothesise Ask questions
Au1	We are all Wonders (whole school)	✓	✓		✓		✓
	Under Earth, Under Water	✓		✓		✓	✓
	The Wonder Garden	✓		✓		✓	✓
Au2	Farther	✓	✓	✓	✓	✓	✓
	Freefall	✓	✓		✓	✓	✓
Sp1	The Adventures of Odysseus	✓	✓	✓	✓	✓	✓
Sp2	Who Let the Gods Out?	✓	✓	✓	✓	✓	✓
Su1	A Year of Nature Poems	✓	✓	✓			✓
	The Lost Words	✓	✓	✓			✓
	The Arrival	✓	✓		✓	✓	✓
Su2	The Giant's Necklace	✓	✓	✓	✓	✓	✓

Children learn about the areas of reading comprehension through character dog profiles. This helps them to remember the skills and strategies they are learning:

Reading – Areas of Comprehension Learning			
READING PROFILES			
Domain	Key Stage 1	Key Stage 2	Key Strategies
 <p>Retrieval Rex</p>	<p>Retrieval Rex finds the answer in the text.</p> <p>He will find out what the characters are called and what they do.</p> <p>He will select important points/words/phrases to answer a question. The answer he is looking for is always in the text somewhere... he just has to retrieve it!</p> <p>He will use the information to visualise what is happening in the text.</p> <p>He will refer to the text when he responds to questions.</p>	<p>Retrieval Rex finds key pieces of information within the text he is reading.</p> <p>He will scan and skim the text for a specific answer. The answer he is looking for is always in the text somewhere... he just has to find and retrieve it!</p> <p>He will use the information to visualise what is happening in the text.</p> <p>He will refer to the text when he responds to questions.</p>	<ul style="list-style-type: none"> Select important points/words/phrases Visualise Refer to text Scan Skim
 <p>Inference Iggy</p>	<p>Inference Iggy hunts for clues in the text.</p> <p>These clues might help him to work out how someone is feeling, why somebody did something or why something is happening.</p> <p>He likes to ask questions. The two types of question that Inference Iggy likes most are: 'Why?' and 'How do you know?'</p> <p>He will form opinions about what he reads and refer to the text when he responds to questions in order to explain his thinking.</p>	<p>Inference Iggy reads the text like a detective to infer meaning. He hunts for clues about how someone might be feeling or why something is happening.</p> <p>He will ask questions to analyse what is happening why and how.</p> <p>He will hypothesise, form opinions and draw conclusions from the text. He will refer to the text to explain his thinking. He is not looking for what is written in the text but what is meant by it.</p> <p>He will use his inferences to visualise what is happening in the text.</p>	<ul style="list-style-type: none"> Ask questions Form opinions Refer to text Infer Draw conclusions Hypothesise Visualise Predict (see Prediction Pip)

Reading – Areas of Comprehension Learning					
Bringing the Learning Objectives to Life					
YEAR 4					
Retrieval Rex	Inference Iggy	Vocabulary Victor	Prediction Pip	Summary and Sequencing Suki	Comparison Callie
					
We are learning to actively read and understand texts.					
We are learning to answer a range of questions using comprehension skills.					
Retrieve and record information	Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence, e.g. <i>pulling together clues from action, dialogue and description to infer meaning.</i>	Discuss words and phrases that capture the imagination	Predict what might happen from details stated and implied, justifying predictions with evidence from the text <i>and with knowledge of wider reading.</i>	Recall and summarise main ideas	Identify recurring themes and elements of different stories (e.g. good triumphing over evil).
Retrieve and record information from non-fiction, using titles, headings, sub-headings and indexes	Identify how language, structure and presentation contribute to meaning	Use a dictionary to check the meaning of words they have read		Identify main ideas drawn from more than one paragraph and summarise these	

Phonics Programme:

At Moorlands, we follow the FFT 'Success for All Phonics' programme, which allows the children to learn phonics through a highly structured programme of daily lessons across Year R and Key Stage 1.

Children take part in a daily Phonics lesson as well as a linked reading or writing lesson every day. There are additional 'Keep Up, Catch Up' opportunities for children who find this area of learning more difficult.

Each child takes home a reading book appropriately matched to their phonics level. They also have access to these books electronically.

