

# English Curriculum

## 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 confident speakers, 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, which we hope will stay with our young learners for life. We understand that a good grasp of English, including speaking and listening, is the foundation of the entire curriculum and that children who are confident and adept readers, writers, and communicators 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 spoken language, reading, 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 foster effective communicators by developing:

- Attentive listening in order to understand what is being said.
- A rich and varied vocabulary that gives clarity and interest to conversations.
- Clear speech that can be easily understood by a range of audiences.
- An excellent grasp of the rules used in English conversation, such as tenses and the grammatical structure of sentences.
- An ability to tell stories that capture the interest and imagination of the audience.
- A delight in initiating and joining in conversations.
- Respect for others when communicating, even when views differ.

#### 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.

## SPOKEN LANGUAGE IMPLEMENTATION

### Year R

In Year R, our curriculum fosters high-quality communication and language development. Children are encouraged to participate in group and class discussions, and those who struggle with communication receive targeted interventions. Through continuous provision and an immersive learning environment, children practice new language skills in varied contexts like role-play and exploration activities. Adults model effective speaking and listening behaviours, promoting clear communication and active listening. Vocabulary is shared with parents each term to support learning at home.

### Year 1 and Beyond

The Spoken Language National Curriculum objectives have been broken down into smaller building blocks that are logically sequenced to support children's development across the curriculum.

### Philosophy for Children (P4C)

At Moorlands, we integrate Philosophy for Children (P4C) into our curriculum to encourage critical thinking, collaboration, and effective communication. P4C provides children with opportunities to engage in meaningful discussions where they can explore big ideas, ask questions, and consider different perspectives. This approach nurtures their ability to think deeply, reason logically, and express themselves with confidence. By fostering an open-minded and reflective mindset, P4C helps children develop not only their cognitive skills but also their emotional and social awareness, contributing to their overall development as thoughtful, respectful, and empathetic individuals.

## READING IMPLEMENTATION

### Year R and Year 1

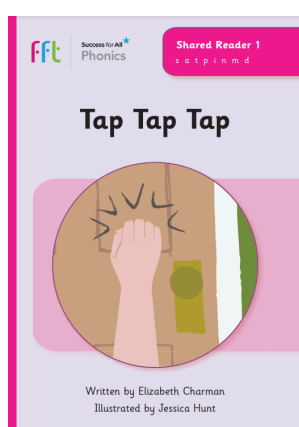
In Year R and Year 1, reading is taught using shared readers linked to our chosen Phonics programme: FFT Success for All Phonics.

Shared Readers are fully decodable texts in a wide range of genres that include familiar characters, settings and topics relevant to children of all ages. Over the course of three terms, children read 32 Shared Readers linked to the progression of sounds in their daily phonic lessons.

It is important that children do not simply know their phonics but can apply that knowledge to the skill of reading itself. The Shared Readers are carefully aligned to the phonics lessons and allow children to practise reading the new and recently taught GPCs as well as the Common Exception Words to which they have been introduced.

To support both teachers and children, the Shared Reader lessons follow a consistent daily structure. This consistent approach enables lessons to be taught with pace as everybody understands the routine and what is expected. Each Shared Reader is designed to be read over five days.

In addition, the five-day schedule also provides opportunities to develop comprehension, fluent reading and to consolidate letter formation, spelling and sentence writing. During their reading sessions, children are introduced to conventions for grammar and punctuation, so they learn how they impact on reading. Understanding these conventions also aids comprehension and their ability, eventually, to write with meaning.



| Shared Reader Weekly Lesson Plan Overview                                                                                                                                                                            |                                                                                                                                                                                     |                                                                                                                                                                                                                      |                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                      |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Day 1                                                                                                                                                                                                                | Day 2                                                                                                                                                                               | Day 3                                                                                                                                                                                                                | Day 4                                                                                                                                                                                                                                     | Day 5                                                                                                                                                                                                                                                                                                                                |
| <b>Explore</b><br>Preview the Shared Reader for the week by asking the provided questions. Children make predictions about the story based on the title, illustrations / photographs and their background knowledge. | <b>Remember</b><br>Remember the story with the class, including the title, characters, setting, etc., by asking the provided questions.                                             | <b>Review</b><br>Review the story with the class, including characters, key plot points, problems and resolution by asking the provided questions.                                                                   | <b>Echo Read</b><br>Choose a section from the Shared Reader to model a target reading skill (e.g. reading with fluency and expression, recognising direct speech, etc.). Children repeat after you chorally to practise reading fluently. | <b>Reading Celebration</b><br>Children are given one minute each to read in turn with their partners. Their goal is to read a section of the text as accurately as possible using previously-learned strategies.                                                                                                                     |
| <b>Word Time</b><br>Introduce the Red and Green Words for the story along with selected vocabulary. Partners practise Red / Green Words.                                                                             | <b>Word Time</b><br>Review the Red and Green Words for the story along with selected vocabulary. Partners practise Red / Green Words.                                               | <b>Word Time</b><br>Review the Red and Green Words for the story along with selected vocabulary. Partners practise Red / Green words.                                                                                | <b>Spelling Time</b><br>Children practise letter formation (upper and lower case previously learnt GPCs), before progressing on to spelling Green/Red Words from the current Shared Reader.                                               | <b>Writing Time</b><br>The teacher models the Writing Time process using the sentence stem provided in the lesson plan. Children repeat this process and compose their own sentence orally before writing it in their books. The final stage of the process involves children checking their own work and then their partner's work. |
| <b>Choral Read</b><br>Read the story together as a class, guiding the children to decode words and then eventually fast-blending them. Model key skills and the weekly grammar focus.                                | <b>Partner Reading</b><br>Children read the story, alternating pages with their partners. Teacher supports with comprehension questions and references to the weekly grammar focus. | <b>Partner Reading</b><br>Children read the story, alternating pages with their partners (switching roles from yesterday). Teacher supports with comprehension questions and references to the weekly grammar focus. | <b>Partner Question Time</b><br>Children orally answer the comprehension questions in the back of the Shared Reader. Model using the questions to create sentence stems and refer to the text to create a full answer with elaboration.   | <b>Reflection Time</b><br>Revisit the learning objectives for the week with the children. Children discuss their achievements and next steps.                                                                                                                                                                                        |
| <b>Discussion Time</b><br>Review children's predictions and summarise the story by asking the provided questions.                                                                                                    | <b>Discussion Time</b><br>Review the story by asking the provided questions.                                                                                                        | <b>Discussion Time</b><br>Review the story by asking the provided questions.                                                                                                                                         |                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                      |

Shared Reader 1: Tap Tap Tap

Reception – Term 1

Shared Reader Weekly Lesson Plans

Learning Objectives:

Reading: Read words consistent with their phonic knowledge by sound-blending.

