

READING AND WRITING

Intent, Implementation, Impact



INTENT

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

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

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

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

We deliver a Reading curriculum, which develops:

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

We deliver a Writing curriculum, which develops:

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

READING IMPLEMENTATION

Year R and Year 1

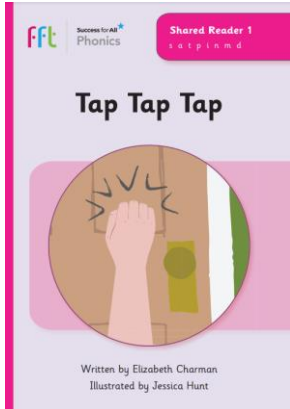
In Year R and Year 1, reading is taught using shared readers linked to our chosen Phonics programme: FFT Success for All Phonics.

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
<p>Explore 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.</p> <p>Word Time Introduce the Red and Green Words for the story along with selected vocabulary. Partners practise Red / Green Words.</p> <p>Choral Read Read the story together as a class, guiding the children to decide words and then eventually fast-blending them. Model key skills and the weekly grammar focus.</p> <p>Discussion Time Review children's predictions and summarise the story by asking the provided questions.</p>	<p>Remember Remember the story with the class, including the title, characters, setting, etc., by asking the provided questions.</p> <p>Word Time Review the Red and Green Words for the story along with selected vocabulary. Partners practise Red / Green Words.</p> <p>Partner Reading Children read the story, alternating pages with their partners. Teacher supports with comprehension questions and references to the weekly grammar focus.</p> <p>Discussion Time Review the story by asking the provided questions.</p>	<p>Review Review the story with the class, including characters, key plot points, problems and resolution by asking the provided questions.</p> <p>Word Time Review the Red and Green Words for the story along with selected vocabulary. Partners practise Red / Green Words.</p> <p>Partner Reading 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.</p> <p>Discussion Time Review the story by asking the provided questions.</p>	<p>Echo Read 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.</p> <p>Spelling Time Children practise letter formation (upper and lower case previously learnt GPCs) before progressing on to spelling Green/Red Words from the current Shared Reader.</p> <p>Partner Question Time 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.</p>	<p>Reading Celebration 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.</p> <p>Writing Time 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.</p> <p>Reflection Time Revisit the learning objectives for the week with the children. Children discuss their achievements and next steps.</p>

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

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)



Key Stage 2

In Key Stage 2, whole class reading lessons are taught through a carefully developed sequence of learning based on rich texts. The unit of work consists of a guided phase of learning and an independent phase of learning.

During the guided phase, skills are modelled by the teacher during the lesson. When the children then progress onto the independent phase, they apply these skills independently. The majority of children continue to read the whole class text during the independent phase. Some children, who are still requiring more support with their decoding, are given differentiated text suited to their needs. Children who are still working on Phonics will continue to learn Phonics and read the linked reading book.

Reading Overview Plan			
Year Group:		Teacher:	
Whole class Phase (1-2 weeks)		Independent Application Phase (2-3 weeks)	
Class Text 		 	
Week 1 – 13/1/20	Week 2 – 20/1/20	Week 3 – 27/1/20	Week 4 – 3/2/20
Close Read – Text Mark/Grid Close Reading flow chart steps Complete Close Read grid Vocabulary Explore word meaning Retrieval Simple questions related to text Retrieval Simple questions related to text Inference Role on the wall about character	Inference Create inference sums/APE Qs Prediction Predicting from the text read so far Retrieval Simple questions related to text Summary Summarise what has happened so far Comparison Compare books by the same author	Close Read – Text Mark/Grid Close Reading flow chart steps Complete Close Read grid Vocabulary Explore word meaning Retrieval Simple questions related to text Retrieval Simple questions related to text Inference Role on the wall about character	Inference Create inference sums/APE Qs Prediction Predicting from the text read so far Retrieval Simple questions related to text Summary Summarise what has happened so far Comparison Compare books by the same author
Explicit teaching of Fluency		Explicit teaching of Fluency	
For use in Y2-Y6      			

The chosen texts offer variety across a range of genres and text types, including fiction, non-fiction and poetry titles. They have been written by different authors and illustrators, making the collection exciting and engaging. Links are made with other areas of learning where appropriate to support the children with remembering more and knowing more.



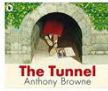


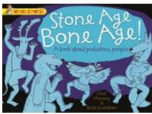






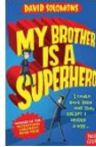
Each text offers unique themes and challenges, gradually building upon the previous one to enhance children's literary understanding. The texts and themes become slightly more complex as the children progress through the school.