Each session gives an opportunity for children to revisit their previous experience, learn new skills, practice together and apply what they have learned and celebrate their achievements.

It follows the teaching principles of:

- Revisit and Review
- Teach and Model
- Practise and Apply

Celebrating Achievement and Assessment Time is incorporated to allow for consolidation so that children can secure their skills, knowledge and understanding.

A synthetic approach to teaching 'pure sounds' and the skills of segmenting and blending are incorporated into the teaching and learning materials. Lessons are planned so that children build on their skills sequentially and systematically and can be adapted and modified to meet the needs of the children accordingly.

Reading materials have been designed to support rapid and sustained progress and are well matched to the scope and sequence of the programme. A comprehensive set of decodable shared readers complements the programme.

Home Reading:

We send home a profile of a reader page for parents to support them with what learning takes place in each year group and how this learning can be taught and practised:

Profile of a Reader by the end of Lower Key Stage 2			
Skills	How?	School	How? Home
 <p>Children will be confident to:</p> <ul style="list-style-type: none"> ENJOY reading and will choose to read for pleasure from a wider range of fiction and non-fiction apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet read further exception words, noting the unusual correspondences between spelling and sound, and whether these occur in the word. use dictionaries to check the meaning of words they have read retell familiar texts orally identify themes and conventions prepare poems and play scripts to read aloud and perform, showing understanding through intonation, tone, volume and action discuss words and phrases that capture the reader's interest and imagination. recognise some different forms of poetry check that the text makes sense to them, discuss their understanding and explain the meaning of new words in context. ask questions to improve their understanding of the text draw inferences such as inferring characters' feelings, thought and motives from their actions, and justifying inferences with evidence predict what might happen from details stated and implied identify main ideas drawn from more than one paragraph and summarise these identify how language, structure, and presentation contribute to meaning retrieve and record information from non-fiction 	 <p>Moorlands Primary School will:</p> <ul style="list-style-type: none"> offer a wide range of fiction, poetry, plays, non-fiction texts and reference books or textbooks for the children to choose from. offer a range of opportunities to be read to, read with, and to read independently across the curriculum teach children to participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say teach daily whole class reading lessons incorporating the development of fluency and comprehension through rich texts ensure that comprehension takes precedence over teaching word reading directly, any focus on word reading should support the development of vocabulary ensure texts are matched to children's reading ability when they are required to read independently provide each child with a home reading book and change these regularly model reading for pleasure by having class story time provide opportunities for the children to visit the school library use assessments to inform next steps in learning carry out half termly assessments on phonic knowledge and tricky words provide opportunities, during child-initiated learning, to apply their developing reading skills provide additional support for children that are still developing their word reading through: <ul style="list-style-type: none"> small phonic groups small reading groups regular 1:1 reading with an adult every week 1:1 Precision Teaching focussing on phonics or tricky words 	 <p>Parents/carers will:</p> <ul style="list-style-type: none"> read with your child every day and record this in his/her reading diary – this can take the form of children reading to you, you reading to them and shared reading. support your child in reading e-books using the school's Bug Club subscription support your child with regularly practising reading higher word lists (bookmarks) and inform your child's class teacher when you feel they are ready to move on support your child with learning to read higher spelling test words support your child in any catch-up work that is sent home motivate your child to gain his/her Reading Rocket Rewards and celebrate his/her achievements throughout this booklet 	

In Year R, Year 1 and across the school where appropriate, children are given a home reading book by their teacher, which is closely matched to their phonics learning. They keep this book all week in order to practice regularly and develop fluency. They also receive a weekly electronic book to practice, which they have learned in school the previous week. This text is directly linked to their phonics learning in school.

In Year 2 (when ready) and in Key Stage 2, children take home a colour banded book of which their teacher has assessed to be the appropriate level for them to access. Children should be able to read approximately 80% of the text independently with 20% challenge to help them further develop their decoding and fluency skills. These children also have access to Bug Club online, where teachers allocate them colour banded books to read with questions to develop their comprehension. Children also visit the library weekly to take home a book of their choice.

Each child is provided with a home reading diary where their home reading is recorded. We expect children to read at least 4 times a week. Teachers sign the reading diaries each week, noting children who are not reading regularly at home. This is followed up with a friendly conversation with the parent and messages sent home.