Writing: Write recognisable letters, most of which are correctly formed.

|       |                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                   |
|-------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Day 1 | <b>Explore (2m)</b><br><b>Preview</b> <ul style="list-style-type: none"><li>Why do you usually knock on a door?</li></ul> <b>Predict</b> <ul style="list-style-type: none"><li>Who do you think will be on the other side of the door?</li></ul> Record and retain predictions to revisit at the end of the lesson. | <b>Word Time (3m)</b><br>Model Stretching and Reading with <b>Green Words</b> . If required, briefly explore new vocabulary such as 'nap' and 'sip'.<br>Lead Partner Practice of <b>Green Words</b> .<br>NB: This story contains no <b>Red Words</b> . | <b>Choral Read (8m)</b><br>Model reading the text using Stretch and Read.<br>T-a-p... t-a-p... t-a-p...<br>Re-read the sentence for fluency.<br>Repeat this process for the rest of the story.<br>Explain how capital letters are used in the first word of each sentence, and how full stops are used to mark the end of a sentence. | <b>Discussion Time (2m)</b><br><b>Prediction Review</b> <ul style="list-style-type: none"><li>Did you guess correctly who was knocking at the door? Why/Why not?</li></ul> Use Think-Alouds to encourage children to elaborate and extend their answers.                          |
|       | <b>Remember (2m)</b><br><b>Review</b> <ul style="list-style-type: none"><li>What is the title of the story?</li><li>Who are the characters?</li><li>What did Pip and Sam do in the story?</li></ul> Use Sentence Stem to support children to answer in full sentences.                                              | <b>Word Time (3m)</b><br>Guide a review of the <b>Green Words</b> using Stretch and Read.<br>Lead Partner Practice of <b>Green Words</b> .<br>NB: This story contains no <b>Red Words</b> .                                                            | <b>Partner Read (8m)</b><br>Children Partner Read.<br>If necessary, use these questions to support comprehension. <ul style="list-style-type: none"><li>Who opens the door for Pip?</li><li>What do Pip and Sam do?</li></ul> Review capital letters and full stops.                                                                  | <b>Discussion Time (2m)</b><br><b>Summarise</b> <ul style="list-style-type: none"><li>Who knocked on the door?</li><li>What do Sam and Pip do first?</li><li>What do Sam and Pip do last?</li></ul> Use Think-Alouds to encourage children to elaborate and extend their answers. |
| Day 2 |                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                   |

## Year 2

Year 2 revisit Phonics and Shared Readers from the 'Success for All Phonics' scheme as appropriate during the Autumn term before moving onto FFT's 'Routes to Reading' scheme.

'Routes to Reading' is designed to enable children to master the skills, knowledge and understanding for reading fluency and comprehension. On their route, they experience texts from a range of genres and text types.

Each of the 15 texts in the Year 2 series has 10 session plans, set out as Maps. These Maps will guide the teacher and the pupils through the learning, with the aim to reach the end of each text journey with reading success - meeting the intended learning objectives and goals from the Year 2 National Curriculum for Reading.

Each set of Maps includes opportunities for children to use and refine comprehension strategies and use a bank of reading journal activities. The Maps have a 'Teach and Read' section followed by a chance to 'Apply and Review'. The programme builds on pupils' phonemic knowledge, decoding, fluency and comprehension skills from Year 1. Progression from decoding to increased fluency and comprehension will come from quality teaching, modelling, practise and application across the programme.

The Year 2 Routes to Reading programme builds on the EEF's guidance around reading fluency. The sequence of Maps allows the pupils to use: choral read, echo read, partner read and independent read for the text for each book. Once pupils develop their fluency and adopt a fluent reading style, they can free up cognitive resources and redirect them towards reading comprehension. The teacher provides support by modelling fluency and, gradually, this support is reduced so that the pupil is capable of reading independently with increased fluency.

Routes to Reading is supported by and strengthened with FFT's 'Spelling with the Jungle Club' scheme.

Routes to Reading - Year 2 Book List

| Term | Title                                    | Author                          | Illustrator       | Genre                   |
|------|------------------------------------------|---------------------------------|-------------------|-------------------------|
| 1    | The Tale of Chicken Little               | Elizabeth Charman               | Eszter Szepvolgyi | Traditional Tale        |
| 1    | Extreme Earth                            | Elizabeth Charman               | Photography       | Non-fiction (Geography) |
| 1    | Animal Poems                             | Elizabeth Charman               | Eszter Szepvolgyi | Poetry                  |
| 1    | The Great Escape                         | Elizabeth Charman               | Eszter Szepvolgyi | Fiction                 |
| 1    | Ants Are Everywhere!                     | Joel Pollen                     | Photography       | Non-fiction (Animals)   |
| 2    | Kongy Arrives                            | Elizabeth Charman               | Eszter Szepvolgyi | Fiction                 |
| 2    | Why Do Stars Twinkle?                    | Joel Pollen                     | Photography       | Non-fiction (Science)   |
| 2    | The Dreams of Moxie Mouse and Cat Capone | Hershel P Lidan                 | Hershel P Lidan   | Poetry                  |
| 2    | An Invitation to a Party                 | Janet Adsett                    | Photography       | Instructions            |
| 2    | Anna's Homework                          | Elizabeth Charman               | Eszter Szepvolgyi | Fiction                 |
| 3    | Lost                                     | Joel Pollen                     | Tamara Joubert    | Fiction                 |
| 3    | Snow White and the Jazz Band             | Ewan Shepherd                   | Ewan Shepherd     | Poetry/Traditional Tale |
| 3    | Bea's Pumpkin                            | Joel Pollen                     | Kiley Victoria    | Fiction                 |
| 3    | It Came from Outer Space                 | Paul Cookson                    | Liz Million       | Poetry                  |
| 3    | In the Year 2100                         | Elizabeth Charman & Joel Pollen | Photography       | Non-fiction (Science)   |

© FFT Education - Year 2 Routes to Reading



## Key Stage 2

We implement a Mastery approach to Reading using the 'Pathways to Read' program. This is delivered through whole-class shared reading lessons, which use high-quality texts to explicitly teach and secure key comprehension skills and fluency.