Each learning journey includes rich authentic tasks, which are meaningful and engaging, and designed to ensure all children are supported and challenged. Reading skills are developed in a combined way so that pupils develop the ability to predict, clarify, infer, question and summarise for meaningful reading experiences and to comprehend the text. This enables children to read for deeper meaning within one text.

Teachers adapt and scaffold learning as appropriate. Questions can vary in complexity, reading extracts can vary in length, reading journal tasks can be shortened or lengthened as appropriate and a range of higher order questions and expectations can be put in place for those pupils who are able to grasp the concepts and ideas more quickly or who have a higher level of reading fluency and comprehension.

Fluency development is interwoven within the journey so that children are able to read and understand texts independently with greater success. If fluency isn't strong, more time will be dedicated to this.

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



Year 4 Teaching of Reading Text and Skills Progression					
Au1	Au2	Sp1	Sp2	Su1	Su2
Tomb Raiders		Stone Age to Iron Age		Raging Rivers	
Fiction: We're all Wonders (whole school)  Fiction: Voices in the Park  Fiction: Tunnel 	Non-Fiction: The Story of Tutankhamun  Poetry: Snow 	Fiction/Non-Fiction: Stone Age, Bone Age!  Non-Fiction: Explore! Stone, Bronze and Iron Ages 	Fiction: Varmints 	Fiction/Non-Fiction: A River  Non-Fiction / Fiction: The Rhythm of the Rain  Poetry: The River by Valerie Bloom 	Fiction: The Explorer  Or My Brother Is a Superhero 




Themes, fluency and comprehension skills are mapped out for each text:

Text	Themes	Fluency	Comprehension
Voices in the Park <i>Fiction</i>	Friendship, imagination, and the power of storytelling	Children read the text aloud with accuracy, using appropriate expression and intonation, paying attention to the punctuation and the different voices of the characters.	In this thought-provoking picture book, children immerse themselves in the vivid illustrations and discuss emotions and characters. They will be able to make simple inferences about the characters' feelings and motivations.
Tunnel <i>Fiction</i>	Perseverance, courage, and overcoming challenges	Children focus on reading with pace and intonation, considering the atmosphere of the story.	Building upon their picture book comprehension skills, children dive deeper into character motivations, themes, and symbols within the text, honing their ability to infer and interpret the story. They will discuss how the protagonist overcomes challenges. They make predictions about what will happen next and explain the significance of the ending.
The Story of Tutankhamun <i>Non-Fiction</i>	History, mystery, discovery and adventure	Children practice reading non-fiction texts with fluency and accuracy, paying attention to the technical vocabulary.	Children explore non-fiction and learn to identify main ideas, extract information from text features, and use context to understand unfamiliar vocabulary. This text introduces historical and cultural themes. They will identify the key events in Tutankhamun's life and they will discuss the significance of Tutankhamun's tomb and its discovery.

Year 4 Teaching of Reading Text and Skills Progression							
The table below links specific objectives from the National Curriculum expectations to each of the texts. Skills are taught, developed and built upon across the year:							
Texts	Genre	Retrieval	Inference	Vocabulary	Prediction	Summary and Sequencing	Comparison
		<ul style="list-style-type: none"> Select important points/words/phrases Visualise Refer to text Scan Skim 	<ul style="list-style-type: none"> Ask questions Form opinions Refer to text Infer Draw conclusions Hypothesise Visualise Predict 	<ul style="list-style-type: none"> Visualise Hypothesise Form opinions Ask questions Refer to text 	<ul style="list-style-type: none"> Predict Visualise Ask questions Form opinions Refer to text Draw conclusions Hypothesise Infer 	<ul style="list-style-type: none"> Summarise/retell/precis Refer to text Skim Watch out for meaning breakdown 	<ul style="list-style-type: none"> Refer to text/s Form opinions Make connections to prior knowledge Draw conclusions Hypothesise Ask questions
Au1	We're all Wonders	Fiction	✓	✓	✓	✓	✓
	Voices in the Park	Fiction	✓	✓	✓	✓	✓
	The Tunnel	Fiction	✓	✓	✓	✓	✓
Au2	The Story of Tut	Non-Fiction	✓	✓	✓	✓	✓
	Snow	Poetry	✓	✓	✓	✓	✓