Our Moorlands "Reading Rocket Rewards" is designed to encourage the children to read at home regularly and to celebrate their achievements:

Reading Rocket Rewards



Name: _____
Class: _____

Reading Together

Children make the best progress in school when parents and teachers work together to participate.

Parents play a vital role in helping their child become a fluent reader and the biggest role you play, as parents, is to read a lot and passion for books which help them throughout their lives.

Try to encourage your child to develop a love of reading, whether they are looking at the pictures, listening to a story, reading aloud to you or reading independently.

All children should read at least 4 times a week at home.

The best way for children to get better at reading is simply to practise!



Neptune



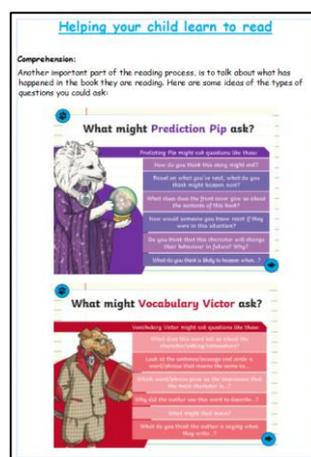
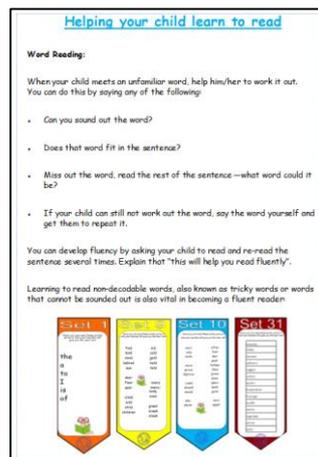
Neptune inherits its name from the Roman god of the sea as reference to its deep blue colour.



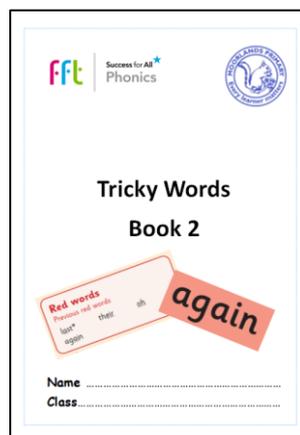

Every book recorded in their reading diary earns them a house point. Children who read a minimum of 4 times per week reach a 'star' in their booklet. Once all the stars on that page are achieved, children reach a planet. Each time a planet is achieved, children receive a certificate to take home. Children then start working towards earning the next planet.



The Reading Rocket Reward booklet contains some tips for parents on helping their child develop word reading and comprehension.



Children also take home a tricky word booklet containing the Common or Further Exception words they need to learn by sight. Parents are encouraged to support their child regularly with reading a set of words and to inform the teacher when their child can read the set. They can then move on to learning the next set of words. Children are rewarded for their achievements.



WRITING IMPLEMENTATION

English is taught in a carefully developed sequence of learning based on rich text drivers.

Writing Text Overview – Year 2					
Entertain			Inform		
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Learning Journey 1 Text: How to wash a Woolly Mammoth  Outcome: Entertaining instruction leaflet, in the style of the text driver 'How to Wash a Woolly Mammoth' SOA Outcome: Character description of the Woolly Mammoth	Learning Journey 1 Text: The Wolf's Story  Outcome: Story from the perspective of the wolf SOA Outcome: Wanted poster for Little Red Riding Hood SOA Outcome: Recount a real event after a treasure hunt in Moorlands woods (link to traditional tales)	Learning Journey 1 Text: The Night Gardener  Outcome: Collection of descriptions of the topiaries for signage in the park SOA Outcome: Recount writing about the strange events at Goolob, Lane.	Learning Journey 1 Text: Big Bear, Little Bear  Outcome: Diary about the fictional experiences of the bear and Mook SOA Outcome: Narrative to retell the bear's story in the form of a written comic strip.	Learning Journey 1 Film Driver: Something Fishy  Outcome: Short story to match sequence of film SOA Outcome: Recount of real event to Blue Reef Aquarium	Learning Journey 1 Text: Ice Bear  Outcome: Watch nature clips about polar bears (ensure no gruesome bits) SOA Outcome: Recount of report about polar bear SOA Outcome: Setting description of the arctic
Learning Journey 2 Text: There was an old dragon who swallowed a knight  Outcome: Dragon Poem SOA Outcome: Character description of the dragon	Learning Journey 2 Text: The Lion and the Mouse  Outcome: Story to accompany the wordless picture book SOA Outcome: Recount writing to focus on the moment the mouse woke the sleeping lion through the eyes of the mouse.	Learning Journey 2 Text: Tidy  Outcome: Letter of apology to the animals of the forest SOA Outcome: Go litter picking in the school grounds and make 'Keep our school grounds tidy' posters	Learning Journey 2 Text: UFO Diary  Outcome: Retell story about UFO landing SOA Outcome: Diary entry from the boy's perspective	Learning Journey 2 Text: Lila and the Secret of the Rain  Outcome: Retelling of the story SOA Outcome: List poem to describe the setting of Lila's village	Learning Journey 2 Text: A Planet Full of Plastic  Outcome: School/class campaign to reduce plastic waste in school, at home and within the local community - poetry, persuasive speeches and posters, adverts, signs/placards, banners, recounts