Skills are embedded through focused repetition within each unit, allowing all pupils to master core concepts. The program ensures children develop a rich and varied vocabulary and are given diverse opportunities to apply their reading skills. Follow-up tasks provide pupils with the essential practice to independently evidence their mastery of these skills.

## 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

| Lesson 1i – 4i |                                            |           |                  |                                                                                         |                                                                                                                                                         |                         |               |                                                                                                  |  | Weekly Phonics Lesson Plan                     |
|----------------|--------------------------------------------|-----------|------------------|-----------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------|---------------|--------------------------------------------------------------------------------------------------|--|------------------------------------------------|
|                | Review Previously Learned GPCs (5 minutes) |           |                  | Teach / Practise - Apply New GPCs (15 minutes)                                          |                                                                                                                                                         |                         |               |                                                                                                  |  |                                                |
|                | Heard Phonemes                             | Read GPCs | Stretch and Read | Present New GPC                                                                         | Model Phoneme                                                                                                                                           | Say it Fast             | Break it Down | Write New Graphemes                                                                              |  |                                                |
| Day 1 /s/      |                                            |           |                  |  /s/  | Look what my mouth is doing when I say /s/. My teeth are together but my mouth isn't shut. The air comes out through the little gaps in my teeth.       | s-s-t s-s-p s-s-t s-s-p | s-s-t s-s-p   | s S S                                                                                            |  | Let around, right around, from head to tail.   |
| Day 2 /a/      | s                                          | s         |                  |  /a/  | Look what my mouth is doing when I say /a/. My mouth is open really wide and I'm making a lot of noise.                                                 | a-a-t a-a-p a-a-t a-a-p | a-a-t a-a-p   | a A A                                                                                            |  | Around the apple and down the tail.            |
| Day 3 /t/      | s a                                        | s a       |                  |  /t/  | Look what my mouth is doing when I say /t/. My tongue is behind my top teeth and when I say the sound a little burst of air comes out of my mouth.      | t-t-p t-t-p t-t-p t-t-p | t-t-p t-t-p   | t T T                                                                                            |  | Down the tower, lift and cross.                |
| Day 4 /p/      | s a t                                      | s a t     | at sat           |  /p/ | Look what my mouth is doing when I say /p/. My lips are touching very closely and tightly and I'm blowing air out of my mouth. My voice stops suddenly. | p-p-t p-p-t p-p-t p-p-t | p-p-t p-p-t   | p P P                                                                                            |  | From head to tail then right around the point. |
| Day 5 (Review) | s a t p                                    | s a t p   | at sat tnp       | Review all GPCs presented this week.                                                    |                                                                                                                                                         | p-p-t p-p-t p-p-t p-p-t | p-p-t p-p-t   | Practice writing all graphemes presented this week, both upper and lower case, that need review. |  |                                                |

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 compliments the programme.

| Phase   | Week               | Focus GPCs         | Phonic Step / Shared Reader | New Reading Skills - First Introduced           |                                                                                                                              | New Writing Skills First Introduced                            | Common Exception Words |
|---------|--------------------|--------------------|-----------------------------|-------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------|------------------------|
|         |                    |                    |                             | Word Level                                      | Text Level                                                                                                                   |                                                                |                        |
| Phase 1 | Reception Term 1   |                    |                             | Words Correct Per Minute - End of Term Goal: 15 |                                                                                                                              |                                                                |                        |
|         | 1                  |                    |                             | Oral Blending, Segmenting and Alphabet Chant    |                                                                                                                              |                                                                |                        |
|         | 2                  |                    |                             |                                                 |                                                                                                                              |                                                                |                        |
| Phase 2 | 3                  | s a t p            | 1i - 4i                     | Blend and Segment CVC words                     | Read words consistent with their phonic knowledge by sound-blending                                                          | Write recognisable letters, most of which are correctly formed |                        |
|         | 4                  | i n m d            | 5i - 8i                     |                                                 |                                                                                                                              |                                                                |                        |
|         | 5                  | g o c k            | 1                           |                                                 |                                                                                                                              |                                                                |                        |
|         | 6                  | c k e u r          | 2                           |                                                 |                                                                                                                              |                                                                |                        |
|         | 7                  | Consolidation Week | 3                           |                                                 |                                                                                                                              |                                                                |                        |
|         | 8                  | h b f f            | 4                           | Read Common Exception Words                     | Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words |                                                                |                        |
|         | 9                  | l l l s s          | 5                           |                                                 |                                                                                                                              |                                                                |                        |
|         | 10                 | j v w              | 6                           | Read CVC words with -s ending /s/ sound         |                                                                                                                              |                                                                |                        |
|         | 11                 | x y z              | 7                           | Read CVC words with -s ending /z/ sound         |                                                                                                                              |                                                                |                        |
| 12      | Consolidation Week | 8                  | Consolidate above skills    |                                                 |                                                                                                                              |                                                                |                        |