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

Reading – Areas of Comprehension Learning			
READING PROFILES			
Domain	Key Stage 1	Key Stage 2	Key Strategies
Retrieval Rex 	Retrieval Rex finds the answer in the text. He will find out what the characters are called and what they do. He will select important points/words/phrases to answer a question. The answer he is looking for is always in the text somewhere... he just has to retrieve it! He will use the information to visualise what is happening in the text. He will refer to the text when he responds to questions.	Retrieval Rex finds key pieces of information within the text he is reading. He will scan and skim the text for a specific answer. The answer he is looking for is always in the text somewhere... he just has to find and retrieve it! He will use the information to visualise what is happening in the text. He will refer to the text when he responds to questions.	Select important points/words /phrases Visualise Refer to text Scan Skim
Inference Iggy 	Inference Iggy hunts for clues in the text. These clues might help him to work out how someone is feeling, why somebody did something or why something is happening. He likes to ask questions . The two types of question that Inference Iggy likes most are: 'Why?' and 'How do you know?' He will form opinions about what he reads and refer to the text when he responds to questions in order to explain his thinking.	Inference Iggy reads the text like a detective to infer meaning. He hunts for clues about how someone might be feeling or why something is happening. He will ask questions to analyse what is happening, why and how. He will hypothesise , form opinions and draw conclusions from the text. He will refer to the text to explain his thinking. He is not looking for what is written in the text but what is meant by it. He will use his inferences to visualise what is happening in the text.	Ask questions Form opinions Refer to text Infer Draw conclusions Hypothesise Visualise Predict (see Prediction Pip)

Moorlands Whole School Reading Progression								
Key Strategies	Learning Objectives							
	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
 Prediction Pip 	Predict Visualise Ask questions Form opinions Refer to text Draw conclusions Hypothesise Infer	<ul style="list-style-type: none"> Anticipates (where appropriate) key events in stories 	<ul style="list-style-type: none"> Predict what might happen based on what has been read so far, e.g. simple predictions about the characters. 	<ul style="list-style-type: none"> Predict what might happen based on what has been read so far. 	<ul style="list-style-type: none"> Predict what might happen from details stated and implied, justifying predictions with evidence from the text 	<ul style="list-style-type: none"> Predict what might happen from details stated and implied, justifying predictions with evidence from the text and with knowledge of wider reading. 	<ul style="list-style-type: none"> Predict what might happen from details stated and implied and using knowledge of text types to support reasoned predictions. 	<ul style="list-style-type: none"> Predict what might happen from details stated and implied using detailed knowledge of text types to support reasoned predictions.
Summary and Sequencing Suki 	Summarise/retell/precis Refer to text Skim Watch out for meaning breakdown	<ul style="list-style-type: none"> Explain what has happened in the book (verbally). Retell familiar stories. Join in with predictable phrases. Discuss and order events. 	<ul style="list-style-type: none"> Order key events in the book. 	<ul style="list-style-type: none"> Recall and summarise main ideas Identify main ideas drawn from more than one paragraph and summarise these 	<ul style="list-style-type: none"> Recall and summarise main ideas Identify main ideas drawn from more than one paragraph and summarise these 	<ul style="list-style-type: none"> Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas 	<ul style="list-style-type: none"> Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas and using quotations for illustration 	

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.

Lesson 1i - 4i		Weekly Phonics Lesson Plan						
	Review Previously Learnt GPCs (5 minutes)			Teach / Practise / Apply New GPCs (15 minutes)				
	Neat Phonemes	Read GPCs	Stretch and Read	Present New GPC	Modal Phoneme	Say it Fast	Break it Down	Write New Graphemes
Day 1 /s/				The snake slides and sizzles. /s/	Look what my mouth is doing when I say /s/. My teeth are together and my mouth isn't open. All air comes out through the little gaps in my teeth.	s s t s i p s w m s w t	s i t s w p s w p	Left, upward, rightward, then back to left.
Day 2 /a/	s	s		Alpha asks for apples. /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 t a p a m a w a	a m a t a w a	Around the apple and down the stem.
Day 3 /t/	s a	s a		Tap the tap tap. /t/	Look what my mouth is doing when I say /t/. My tongue is behind my top teeth and when I say the sound I bite back of all my teeth. My voice stops without a lot.	t a p t a p t a p	t a p t a p t a p	Down the nose, up and over.
Day 4 /p/	s a t	s a t	at sat	Pigs at the pond. /p/	Look what my mouth is doing when I say /p/. My lips are together and I'm blowing air out of my mouth. My voice stops without a lot.	p a t p a t p a t	p a t p a t p a t	From head to tail then right around the pond.
Day 5 (Review)	s a t p	s a t p	at sat tap	Review all GPCs presented this week.		p a t s a t t a p	t a p s a t t a p	Practice writing all graphemes presented this week, both upper and lower case, that need review.

It follows the teaching principles of:

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

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




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

Reading materials have been designed to support rapid and sustained progress and are well matched to the scope and sequence of the programme. A comprehensive set of decodable shared readers 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		
Reception Term 1							
Words Correct Per Minute - End of Term Goal: 15							
Phase 1	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	the l ha she is to go of as we are you into
	4	i n m d	5i - 8i				
	5	g o c k	1				
	6	ck e u r	2				
	7	Consolidation Week	3				
	8	h b f ff	4	Read Common Exception Words			
9	l l s s	5	Read CVC words with -s ending /s/ sound	Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words			
10	j v w	6					
11	x y z	7	Read CVC words with -s ending /z/ sound				
12	Consolidation Week	8	Consolidate above skills				

Home Reading:

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

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

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.