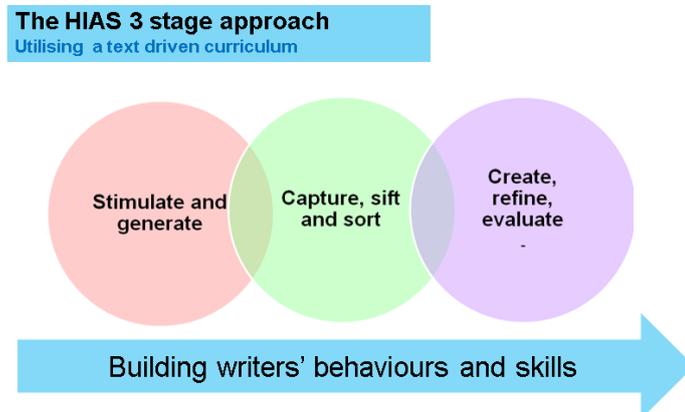
We ensure that a range of writing forms are covered over the course of the year for a range of purposes and audiences.



Key skills are mapped out across the year for each rich text:

Y2 Writing Texts – Skills					
Entertain			Inform		
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Learning Journey 1 Text: How to wash a Woolly Mammoth Outcome: Entertaining instruction leaflet, in the style of the text driver 'How to Wash a Woolly Mammoth' Skills: <ul style="list-style-type: none"> Retell in a clear sequence using commands 	Learning Journey 1 Text: The Wolf's Story Outcome: Story from the perspective of the wolf Skills: <ul style="list-style-type: none"> Co-ordinating conjunctions Exclamation sentences Exclamation marks Apostrophe for singular possession 	Learning Journey 1 Text: The Night Gardener Outcome: Collection of descriptions of the topiaries for signage in the park Skills: <ul style="list-style-type: none"> Commas between adjectives Subordination Apostrophes for singular possession Expanded noun phrases to describe and specify 	Learning Journey 1 Text: Big Bear, Little Bear Outcome: Diary about the fictional experiences of the bear and Mook Skills: <ul style="list-style-type: none"> Suffixes to spell longer words Present and past tenses, including the progressive form Spell words with contracted forms 	Learning Journey 1 Film Driver: Something fishy Outcome: Short story to match sequence of film Skills: <ul style="list-style-type: none"> Expanded noun phrases Past tense Coordination Subordination 	Learning Journey 1 Text: Ice Bear Outcome: Watch nature clips about polar bears (ensure no gruesome bits) SOA Outcome: Recount of report about polar bear Skills: <ul style="list-style-type: none"> Present and past tenses, including the progressive form Apostrophes for singular possession Expanded noun phrases to describe and specify
Learning Journey 2 Text: There was an old dragon who swallowed a knight Outcome: Dragon Poem Skills: <ul style="list-style-type: none"> Rhyming poem Perform poetry Expanded noun phrases Past tense 	Learning Journey 2 Text: The Lion and the Mouse Outcome: Story to accompany the wordless picture book Skills: <ul style="list-style-type: none"> Expanded noun phrases Suffixes to spell longer words Subordinating conjunctions (using when, if, that, or because) 	Learning Journey 2 Text: Tidy Outcome: Letter of apology to the animals of the forest Skills: <ul style="list-style-type: none"> Subordination (because) and coordination (but) Questions Question marks 	Learning Journey 2 Text: UFO Diary Outcome: Retell story about UFO landing Skills: <ul style="list-style-type: none"> Punctuate sentences using a question mark/exclamation mark Expanded noun phrases Past tense 	Learning Journey 2 Text: Lila and the Secret of the Rain Outcome: Retelling of the story Skills: <ul style="list-style-type: none"> Past tense, including progressive form Expanded noun phrases Subordination 	Learning Journey 2 Text: A Planet Full of Plastic Outcome: School/class campaign to reduce plastic waste in school, at home and within the local community - poetry, persuasive speeches and posters, adverts, signs/placards, banners, recounts Skills: <ul style="list-style-type: none"> Subordinating conjunctions (when/ if /that/because)