## Home Reading:

Our profile of a reader page for parents supports 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"><li>• <b>ENJOY</b> reading and will choose to read for pleasure from a wider range of fiction and non-fiction</li><li>• apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet</li><li>• read further exception words, noting the unusual correspondences between spelling and sound, and whether these occur in the word.</li><li>• use dictionaries to check the meaning of words they have read</li><li>• retell familiar texts orally</li><li>• identify themes and conventions</li><li>• prepare poems and play scripts to read aloud and perform, showing understanding through intonation, tone, volume and action</li><li>• discuss words and phrases that capture the reader's interest and imagination</li><li>• recognise some different forms of poetry</li><li>• check that the text makes sense to them, discuss their understanding and explain the meaning of new words in context</li><li>• ask questions to improve their understanding of the text</li><li>• draw inferences such as inferring characters' feelings, thought and motives from their actions, and justifying inferences with evidence</li><li>• predict what might happen from details stated and implied</li><li>• identify main ideas drawn from more than one paragraph and summarise these</li><li>• identify how language, structure, and presentation contribute to meaning</li><li>• retrieve and record information from non-fiction</li></ul> | <p>Moorlands Primary School will:</p> <ul style="list-style-type: none"><li>• offer a wide range of fiction, poetry, plays, non-fiction texts and reference books or textbooks for the children to choose from</li><li>• offer a range of opportunities to be read to, read with, and to read independently across the curriculum</li><li>• 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</li><li>• teach daily whole class reading lessons incorporating the development of fluency and comprehension through rich texts</li><li>• ensure texts are matched to children's reading ability when they are required to read independently</li><li>• provide each child with a home reading book matched to their reading ability and change these regularly</li><li>• model reading for pleasure by having class story time</li><li>• provide opportunities for the children to visit the school library</li><li>• use assessments to inform next steps in learning</li><li>• carry out half termly reading assessments</li><li>• provide additional support for children that are still developing their word reading through:<ul style="list-style-type: none"><li>- small phonics groups</li><li>- small reading groups</li><li>- regular 1:1 reading with an adult every week</li><li>- 1:1 Precision Teaching focussing on phonics or tricky words</li><li>- Tutoring programme</li></ul></li></ul> | <p>Parents/carers will:</p> <ul style="list-style-type: none"><li>• 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.</li><li>• support your child in reading books and e-books sent home</li><li>• support your child with regularly practising reading his/her word lists and inform your child's class teacher when you feel they are ready to move on</li><li>• support your child in any catch-up work that is sent home</li><li>• motivate your child to gain his/her 'Reading Rocket Rewards' and celebrate his/her achievements throughout this booklet</li></ul> |                                                                                     |

Children take home a 'Learn to Read' book and a 'Love to Read' book.

### Learn to Read:

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 take home this book after reading it in class all week and then keep it until the following week in order to practice regularly and develop fluency. They can also access this text electronically.

In Year 2, children take home the shared reader that they have been reading in class reading lessons as well as a colour-banded book.

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 90% of the text independently with 10% challenge to help them further develop their decoding and fluency skills. Children also visit the library weekly to take home a book of their choice.

### Love to Read:

Love to Read books are high quality books from our library. These books can be read to the children at home or the reading can be shared.





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

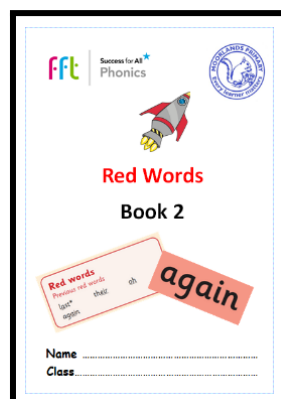


Every book recorded in their reading diary earns them a house point. Children who read a minimum of 4 times per week reach a 'star' in their booklet. Once all the stars on that page are achieved, children reach a planet. Each time a planet is achieved, children receive a certificate to take home. Children then start working towards earning the next planet. Once children are half way through the planets (achieving Jupiter), they will gain a 'star' badge. If they achieve all the planets, they will gain a 'book' badge.



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

Children also take home a word booklet containing the Common or Further Exception words they need to learn by sight because parts of the word cannot be sounded out. 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                                                                                                                                                                                                                                                                                                                                                       |
| <b>Learning Journey 1</b><br>Text: How to wash a Woolly Mammoth<br><br><b>Outcome:</b><br>Entertaining instruction leaflet, in the style of the text driver 'How to Wash a Woolly Mammoth'<br><b>SOA Outcome:</b> Character description of the Woolly Mammoth | <b>Learning Journey 1</b><br>Text: The Wolf's Story<br><br><b>Outcome:</b> Story from the perspective of the wolf<br><b>SOA Outcome 1:</b> Wanted poster for Little Red Riding Hood<br><b>SOA Outcome 2:</b> Recount a real event after a treasure hunt in Moorlands woods (link to traditional tales) | <b>Learning Journey 1</b><br>Text: The Night Gardener<br><br><b>Outcome:</b><br>Collection of descriptions of the topiaries for signage in the park<br><b>SOA Outcome:</b><br>Recount writing about the strange events at Goolbuck Lane.                                                      | <b>Learning Journey 1</b><br>Text: Ice Bear<br><br><b>Outcome:</b><br>Watch nature clips about polar bears (ensure no gruesome bits)<br><b>Outcome:</b> Non-chronological report about polar bears<br><b>SOA Outcome:</b> Setting description of the arctic | <b>Learning Journey 1</b><br>Film Driver: Something Fishy<br><br><b>Outcome:</b> Short story to match sequence of film<br><b>SOA Outcome:</b> Recount of real event to Blue Reef Aquarium                                                                   | <b>Learning Journey 1</b><br>Text: A Planet Full of Plastic<br><br><b>Outcome:</b><br>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 |
| <b>Learning Journey 2</b><br>Text: There was an old dragon who swallowed a knight<br><br><b>Outcome:</b> Dragon Poem<br><b>SOA Outcome:</b> Character description of the dragon                                                                               | <b>Learning Journey 2</b><br>Text: The Lion and the Mouse<br><br><b>Outcome:</b><br>Story to accompany the wordless picture book<br><b>SOA Outcome:</b><br>Recount writing to focus on the moment the mouse woke the sleeping lion through the eyes of the mouse.                                      | <b>Learning Journey 2</b><br>Text: Tidy<br><br><b>Outcome:</b><br>Letter of apology to the animals of the forest<br><b>SOA Outcome:</b><br>Go litter picking in the school grounds and recount as a real event. Need to plant plenty of litter and sure all children are active participants. | <b>Learning Journey 2</b><br>Text: Big Bear, Little Brother<br><br><b>Outcome:</b><br>Diary about the fictional experiences of the bear and Mook.<br><b>SOA Outcome:</b><br>Narrative to retell the bear's story in the form of a written comic strip.      | <b>Learning Journey 2</b><br>Text: Lila and the Secret of the Rain<br><br><b>Outcome:</b><br>Innovate the story by changing the setting to somewhere cold (learning from Sp2)<br><b>SOA Outcome:</b><br>List poem to describe the setting of Lila's village |                                                                                                                                                                                                                                                                                                                                                                |