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.



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

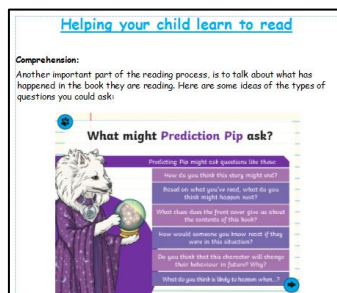
Our Moorlands “Reading Rocket Rewards” is designed to encourage the children to read at home regularly and to celebrate their achievements:



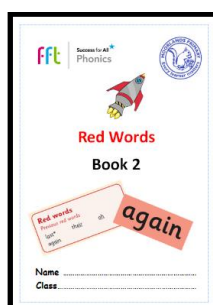
Every book recorded in their reading diary earns them a house point. Children who read a minimum of 4 times per week reach a ‘star’ in their booklet. Once all the stars on that page are achieved, children reach a planet. Each time a planet is achieved, children receive a certificate to take home. Children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



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
Learning Journey 1 Text: How to wash a Woolly Mammoth  Outcome: Entertaining instruction leaflet, in the style of the text driver 'How to Wash a Woolly Mammoth' SOA Outcome: Character description of the Woolly Mammoth	Learning Journey 1 Text: The Wolf's Story  Outcome: Story from the perspective of the wolf SOA Outcome 1: Wanted poster for Little Red Riding Hood SOA Outcome 2: Recount a real event after a treasure hunt in Moorlands woods (link to traditional tales)	Learning Journey 1 Text: The Night Gardener  Outcome: Collection of descriptions of the topiaries for signage in the park SOA Outcome: Recount writing about the strange events at Gigglesack Lane.	Learning Journey 1 Text: Ice Bear  Outcome: Watch nature clips about polar bears (ensure no gruesome bits) Outcome: Non-chronological report about polar bears SOA Outcome: Setting description of the arctic	Learning Journey 1 Film Driver: Something Fishy  Outcome: Short story to match sequence of film SOA Outcome: Recount of real event to Blue Reef Aquarium	Learning Journey 1 Text: A Planet Full of Plastic  Outcome: School/class campaign to reduce plastic waste in school, at home and within the local community - poetry, persuasive speeches and posters, adverts, signs/placards, banners, recounts
Learning Journey 2 Text: There was an old dragon who swallowed a knight  Outcome: Dragon Poem SOA Outcome: Character description of the dragon	Learning Journey 2 Text: The Lion and the Mouse  Outcome: Story to accompany the wordless picture book SOA Outcome: Recount writing to focus on the moment the mouse woke the sleeping lion through the eyes of the mouse.	Learning Journey 2 Text: Tidy  Outcome: Letter of apology to the animals of the forest SOA Outcome: Go litter picking in the school grounds and recount as a real event. Need to plant plenty of litter and sure all children are active participants.	Learning Journey 2 Text: Big Bear, Little Brother  Outcome: Diary about the fictional experiences of the bear and book. SOA Outcome: Narrative to retell the bear's story in the form of a written comic strip.	Learning Journey 2 Text: Lila and the Secret of the Rain  Outcome: Innovate the story by changing the setting to somewhere cold (learning from Sp2) SOA Outcome: List poem to describe the setting of Lila's village	

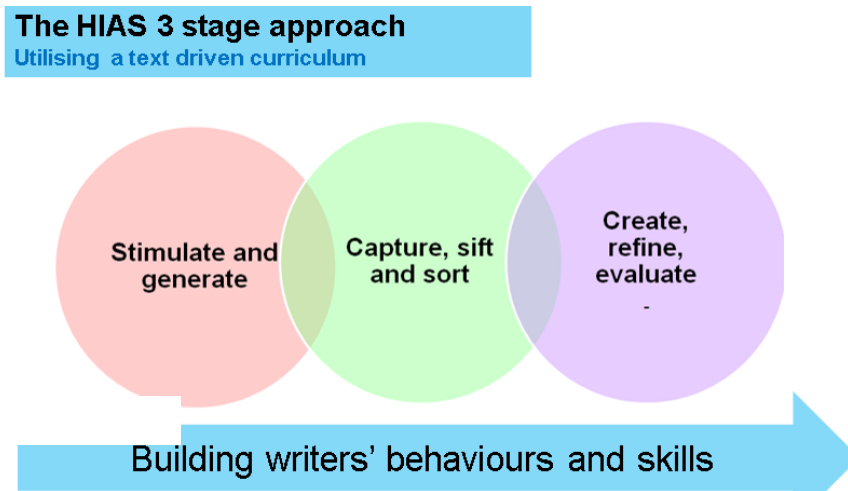
We ensure that a range of writing forms are covered over the course of the year for a range of purposes and audiences.