In addition to this, teachers use formative assessments to decide the skills children need to learn. From this, a clear sequence of learning is mapped out using the model we have adopted from Hampshire Inspection and Advisory Service.



English learning journeys integrate reading, writing and spoken language and incorporate three phases of learning. This helps teach all aspects of writing in a purposeful way leading to effective writing outcomes.

The first phase, 'Stimulate and Generate', introduces key texts. 'Hook' lessons engage children. Children develop spoken language, drama, vocabulary and reading skills. During this phase, children complete a 'Site of Application Write', which is an opportunity to apply a previously taught genre/form in this new context.

Phase two, 'Capture, Sift and Sort', provides children with an opportunity to learn grammar and punctuation needed for the final outcome. During this phase, children complete an 'Apprentice Write', which is a short writing opportunity to apply a new skill/s with a clear objective e.g. 'give-it-a-go' sentences or a paragraph of a grammar technique.

In the third phase, 'Create, Refine, Evaluate', children have the opportunity to plan, draft, edit and evaluate a piece of writing.

Each learning journey includes differentiated tasks designed to ensure all children are supported and challenged. During and after sessions teachers give feedback to children and time is given to consolidate learning.

Spelling:

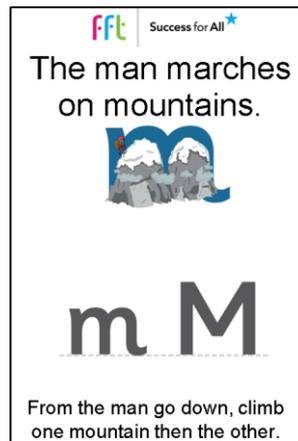
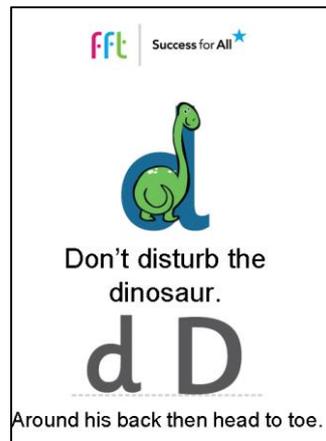
During daily spelling lessons, children learn and practice spelling patterns and rules. Children are encouraged to be independent spellers and are expected to apply rules they have learned when writing.

Any topic or key words are provided on word mats and English learning walls. Children are encouraged to independently use the resources within the room to spell correctly.

Phonics sessions take place in Key Stage 2 for groups of children who require additional spelling support.

Handwriting:

In Year R and Year 1, children learn to print letters using the script they learn through the FFT 'Success for All' Phonics scheme.



Children learn cursive handwriting from Year 2.

Daily handwriting sessions in Key Stage 1, and as appropriate in Key Stage 2, teach children to sit with the right posture, hold a pen in the correct position and develop a legible handwriting style.

All children are expected to use their neatest handwriting in all pieces of writing. When children have shown they can consistently join their writing using uniform letters, they are permitted to use a pen.

Teachers are expected to role model the school's handwriting style when writing on the board, in books and on displays.

IMPACT

Through our high quality teaching of English, we aspire for all children to reach age-related expectations or above by the end of each year group.

The overarching aim is for children to achieve high standards of language and literacy with a strong command of the spoken and written word, and a love of literature.

