

ST MARY'S RC PRIMARY SCHOOL

LITERACY POLICY

September 2016

MISSION STATEMENT

St Mary's school community follows the teachings of Jesus Christ, working together to develop the whole child, in a spiritual, moral, academic, physical, social and emotional way, within a caring and supportive environment.

Introduction

At St Mary's we believe that the development of language and literacy skills are of the highest priority. The purpose of this language policy is

- a. ensure the effective delivery of the National Curriculum for English;
- b. enable progression and continuity throughout the school;
- c. ensure progression and continuity throughout the school;
- d. aid the monitoring of the teaching and learning of language.

We address language special needs throughout the school with the help and input of the SENCO, using school based resources and those of the outside agencies.

We are aware of issues of gender and race equality and are prepared to bring about any necessary changes in the teaching of language to give equality of opportunity.

We plan termly with colleagues within Early Years, Key Stage 1, Y3 and Y4, and Y5 and Y6 to ensure continuity and progression.

As well as termly plans each teacher keeps weekly plans. Within this planning, provision is made for different teaching and learning styles and children are encouraged to work both independently and collaboratively, at their own level in order to achieve their full potential.

Aims

- To provide opportunities which will enable our children to become competent and confident listeners, speakers, readers and writers.
- Develop the language skills of each child to the highest level in the following areas:

Speaking and Listening

From the Nursery, children are actively encouraged to speak and listen. Opportunities are given for school, class, small group and individual discussion, expression of ideas and presentations. Children are actively encouraged to:

- Listen and respond with constructive comments, questions or answers in a variety of speaking and listening activities, developing wide ranging and suitable vocabulary;
- Listen and follow instructions and to relay messages accurately;
- Plan and discuss work co-operatively where appropriate;
- Develop social skills and good manners, showing courtesy to each other and visitors.

By the time they leave us, our children have fluency and confidence to use language to convey information, ideas, comments and personal views in a socially acceptable manner appropriate to the purpose and audience.

Reading

Children are encouraged from entry in Nursery to develop an interest in all kinds of books and the print around them. Children will have the opportunity to:

- Play prereading games and exercises to develop the variety of skills needed to learn the complex task of reading.
- Learn a variety of approaches to reading, including phonics, whole word recognition, picture and context clues to make sense of text;
- From Reception to Year 3 read from a core reading scheme and have this supplemented with a wide range of books offering a choice of genre and vocabulary at the appropriate level;
- Browse, share and enjoy books with family and friends as well as sessions with the teacher. Short daily spells of enjoying and reading books with an adult are essential for successful, confident reading.
- Join the Home Reading Scheme and have the opportunity to visit the library weekly and choose fiction or non-fiction books.

Writing

We want our children to become competent and confident writers in a variety of styles for different audiences. It is important that they see themselves as valued authors whose work can be displayed for others to read. So they are encouraged to:

- Use writing as a tool to aid learning and record their experiences in a wide range of activities across the curriculum;
- To employ a variety of forms suitable to context, purpose and audience;
- Be aware of the difference between the spoken word and written word;
- Become independent and accurate spellers who are confident in attempting a variety of unknown words in their writing;

- Through the use of various handwriting schemes, encourage children to develop clear, legible and fluent handwriting style while the use of computers and word processors is encouraged.

'Big Writing' Scheme

In order to raise standards in writing, Years 1 – 6 will be using Ros Wilson's Big Writing Scheme. It builds on a combination of strategies, short and long term, which will greatly benefit the school's approach to the teaching and learning of writing. The main focus will be on the VCOP features: Vocabulary, Connectives, Openings and Punctuation. Two 'Big Writing' sessions will be held each week outside the Literacy Hour in order to implement the key features and allow children the opportunity to write creatively using these features.

First session (45 minutes long adapted where necessary depending on age group): will consist of talking about what the children will be writing about and identifying features of VCOP and is divided into 3 parts: warm up, teaching and short activity. This enables the children to think about appropriate vocabulary and ideas to write their stories.

Second session (55 minutes – 1 hour adapted depending on age group): divided into 3 parts: activity, writing activity and plenary. In this session children revise previous session and do their 'Big Writing'.

Language Guidelines for Individual Year Groups

The following guidelines have been laid down in conjunction with the National Curriculum Document and Early Learning Goals. We are fully aware that these are merely guidelines for teachers to refer to. We appreciate that all children are individual and we hope that these guidelines will enable us to help each child reach his/her full potential.