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
Learning Journey 1 Text: How to wash a Woolly Mammoth Outcome: Entertaining instruction leaflet, in the style of the text driver 'How to Wash a Woolly Mammoth' Skills: <ul style="list-style-type: none"> Retell in a clear sequence using commands Punctuate sentences with a capital letter and a full stop Adverbs for extra detail 	Learning Journey 1 Text: The Wolf's Story Outcome: Retelling the story Skills: <ul style="list-style-type: none"> Co-ordinating conjunctions (or, and, but) Exclamation sentences Exclamation marks Apostrophe for singular possession 	Learning Journey 1 Text: The Night Gardener Outcome: Collection of descriptions of the topiaries for signage in the park Skills: <ul style="list-style-type: none"> Commas between adjectives Subordination Apostrophes for singular possession Expanded noun phrases to describe and specify 	Learning Journey 1 Text: Ice Bear Outcome: Watch nature clips about polar bears (ensure no gruesome bits) Outcome: Non-chronological report about polar bear Skills: <ul style="list-style-type: none"> Subordination (using when, if, that, or because) Co-ordination (using or, and, or but) Apostrophes for singular possession Expanded noun phrases to describe and specify 	Learning Journey 1 Film Driver: Something Fishy Outcome: Short story to match sequence of film Skills: <ul style="list-style-type: none"> Expanded noun phrases Past tense Coordination Subordination Adverbs 	Learning Journey 1 Text: A Planet Full of Plastic Outcome: School/class campaign to reduce plastic waste in school, at home and within the local community - poetry, persuasive speeches and posters, adverts, signs/placards, banners, recounts Skills: <ul style="list-style-type: none"> Subordinating conjunctions (when/ if /that/because)
Learning Journey 2 Text: There was an old dragon who swallowed a knight Outcome: Dragon Poem Skills: <ul style="list-style-type: none"> Rhyming poem Perform poetry Expanded noun phrases Past tense 	Learning Journey 2 Text: The Lion and the Mouse Outcome: Story to accompany the wordless picture book Skills: <ul style="list-style-type: none"> Expanded noun phrases Suffixes to spell longer words Subordinating conjunctions (using when, if, that, or because) 	Learning Journey 2 Text: Tidy Outcome: Letter of apology to the animals of the forest Skills: <ul style="list-style-type: none"> Subordination (because) and coordination (but) Questions Question marks 	Learning Journey 2 Text: Big Bear, Little Brother Outcome: Diary about the fictional experiences of the bear and book. Skills: <ul style="list-style-type: none"> Suffixes to spell longer words Present and past tenses, including the progressive form Spell words with contracted forms 	Learning Journey 2 Text: Lila and the Secret of the Rain Outcome: Innovate the story by changing the setting to somewhere cold (learning from Sp2) Skills: <ul style="list-style-type: none"> Past tense, including progressive form Expanded noun phrases 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.



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.

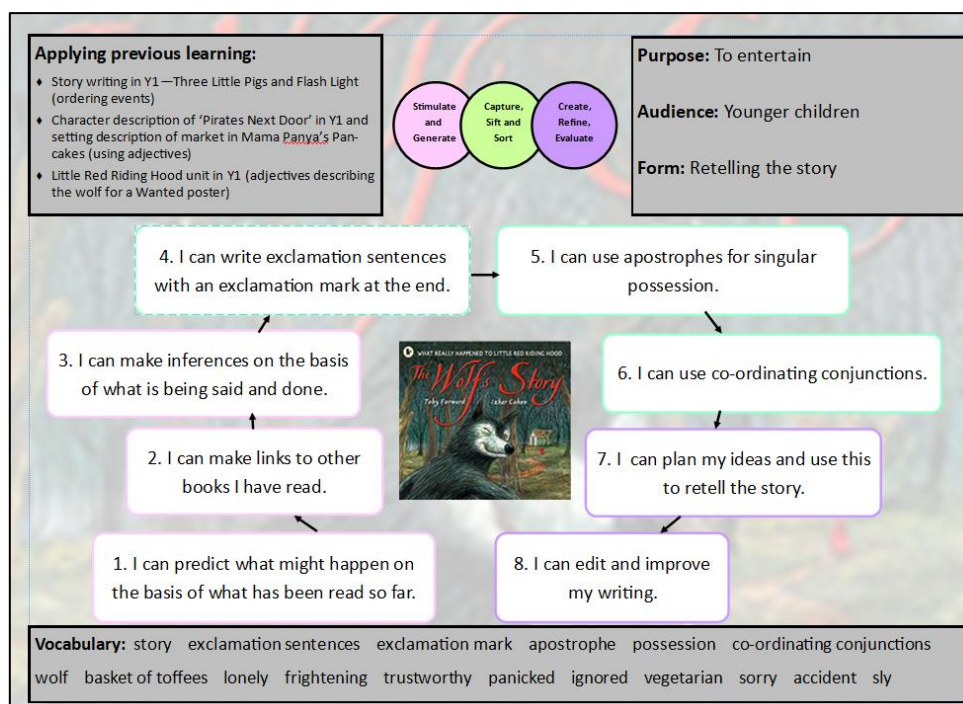
In the third phase, 'Create, Refine, Evaluate', children have the opportunity to plan, draft, edit and evaluate a piece of writing.