Here is a pen portrait of a child at the end of each year group for Reading and Writing:

Reading Pen Portrait Progression						
Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>A child at the expected level of development will:</p> <ul style="list-style-type: none"> - Say a sound for each letter in the alphabet and at least 10 digraphs - Read words consistent with their phonic knowledge by sound-blending - Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words - Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary - Anticipate – where appropriate – key events in stories - Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play 	<p>By the end of Y1, a child should be able to read all common graphemes and read unfamiliar words containing these graphemes, accurately and without undue hesitation by sounding them out in books that are matched closely to the level of word reading knowledge.</p> <p>A child should be able to read many common words containing GPCs taught so far without needing to blend the sounds out loud first.</p> <p>Reading of common words should be secure meaning a child can read them easily and automatically.</p> <p>A child retells some familiar stories that have been read and discussed with them or that they have acted out.</p>	<p>By the end of Y2, a child should be able to read books written at an age-appropriate interest level accurately and at a speed that is sufficient for a child to focus on understanding what is read rather than on decoding individual words.</p> <p>A child identifies cause and effect in both narrative and non-fiction (e.g. what has prompted a character's behaviour in a story).</p> <p>A child justifies their views about what has been read with support.</p>	<p>A child is able to read age-appropriate books, containing longer words, accurately and at a speed that is sufficient for them to focus on understanding what they read rather than on decoding individual words.</p> <p>By the end of Y3, a child should be able to justify their views about books written at an age-appropriate interest level.</p> <p>A child recognises themes in what they read, such as the triumph of good over evil or the use of magical devices in fairy stories and folk tales.</p>	<p>By the end of Y4, a child should be able to read aloud a wider range of texts written at an age-appropriate interest level with accuracy and at a reasonable speaking pace.</p> <p>A child summarises and presents a familiar story in their own words.</p> <p>A child discusses language, including vocabulary, used in a variety of texts to support the understanding of the meaning and comprehension of those texts.</p> <p>In non-fiction, a child knows what information to look for before beginning and is clear about the task. The child can use contents pages and indexes to locate relevant information.</p>	<p>By the end of Y5, a child's reading should demonstrate increasing fluency across all subjects and not just in English.</p> <p>A child recognises themes in what is read, such as loss or heroism; and compares characters, settings, themes and other aspects of what is read.</p> <p>In using non-fiction, a child knows what information is needed to look for before beginning a task and knows how to use contents pages and information and applies these skills across the curriculum independently.</p>	<p>By the end of Y6, a child's reading should be fluent and effortless across all subjects, not just in English.</p> <p>A child discusses the purpose(s) of the language that is read and understands why sentences are constructed as they are.</p> <p>A child compares characters, considers different accounts of the same event and discusses viewpoints (both of authors and of fictional characters), within a text and across more than one text.</p> <p>A child applies the skills of information retrieval, such as reading information leaflets before a gallery or museum visit or reading a theatre programme or review.</p>