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:

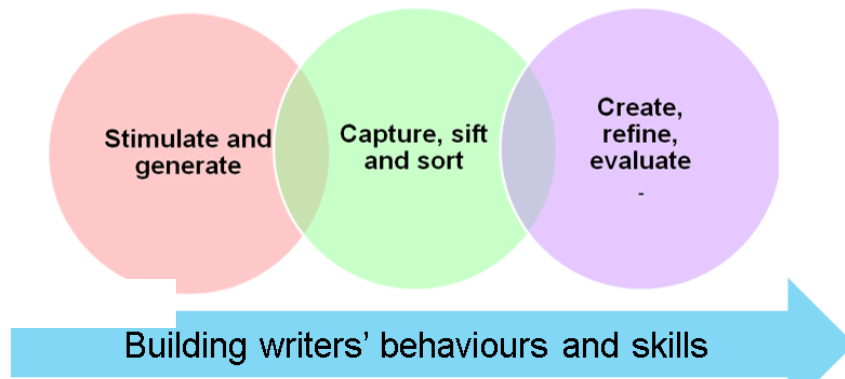
| Y2 Writing Texts – Skills                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                    |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Entertain                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                 | Inform                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                    |
| Autumn 1                                                                                                                                                                                                                                                                                                                                             | Autumn 2                                                                                                                                                                                                                                                                         | Spring 1                                                                                                                                                                                                                                                                                                        | Spring 2                                                                                                                                                                                                                                                                                                                                                                                                     | Summer 1                                                                                                                                                                                                                                                                              | Summer 2                                                                                                                                                                                                                                                                                                                                           |
| <b>Learning Journey 1</b><br>Text: How to wash a Woolly Mammoth<br><b>Outcome:</b><br>Entertaining instruction leaflet, in the style of the text driver 'How to Wash a Woolly Mammoth'<br><b>Skills:</b><br>• Retell in a clear sequence using commands<br>• Punctuate sentences with a capital letter and a full stop<br>• Adverbs for extra detail | <b>Learning Journey 1</b><br>Text: The Wolf's Story<br><b>Outcome:</b> Retelling the story<br><b>Skills:</b><br>• Co-ordinating conjunctions (or, and, but)<br>• Exclamation sentences<br>• Exclamation marks<br>• Apostrophe for singular possession                            | <b>Learning Journey 1</b><br>Text: The Night Gardener<br><b>Outcome:</b><br>Collection of descriptions of the topiaries for signage in the park<br><b>Skills:</b><br>• Commas between adjectives<br>• Subordination<br>• Apostrophes for singular possession<br>• Expanded noun phrases to describe and specify | <b>Learning Journey 1</b><br>Text: Ice Bear<br><b>Outcome:</b><br>Watch nature clips about polar bears (ensure no gruesome bits)<br><b>Outcome:</b> Non-chronological report about polar bear<br><b>Skills:</b><br>• Subordination (using when, if, that, or because)<br>• Co-ordination (using or, and, or but)<br>• Apostrophes for singular possession<br>• Expanded noun phrases to describe and specify | <b>Learning Journey 1</b><br>Film Driver: Something Fishy<br><b>Outcome:</b> Short story to match sequence of film<br><b>Skills:</b><br>• Expanded noun phrases<br>• Past tense<br>• Coordination<br>• Subordination<br>• Adverbs                                                     | <b>Learning Journey 1</b><br>Text: A Planet Full of Plastic<br><b>Outcome:</b><br>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<br><b>Skills:</b><br>• Subordinating conjunctions (when/ if /that/because) |
| <b>Learning Journey 2</b><br>Text: There was an old dragon who swallowed a knight<br><b>Outcome:</b> Dragon Poem<br><b>Skills:</b><br>• Rhyming poem<br>• Perform poetry<br>• Expanded noun phrases<br>• Past tense                                                                                                                                  | <b>Learning Journey 2</b><br>Text: The Lion and the Mouse<br><b>Outcome:</b><br>Story to accompany the wordless picture book<br><b>Skills:</b><br>• Expanded noun phrases<br>• Suffixes to spell longer words<br>• Subordinating conjunctions (using when, if, that, or because) | <b>Learning Journey 2</b><br>Text: Tidy<br><b>Outcome:</b><br>Letter of apology to the animals of the forest<br><b>Skills:</b><br>• Subordination (because) and coordination (but)<br>• Questions<br>• Question marks                                                                                           | <b>Learning Journey 2</b><br>Text: Big Bear, Little Brother<br><b>Outcome:</b><br>Diary about the fictional experiences of the bear and Mook.<br><b>Skills:</b><br>• Suffixes to spell longer words<br>• Present and past tenses, including the progressive form<br>• Spell words with contracted forms                                                                                                      | <b>Learning Journey 2</b><br>Text: Lila and the Secret of the Rain<br><b>Outcome:</b><br>Innovate the story by changing the setting to somewhere cold (learning from Sp2)<br><b>Skills:</b><br>• Past tense, including progressive form<br>• Expanded noun phrases<br>• Subordination |                                                                                                                                                                                                                                                                                                                                                    |



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.

### **The HIAS 3 stage approach**

Utilising a text driven curriculum



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.