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		
<p>Text Driver The Wolf's Story by Toby Forward</p> 	<p>Purpose: To entertain</p> <p>Audience: Younger children</p> <p>Form: Retelling the story</p>	<p>Learning Objectives</p> <p>Key Spoken Language objectives:</p> <ul style="list-style-type: none"> Consider and evaluate different viewpoints, attending to and building on the contributions of others <p>Key Reading objectives:</p> <ul style="list-style-type: none"> Ask questions and express opinions about main events and characters in stories Predict what might happen on the basis of what has been read before Make inferences on the basis of what is being said and done <p>Key Writing objectives:</p> <ul style="list-style-type: none"> Develop positive attitudes towards and stamina for writing by writing narratives about personal experiences and those of others (real and fictional) Use some of the characteristic features of the type of writing used. Compose a sentence orally before writing it Write exclamation sentences with exclamation marks Use an apostrophe for singular possession Punctuate sentences using capital letters and full stops Use conjunctions for co-ordination (or/and/but) <p>Key Vocabulary:</p> <p>story exclamation sentences exclamation mark apostrophe possession co-ordinating conjunctions wolf basket of toffees lonely frightening trustworthy panicked ignored vegetarian sorry accident sly</p>
<p>Experience: Discovering wanted posters and clues about the dragon and who he has eaten</p>		
<p>What does this build on?</p> <p>This builds on children's story writing development in Year 1 where they were sequencing pictures and sentences to retell a simple story.</p> <p>They also learned to write a character description and setting description using adjectives in Y1.</p> <p>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.</p>	<p>What comes next?</p> <p>The next unit of <u>story-writing</u> 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.</p> <p>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'.</p>	

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

Once children have completed the Year 1 Phonics programme, we use FFT's 'Spelling with the Jungle Club' scheme in Year 2 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.

During the Autumn term, children spend time going over the Year 1 content which was covered in the final phase of the phonics programme.

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 in KS1, 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 Year 2 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.

Spelling with the Jungle Club - Scope and Sequence				
Term	Review from Year 1	New Skills for Year 2	CEWs Year 2	Special Skill
Week 1	Compare: long /a/ (/ai/ya_e/a/)	Adding endings to split digraph words	great, break, steak	Contraction: can't
Week 2	Compare: long /e/ (/ee/ea-y/)	Adding endings to split digraph words	because, again	Homophones: see/sea
Week 3	Compare: long /o/ (/oi/oa_e/)	Adding endings to split digraph words and other words ending in 'e'	even, people	Homophones: be/bee
Week 4	Compare: long /i/ (/igh/ie_e/y/) Prefix un-	Practise adding endings to split digraph words and other words ending in 'e'	find, kind, mind, wild, chicken, climb	Contractions: I'll, you'll, we'll
Week 5	Compare: long /ou/ (/oo/oo_o_e/ow/)	Adding endings to split digraph words and other words ending in 'e'	old, cold, gold, hold, fold, told	Contraction: don't
Week 6	Compare: long /u/ (/oo/uo/uo_e/ew/u/)	Adding endings to split digraph words and other words ending in 'e'	most, only, clothes, bath, hello	Homophones: blue/blew
Term 2				
Week 1	'ph' 'wh'	Words beginning 'wh'	who, whole, Mr, Ms	Homophones: right/write
Week 2	Compare: /ai/ /ei/ /ri/	Apostrophes for possession	after*, pass*, grass*, class*	Contraction: won't
Week 3	Compare: /au/ /ow/	Apostrophes for possession	hour	Homophones: hear/here
Week 4	Compare: /ai/ /oi/ /au/ /aw/	Suffix -ful	door, poor, floor, water, beautiful	Homophones: there/their
Week 5	Compare: /ear/ /eer/ /air/ /ear/ /aw/	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.