Writing Pen Portrait Progression						
Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> - write recognisable letters, most of which are correctly formed - spell words by identifying sounds in them and representing the sounds with a letter or letters - write simple phrases and sentences that can be read by others 	<p>By the end of Y1, a child should be able to:</p> <ul style="list-style-type: none"> - compose individual sentences orally and then write them down - sequence their ideas, draft and re-read to check that the meaning is clear - spell correctly many of the words covered in Y1 as well as name the letters of the alphabet in order - make phonically-plausible attempts to spell words that have not yet been learnt - form individual letters correctly - use capital letters and full stops to demarcate sentences - Joins words and clauses using "and" 	<p>By the end of Y2, a child's motor skills should be sufficiently advanced for them to write down ideas they may be able to compose orally. Letters should be orientated correctly.</p> <p>A child should be able to:</p> <ul style="list-style-type: none"> - explain how different types of writing, including narratives, are structured and applies this to their own writing - spell many words learned correctly, including common exception words - demarcate sentences correctly with capital letters, full stops and question marks - use coordination and some subordination to join clauses 	<p>By the end of Y3, a child should be able to:</p> <ul style="list-style-type: none"> - write down their ideas with a reasonable degree of accuracy and with good sentence punctuation - spell common words correctly, including exception words - write for a range of real purposes and audiences and in a variety of forms <p>A child is beginning to:</p> <ul style="list-style-type: none"> - understand the skills and processes that are essential for writing: that is, thinking aloud to explore and collect ideas, drafting, and re-reading to check the meaning is clear - understand how writing can be different from speech - organise writing into paragraphs - use inverted commas to punctuate direct speech 	<p>By the end of Y4, a child should be able to:</p> <ul style="list-style-type: none"> - write down ideas quickly; the grammar and punctuation should be broadly accurate - spell most words taught so far correctly - write for a range of real purposes and audiences. These purposes and audiences should underpin decisions about the form the writing should take - understand the skills and processes that are essential for writing in order to enhance the effectiveness of what is written: that is, thinking aloud to explore and collect ideas, drafting and re-reading to check the meaning is clear, including doing so as the writing develops - use fronted adverbials 	<p>By the end of Y5, a child should:</p> <ul style="list-style-type: none"> - use accurate grammar and punctuation and begin to apply this when considering both audience and purpose - spell most words taught so far correctly - use knowledge of language gained reading to facilitate writing - write effective descriptions - understand the differences between standard English and non-standard English and can apply what has been learnt, for example, in writing dialogue for characters - use relative clauses 	<p>By the end of Y6, a child should be able to:</p> <ul style="list-style-type: none"> - reflect an understanding of the audience for, and the purpose of, a piece of writing by selecting appropriate vocabulary, grammar and punctuation - spell most words from the Y5/6 spelling list - consciously control the structure of sentences in writing and understand why sentences are constructed as they are - generate ideas, draft, and re-read a piece of writing to check that the meaning is clear - use a range of devices to build cohesion

Formative Assessment:

On-going formative assessment or AFL is used across units. We use 'Apprentice' writes to help us to see the progress the children are making. We can then alter the planning and differentiation to challenge and support children further.

At the end of our writing units, we have a final outcome whereby children have a further opportunity to apply their taught skills independently.

We also use 'Site of Application' writes where children can recall learning from previous units so that they are able to show true mastery of a writing style.

Teachers use formative assessment to check if children have met the learning objective and then act appropriately through immediate intervention within the lesson, an additional lesson on a skill or a small group or 1:1 intervention.

Half-termly basic skills assessments are completed in order to track progress and identify gaps. These include:

- FFT Reading Assessment Programme from Year R through to Year 6, which includes assessment of Phonics, Blending, Common and Exception Word reading, fluency and comprehension
- PM Benchmarks Assessments from Year 2, which includes a running record of text for word reading and fluency and comprehension, to support with assigning an appropriately pitched book
- Spelling checks for Common and Further Assessment words

Summative Assessment:

Summative assessment is completed termly in order to track progress children are making towards end of year expectations and to identify key groups and individuals who need additional support. This data is recorded on the Target Tracker tracking system.

Formal moderation is planned across the school at least termly to ensure judgements are consistent and robust.

Staff are given up to date training based on developments in national assessments in order to support standardisation.

Statutory Assessments:

Summative assessment is also completed in the form of statutory assessments consisting of:

- Early Years Foundation Stage Profile (Year R)
- Phonics Screening Check (Year 1 and re-takes in Year 2)
- Key Stage 1 Teacher Assessment in Reading and Writing (Year 2)
- Key Stage 2 tests in Reading and SPAG (Year 6)
- Key Stage 2 Teacher Assessment in Writing (Year 6)

Interventions:

Children who require additional support are identified using a range of assessment information and will be supported through small group or one to one interventions.

Many children from Year 1 – Year 5 are identified to take part in our tutoring programme, 'Tutoring with The Lightning Squad'. This is a reading tutoring programme where pupils work in small groups with a tutor to improve their reading skills. The tutoring is a blended approach with face-to-face tutoring supported by an online tutoring platform. The tutoring activities are designed and structured to improve reading skills, fluency, comprehension, spelling and phonics.

Monitoring and Evaluation:

In addition to formative and summative assessment, the School Improvement Team completes regular monitoring and evaluation of English in order to identify where teaching and learning is effective and where improvements are needed.

This ensures quality of education remains consistently good across the school in order to get the best outcomes for the children.