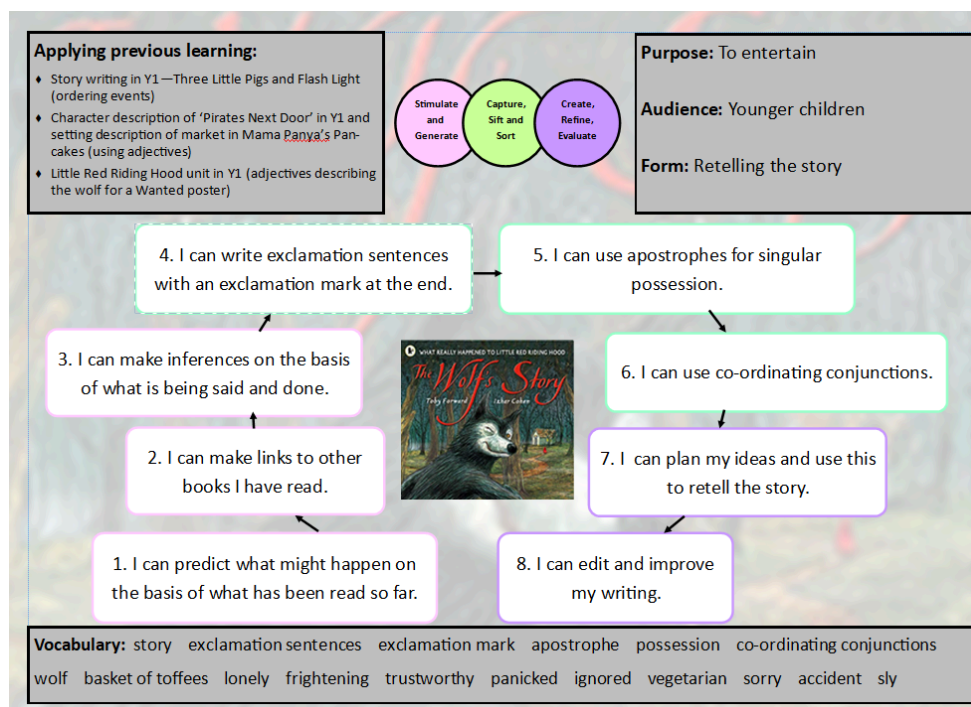
In the third phase, 'Create, Refine, Evaluate', children have the opportunity to plan, draft, edit and evaluate a piece of writing.

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.

Planning front cover pages detail the key learning points for the journey, including vocabulary and what the unit builds on from previous units of learning and what comes next to further develop the genre and skills:

| Year 2 Writing Learning Journey                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|---------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Text Driver</b><br>The Wolf's Story by Toby Forward<br> | <b>Purpose:</b> To entertain<br><br><b>Audience:</b> Younger children<br><br><b>Form:</b> Retelling the story                                                                                                                                                                                                                                                                                                                                                                                                                                              | <b>Learning Objectives</b><br><br><b>Key Spoken Language objectives:</b> <ul style="list-style-type: none"> <li>Consider and evaluate different viewpoints, attending to and building on the contributions of others</li> </ul> <b>Key Reading objectives:</b> <ul style="list-style-type: none"> <li>Ask questions and express opinions about main events and characters in stories</li> <li>Predict what might happen on the basis of what has been read before</li> <li>Make inferences on the basis of what is being said and done</li> </ul> <b>Key Writing objectives:</b> <ul style="list-style-type: none"> <li>Develop positive attitudes towards and stamina for writing by writing narratives about personal experiences and those of others (real and fictional)</li> <li>Use some of the characteristic features of the type of writing used.</li> <li>Compose a sentence orally before writing it</li> <li>Write exclamation sentences with exclamation marks</li> <li>Use an apostrophe for singular possession</li> <li>Punctuate sentences using capital letters and full stops</li> <li>Use conjunctions for co-ordination (or/and/but)</li> </ul> <b>Key Vocabulary:</b><br>story exclamation sentences exclamation mark apostrophe possession co-ordinating conjunctions wolf basket of toffees lonely frightening trustworthy panicked ignored vegetarian sorry accident sly |
| <b>Experience:</b><br>Discovering wanted posters and clues about the dragon and who he has eaten                                            | <b>What does this build on?</b><br><br>This builds on children's story writing development in Year 1 where they were sequencing pictures and sentences to retell a simple story.<br><br>They also learned to write a character description and setting description using adjectives in Y1.<br><br>In the Summer term, children read the traditional version of 'Little Red Riding Hood' and wrote Wanted Posters for the wolf. This unit turns this around to look at the story from the wolf's perspective and combines some more complex writing skills. | <b>What comes next?</b><br><br>The next unit of story-writing in Year 2 supports children's progression within this genre when they will use their imagination to tell the story of 'The Lion and the Mouse' from a wordless picture book and begin to use subordinating conjunctions.<br><br>In Year 3, children will continue to explore traditional tales from a different perspective when they read the 'The True Story of the Three Little Pigs'.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |

Children's front cover pages are shared with children and stuck in their books at the start of a new journey. These help children to understand the purpose of the journey by detailing how knowledge and skills will progress to inform the final outcome:



### Vocabulary:

Vocabulary Ninja displays across the school promote and develop new vocabulary.



## Spelling:

### Year 2, Year 3 and Year 4 (extending to Y5 and Y6 in Sept 2026)

Once children have completed the Year 1 Phonics programme, we use FFT's 'Spelling with the Jungle Club' scheme in Year 2, 3, 4 and beyond as appropriate. 'Spelling with the Jungle Club' is an online platform containing fun and engaging daily spelling lessons. The sequence of the spelling lesson on days 1-3 is mapped out as: review, teach, practise, apply. This mirrors FFT's 'Success for All Phonics' lesson so pupils are familiar with how the lessons are structured.

Each of these lesson parts has a name which links it to one of the Jungle Club characters:

- Review: Remember with Ember Elephant
- Teach: Learn with Lamar Lemur
- Practise: Practise with Perry Panther
- Apply: Try It with Tico Toucan



On days 4 and 5, there is slight variation of this to ensure children have sufficient time to apply their new spelling skills, consolidate their learning and learn a special skill (contractions, homophones or singular possessive apostrophes).