Term 1 Week 1 - Long /a/ + endings to split digraph words				
	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. /ai/ ay /a/ a_e/ /e/ e/ ee/ ea/ e/	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. Model: train - rained, away - away, paper - paper, makes - makes	Ask children if any letters need to be dropped. Bake + ed make + ing late + er safe + est cake + s laze + ing	Ask children to write the following words in their workbooks: shaker waiting skates fated latest doing
Day 2	Ask the children which column the word goes in. /ai/ ay /a/ a_e/ /e/ e/ ee/ ea/ e/	Remind about adding endings to split digraph words (including -y ending). Model: drain - drained, apron - aproned, clay - clayed, blame - blamed, staying - stayed	Ask children if any letters need to be dropped. craze + y wade + ing save + er fade + ed flake + y daze + y	Ask children to write the following words in their workbooks: lazy shaking chased blaming hazy tamer
Day 3	Ask the children which column the word goes in. /ai/ ay /a/ a_e/ /e/ e/ ee/ ea/ e/	Remind about adding endings to split digraph words (including -en ending). Model: Sunday - sundayed, brainy - brainied, waste - wasted, baby - babyed, stain - stained, wavy - wavyed, grate - grated	Ask children if any letters need to be dropped. awake + en taste + y grate + ed game + er escape + ing stove + en	Ask children to write the following words in their workbooks: taken amazed faby chasing mistaken skater

Key Stage 2

In Key Stage 2, we use the 'No Nonsense Spelling Programme', which provides a comprehensive yet accessible progression in the teaching of spelling. The focus of the programme is on the teaching of spelling, which embraces knowledge of spelling conventions – patterns and rules as well as common and further exception words.

There is a clear progression through blocks of teaching units across the year, explaining how to teach spelling effectively.



Year 3 Term 1 overview			
Block 1 – autumn first half term			
Week 1	Lesson 1 Revise Suffixes from Year 2 ('-s', '-es', '-er', '-ed', '-ing')	Lesson 2 Practise Suffixes from Year 2 ('-s', '-es', '-er', '-ed', '-ing')	Lesson 3 Revise/Teach Revise prefix 'un-' Teach prefix 'dis-' (disappoint, disagree, disobey)
Week 2	Lesson 4 Practise/Apply Practise prefix 'dis-' Apply prefix 'un-'	Lesson 5 Revise From Year 2: Apostrophes for contractions	
Week 3	Lesson 6 Learn Strategies for learning words: Words from statutory and personal spelling lists	Lesson 7 Revise/Teach Strategies at the point of writing: Have a go	
Week 4	Lesson 8 Teach Rarer GPCs: words with the /ei/ sound spelt 'ei' (vein), 'eigh' (eight), 'aigh' (straight) or 'ey' (they)	Lesson 9 Practise Rarer GPCs: words with the /ei/ sound spelt 'ei' (vein), 'eigh' (eight), 'aigh' (straight) or 'ey' (they)	Lesson 10 Assess Rarer GPCs: words with the /ei/ sound spelt 'ei' (vein), 'eigh' (eight), 'aigh' (straight) or 'ey' (they): dictation

Drawing around the word to show the shape	<p>Draw around the words making a clear distinction in size where there are ascenders and descenders. Look carefully at the shape of the word and the letters in each box. Now try to write the word making sure that you get the same shape.</p>
---	---

Pyramid words	<p>This method of learning words forces you to think of each letter separately.</p> <p style="text-align: center;">p py pyr pyra pyram pyrami pyramid</p> <p>You can then reverse the process so that you end up with a diamond.</p>
---------------	--

Drawing an image around the word	<p>This strategy is all about making a word memorable. It links to meaning in order to try to make the spelling noticeable.</p>
Words without vowels	<p>You can't use this method as your main method of learning spellings, but it might work on those that are just a little more difficult to remember.</p> <p>This strategy is useful where the vowel choices are the challenge in the words. Write the words without the vowels and pupils have to choose the correct grapheme to put in the space. For example, for the word field.</p> <p style="text-align: center;">f _ _ ld</p>

Children are encouraged to be independent spellers and are expected to apply rules they have learned when writing.

During lessons, any 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.



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. We have high expectations that children are ready for this in the Autumn term. Lessons are daily.


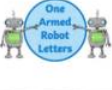


Lower Key Stage 2 children will have at least three handwriting sessions a week and upper Key Stage 2 children will have at least two handwriting sessions a week. Children will practise forming letters linked to phonics and spelling, as well as letters that are frequently formed incorrectly.