In line with EEF guidance for Improving Literacy, the following factors are considered:

- ✓ Explicitly teach spelling
- ✓ Practise to gain automaticity
- ✓ Phonics first

Within the Scope and Sequence document, teachers can clearly see which new skills are taught across each term and how they are broken down week by week. All of the relevant common exception words are covered. Also included in the Scope and Sequence of the programme are regular pause points to allow for consolidation of the skills covered so far.

| Term 1 | Review from Year 1                    | New Skills for Year 2                                                        | CEW Year 2                              | Special Skill                     |
|--------|---------------------------------------|------------------------------------------------------------------------------|-----------------------------------------|-----------------------------------|
| Week 1 | Compare: long /a/ (/a/lay/a, a/a/)    | Adding endings to split digraph words                                        | great, break, steak                     | Contractions: can't               |
| Week 2 | Compare: long /a/ (/ee/ee/a/)         | Adding endings to split digraph words                                        | because, again                          | Homophones: see/sea               |
| Week 3 | Compare: long /a/ (/ee/ee/a/)         | Adding endings to split digraph words and other words ending in 'e'          | even, people                            | Homophones: bee/see               |
| Week 4 | Compare: long /i/ (/igh/igh/e/igh/)   | Practise adding endings to split digraph words and other words ending in 'e' | find, kind, mind, wild, children, climb | Contractions: I'll, you'll, we'll |
| Week 5 | Compare: long /a/ (/oa/oa/o/a/ow/)    | Adding endings to split digraph words and other words ending in 'e'          | old, cold, gold, hold, fold, told       | Contractions: don't               |
| Week 6 | Compare: long /u/ (/oo/oo/u/a/ew/u/)  | Adding endings to split digraph words and other words ending in 'e'          | most, only, clothes, both, hello        | Homophones: blue/blew             |
| Term 2 |                                       |                                                                              |                                         |                                   |
| Week 1 | 'ph' 'wh'                             | Words beginning 'er'                                                         | who, whole, Mr, Mrs                     | Homophones: right/write           |
| Week 2 | Compare: /u/ /ee/ /ir/                | Apostrophes for possession                                                   | after*, pass*, grass*, class*           | Contractions: won't               |
| Week 3 | Compare: /ou/ /ow/                    | Apostrophes for possession                                                   | hour                                    | Homophones: hear/here             |
| Week 4 | Compare: /or/ /ore/ /a/ /ae/          | Suffix -ful                                                                  | door, poor, floor, water, beautiful     | Homophones: there/their           |
| Week 5 | Compare: /ear/ /eer/ /air/ /ear/ /ae/ | Suffix -less                                                                 | sure, sugar, Christmas                  | Homophones: bear/bare             |
| Week 6 | Review & Consolidation                |                                                                              |                                         |                                   |

\* Common Exception Words marked with an asterisk may not be Tricky Words according to regional accent.

|       | Remember with Ember Elephant                                                                                                | Learn with Lamar Lemur                                                                                                                                                                                         | Practise with Perry Panther                                                                                                             | Try it with Tico Toucan                                                                                                        |
|-------|-----------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------|
| Day 1 | Ask the children which column the word goes in.<br><br>/ a / ay / a / a, a /<br>train<br>stay<br>cake<br>paper<br>makes     | Explain that when adding an ending (-ed, -ing, -er, -est) to a split digraph word, the final 'e' is dropped. This does not apply when adding -s ending.<br><br>Model:<br>shave + ed<br>take + ing<br>shake + s | Ask children if any letters need to be dropped.<br><br>Bake + ed<br>make + ing<br>late + er<br>safe + er<br>cake + s<br>laze + ing      | Ask children to write the following words in their workbooks:<br><br>shaker<br>waiter<br>skater<br>faster<br>latter<br>dozer   |
| Day 2 | Ask the children which column the word goes in.<br><br>/ ai / ay / a / a, a /<br>dian<br>apron<br>clay<br>blame<br>staying  | Remind about adding endings to split digraph words (including -y endings).<br><br>Model:<br>lace + y<br>shake + y<br>Bake + y                                                                                  | Ask children if any letters need to be dropped.<br><br>crase + y<br>wade + ing<br>save + er<br>fade + ed<br>flame + ing<br>dose + y     | Ask children to write the following words in their workbooks:<br><br>lazy<br>shaking<br>chased<br>blaming<br>fray<br>tamer     |
| Day 3 | Ask the children which column the word goes in.<br><br>/ ai / ay / a / a, a /<br>Sunday<br>shade<br>balby<br>stain<br>grate | Remind about adding endings to split digraph words (including -en endings).<br><br>Model:<br>shake + en<br>take + en<br>enlarge + en                                                                           | Ask children if any letters need to be dropped.<br><br>awake + en<br>taste + y<br>grate + ed<br>game + er<br>escape + ing<br>shave + en | Ask children to write the following words in their workbooks:<br><br>taken<br>amazed<br>fally<br>chasing<br>mistaken<br>skater |

In Year 5 and 6, we use a range of resources to provide a comprehensive and accessible progression in the teaching of spelling. This incorporates knowledge of spelling conventions, patterns and rules as well as common and further exception words.

Children are encouraged to be independent spellers and are expected to apply rules they have learned when writing. Topic or key words are provided on word mats and learning walls. Children are encouraged to independently use the resources within the room to spell correctly.

## 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. Lessons are daily.



|     |     |     |     |     |
|-----|-----|-----|-----|-----|
| a A | b B | c C | d D | e E |
| f F | g G | h H | i I | j J |
| k K | l L | m M | n N | o O |
| p P | q Q | r R | s S | t T |
| u U | v V | w W | x X | y Y |
| z Z |     |     |     |     |



In Year 2, as soon as the children demonstrate they are able to use the correct letter formation, they are introduced to cursive script and learn to join combinations of letters. Lessons are daily.

Lower Key Stage 2 children will have at least three handwriting sessions a week and upper Key Stage 2 children will have at least two handwriting sessions a week. Children will practise forming letters linked to phonics and spelling, as well as letters that are frequently formed incorrectly.

Extra support will be provided to individual children who have difficulty with handwriting and presentation. The handwriting programme for Key Stage 1 should be followed for these children where appropriate.

We 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.

| Handwriting Family        | Letters                 | Teaching Points                                                                                                                                                                                                                         | Joins                                                                                                                                             | Examples                                    |
|---------------------------|-------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------|
| Ladder Letters            | i j t<br>u y            | <ul style="list-style-type: none"> <li>Diagonal joins from l, i, t, u</li> <li>Loop and diagonal joins from j, y</li> <li>Dot i's and cross t's after completing a word</li> </ul>                                                      | it, lit, till, ill, let, tell, little<br>jet, yell                                                                                                | ly ty ji<br>lit tell<br>jet yell            |
| One Armed Robot Letters   | r m n<br>h b<br>k p     | <ul style="list-style-type: none"> <li>Diagonal joins from m, n, h, b, k, p</li> <li>Horizontal joins from r</li> <li>Letter r joins can be particularly difficult so will need a lot of practice, especially joining r to e</li> </ul> | no, mu, mp, pl, th,<br>nk, ki, ke, bb,<br>re, ere, ri, ur<br>hit, nit, bit, pit, mill, hill, pill, tip,<br>kip, nip, pink, think, milk, link, rip | pl th<br>nk bb<br>re ur<br>bit pit<br>think |
| Curly Caterpillar Letters | c a o<br>q g d<br>e s f | <ul style="list-style-type: none"> <li>Diagonal joins from c, a, q, d, e, s</li> <li>Loop and diagonal joins from g, f</li> <li>Horizontal joins from o</li> </ul>                                                                      | qu, ee, oo, gg, fa<br>at, cat, cod, cad, dad, gas, sad,<br>queen, sap, shaft, foe, fat                                                            | qu oo<br>gg fa<br>cod gas<br>shaft          |
| Rigging Monster Letters   | v w<br>x z              | <ul style="list-style-type: none"> <li>Diagonal joins from z</li> <li>Horizontal joins from v, w</li> <li>No join from x</li> <li>Children have difficulty joining from the letters v and w, especially to e and i.</li> </ul>          | ve, be, wh, ex, ix<br>zoo, buzz, gaze, size, daze, zig-<br>zag, exit, mix, van, vet, wet, live,<br>hive, wives, fix, six, mix, axe, tax,<br>wax   | ve wh<br>zoo buzz<br>exit live<br>fix axe   |

## 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.

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"> <li>- Say a sound for each letter in the alphabet and at least 10 digraphs</li> <li>- Read words consistent with their phonic knowledge by sound-blending</li> <li>- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words</li> <li>- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary</li> <li>- Anticipate – where appropriate – key events in stories</li> <li>- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play</li> </ul> | <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 exception 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 indexes to locate 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"> <li>- write recognisable letters, most of which are correctly formed</li> <li>- spell words by identifying sounds in them and representing the sounds with a letter or letters</li> <li>- write simple phrases and sentences that can be read by others</li> </ul> | <p>By the end of Y1, a child should be able to:</p> <ul style="list-style-type: none"> <li>- compose individual sentences orally and then write them down</li> <li>- sequence their ideas, draft and re-read to check that the meaning is clear</li> <li>- spell correctly many of the words covered in Y1 as well as name the letters of the alphabet in order</li> <li>- make phonically-plausible attempts to spell words that have not yet been learnt</li> <li>- form individual letters correctly</li> <li>- Uses capital letters and full stops to demarcate sentences</li> <li>- Joins words and clauses using 'and'</li> </ul> | <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"> <li>- explain how different types of writing, including narratives, are structured and applies this to their own writing</li> <li>- spell many words learned correctly, including common exception words</li> <li>- demarcate sentences correctly with capital letters, full stops and question marks</li> <li>- use coordination and some subordination to join clauses</li> </ul> | <p>By the end of Y3, a child should be able to:</p> <ul style="list-style-type: none"> <li>- write down their ideas with a reasonable degree of accuracy and with good sentence punctuation</li> <li>- spell common words correctly, including exception words</li> <li>- write for a range of real purposes and audiences and in a variety of forms</li> </ul> <p>A child is beginning to:</p> <ul style="list-style-type: none"> <li>- 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</li> <li>- understand how writing can be different from speech</li> <li>- organise writing into paragraphs</li> <li>- use inverted commas to punctuate direct speech</li> </ul> | <p>By the end of Y4, a child should be able to:</p> <ul style="list-style-type: none"> <li>- write down ideas quickly; the grammar and punctuation should be broadly accurate</li> <li>- spell most words taught so far correctly</li> <li>- write for a range of real purposes and audiences. These purposes and audiences should underpin decisions about the form the writing should take</li> <li>- 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</li> <li>- use fronted adverbials</li> </ul> | <p>By the end of Y5, a child should:</p> <ul style="list-style-type: none"> <li>- use accurate grammar and punctuation and begin to apply this when considering both audience and purpose</li> <li>- spell most words taught so far correctly</li> <li>- use knowledge of language gained reading to facilitate writing</li> <li>- write effective descriptions</li> <li>- understand the differences between standard English and non-standard English and can apply what has been learnt, for example, in writing dialogue for characters</li> <li>- use relative clauses</li> </ul> | <p>By the end of Y6, a child should be able to:</p> <ul style="list-style-type: none"> <li>- reflect an understanding of the audience for, and the purpose of, a piece of writing by selecting appropriate vocabulary, grammar and punctuation</li> <li>- spell most words from the Y5/6 spelling list</li> <li>- consciously control the structure of sentences in writing and understand why sentences are constructed as they are</li> <li>- generate ideas, draft, and re-read a piece of writing to check that the meaning is clear</li> <li>- use a range of devices to build cohesion</li> </ul> |

### **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 Exception 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 Sonar Tracker system.

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

We administer termly PiXL assessments in Years 3, 4, and 5, alongside regular use of past SATs papers in Year 6, to monitor children's progress and ensure familiarity with external testing formats.

Question Level Analysis (QLA) data is then used to precisely identify whole-class trends and individual pupil learning gaps. This ensures subsequent teaching and targeted interventions are immediately adapted to support pupils' next steps.

### **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 2 tests in Reading and SPAG (Year 6)
- Key Stage 2 Teacher Assessment in Writing (Year 6)



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

**Interventions and Tutoring:**

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 and tutoring.

Many children from Year 1 – Year 5 are identified to take part in the FFT tutoring programme, 'Tutoring with The Lightning Squad' or 'Reading Quest'. Children 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 the quality of education remains consistently good across the school in order to get the best outcomes for the children.