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
	l i j t u y	<ul style="list-style-type: none"> Diagonal joins from l, i, t, u Loop and diagonal joins from j, y Dot t's and cross t's after completing a word 	ly, lt, ty, il it, lit, till, ill, let, tell, little jet, yell	ly ty ji lit tell jet yell
	r m n h b k p	<ul style="list-style-type: none"> Diagonal joins from m, n, h, b, k, p Horizontal joins from r Letter r joins can be particularly difficult so will need a lot of practice, especially joining r to e 	rm, mu, mp, pl, th, nk, kj, ke, bb, re, ere, r, ur hit, nit, bit, pit, mill, hill, pill, tip, kip, nip, pink, think, mink, link, rip	pl th nk bb re ur bit pit think
	c a o q g d e s f	<ul style="list-style-type: none"> Diagonal joins from c, a, q, d, e, s Loop and diagonal joins from g, f Horizontal joins from o 	qu, es, oo, ss, fa at, cat, cod, cad, dad, gas, sad, queen, sap, shaft, foe, fat	qu oo gg fa cod gas shagt
	v w x z	<ul style="list-style-type: none"> Diagonal joins from z Horizontal joins from v, w No join from x Children have difficulty joining from the letters v and w, especially to e and i. 	ve, ve, wh, ex, ix zoo, buzz, gaze, size, daze, zig- zag, exit, mix, van, vet, wet, live, hive, wives, fix, six, mix, axe, tax, wax	ve wh zoo buzz exit live 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"> - Say a sound for each letter in the alphabet and at least 10 digraphs - Read words consistent with their phonic knowledge by sound-blending - Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words - Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary - Anticipate – where appropriate – key events in stories - Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play. 	<p>By the end of Y1, a child should be able to read all common graphemes and read unfamiliar words containing these graphemes, accurately and without undue hesitation by sounding them out in books that are matched closely to the level of word reading knowledge.</p> <p>A child should be able to read many common words containing GPCs taught so far without needing to blend the sounds out loud first.</p> <p>Reading of common 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"> - write recognisable letters, most of which are correctly formed - spell words by identifying sounds in them and representing the sounds with a letter or letters - write simple phrases and sentences that can be read by others 	<p>By the end of Y1, a child should be able to:</p> <ul style="list-style-type: none"> - compose individual sentences orally and then write them down - sequence their ideas, draft and re-read to check that the meaning is clear - spell correctly many of the words covered in Y1 as well as name the letters of the alphabet in order - make phonetically plausible attempts to spell words that have not yet been learnt - form individual letters correctly - Use capital letters and full stops to demarcate sentences - Joins words and clauses using 'and' 	<p>By the end of Y2, a child's motor skills should be sufficiently advanced for them to write down ideas they may be able to compose orally. Letters should be orientated correctly.</p> <p>A child should be able to:</p> <ul style="list-style-type: none"> - explain how different types of writing, including narratives, are structured and apply this to their own writing - spell many words learned correctly, including common exception words - demarcate sentences correctly with capital letters, full stops and question marks - use coordination and some subordination to join clauses 	<p>By the end of Y3, a child should be able to:</p> <ul style="list-style-type: none"> - write down their ideas with a reasonable degree of accuracy and with good sentence punctuation - spell common words correctly, including exception words - write for a range of real purposes and audiences and in a variety of forms <p>A child is beginning to:</p> <ul style="list-style-type: none"> - understand the skills and processes that are essential for writing, that is, thinking about to explore and collect ideas, drafting, and re-reading to check the meaning is clear - understand how writing can be different from speech - organise writing into paragraphs - use inverted commas to punctuate direct speech 	<p>By the end of Y4, a child should be able to:</p> <ul style="list-style-type: none"> - write down ideas quickly; the grammar and punctuation should be broadly accurate - spell most words taught so far correctly - write for a range of real purposes and audiences. These purposes and audiences should be about the form the writing should take - understand the skills and processes that are essential for writing in order to enhance the effectiveness of what is written: that is, thinking about to explore and collect ideas, drafting and re-reading to check the meaning is clear, including doing so as the writing develops - use fronted adverbials 	<p>By the end of Y5, a child should:</p> <ul style="list-style-type: none"> - use accurate grammar and punctuation and begin to apply this when considering both audience and purpose - spell most words taught so far correctly - use knowledge of language gained reading to facilitate writing - write effective descriptions - understand the differences between standard English and non-standard English and can apply what has been learnt, for example, in writing dialogue for characters - use relative clauses 	<p>By the end of Y6, a child should be able to:</p> <ul style="list-style-type: none"> - reflect an understanding of the audience for, and the purpose of, a piece of writing by selecting appropriate vocabulary, grammar and punctuation - spell most words from the Y5/6 spelling list - consciously control the structure of sentences in writing and understand why sentences are constructed as they are - generate ideas, draft, and re-read a piece of writing to check that the meaning is clear - use a range of devices to build cohesion

Formative Assessment:

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

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

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

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

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

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

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

Statutory Assessments:

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

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

Interventions:

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

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

Monitoring and Evaluation:

In addition to formative and summative assessment, the School Improvement Team completes regular monitoring and evaluation of English in order to identify where teaching and learning is effective and where improvements are needed. This ensures the quality of education remains consistently good across the school in order to get the best outcomes for the children.