Nursery

Speaking and Listening

The nursery child will be encouraged to participate in the dual roles of both speaker and listener in a variety of situations:

- answering the register
- listening to the teacher and other adults
- listening to each other
- listening to stories, poems and nursery rhymes
- joining in with simple songs and action rhymes
- taking part in role play and retelling stories.

Reading

- Begin to recognise own name
- play word matching games
- find familiar words eg weather, days of the week
- recognise characters and events in familiar stories
- begin story sequencing
- choose books to take home and share with parents. Choice recorded by school and comments by parent using home/school record card.

Writing

- Learn to write own name as appropriate
- be given opportunities for writing with paper and pencils, crayons, felt tips and so develop as emergent writers
- practise pencil control.

Reception

Communication, language and literacy depend on learning and being competent in a number of key skills, together with having the confidence, opportunity, encouragement, support and disposition to use them. This area of learning includes communication, speaking and listening in different situations and for different purposes, being read a wide range of books and reading simple texts and writing for a variety of purposes in order to give all children the best opportunities for effective development and learning in communication, language and literacy.

Speaking and Listening

‘Communication and language development involves giving children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations.’(Statutory framework for the early years foundation stage 2014)

The reception child will be encouraged to participate in the dual roles of both speaker and listener in a variety of situations.

1. Children will be encouraged to express themselves orally in a variety of situations in order to increase his vocabulary.
2. Children will be encouraged to express their imaginative ideas orally, ie through the use of imaginative play.
3. Children will be encouraged to listen attentively to stories and poems read by the teacher or from the radio or tape so that he/she can comprehend the story, be able to discuss its contents and follow the sequence within the story.
4. Children should participate fully in and be cognizant of the oral games covered in the year eg “I Spy” etc.
5. Should be able to listen to and take part in class or group discussions on, for example, news, topic or the follow up to a story.

‘Literacy development involves encouraging children to link sounds and letters and to begin to read and write. Children must be given access to a wide range of reading materials (books, poems, and other written materials) to ignite their interest.’ (Statutory framework for the early years foundation stage 2014)

Reading

Children will be taught to recognise that print is used to carry meaning in books and in other forms in the every day world.

- Children will use a wide range of prereading activities including phonics using Jolly Phonics and Look and Say.

Updated for New Curriculum 2014 C Brennan

- They will begin to recognise individual words and letters in familiar contexts.
- They will use Ginn 360 Reading Scheme Reading books Levels 1 and Level 2 and those who reach Level 3 will begin to use the work books and go on to the middle of Level 4. They will read to an adult at school 2 or 3 times a week. A home/school link will be made by both teachers and parents recording child's progress in a Home/School Diary which will accompany books home in a plastic folder.

The Oxford Reading Tree Scheme will be supplemented by a variety of other reading material including Big Books and posters, shared and group reading.

Children will be encouraged to talk in simple terms about the contents or information in non-fiction books.

They will also learn to read words on labels and charts around the classroom and in their familiar environment.

In the Summer term they will begin working towards a Literacy lesson.

Children will be introduced to St Mary's Home Reading Scheme in the Spring Term. Children will then visit school library once a week to choose a book to take home and read with parents. These books are taken home in a blue book bag with a card for recording book and parents comments.

Writing

A Reception child will be encouraged to use pictures, marks or isolated letters, words or phrases to communicate meaning.

We would hope that by the end of the year, the child will be able to write his/her own name and begin to use their knowledge of phonic sounds to construct and build up simple words and begin to write about their own experiences.

The children should begin to show an understanding of the difference between drawing and writing and between numbers and letters. They should also be able to write some letter shapes in response to speech sounds and letter names.

The spelling of words will be developed through the use of Jolly Phonics and introduction of own word book. They will also be using the Jolly Grammar Scheme.

The Early Learning goals for writing are followed in Nursery and Reception classes.

EARLY LEARNING GOALS LITERACY SPECIFIC:

Reading: children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.

Writing: children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.

English programmes of study KS1 and KS2

The programmes of study for English are set out year-by-year for key stage 1 and two yearly for key stage 2. The single year blocks at key stage 1 reflect the rapid pace of development in word reading during these two years.

Reading

The programmes of study for reading at key stages 1 and 2 consist of two dimensions:

- word reading
- comprehension (both listening and reading).

Writing

The programmes of study for writing at key stages 1 and 2 are constructed similarly to those for reading:

- transcription (spelling and handwriting)
- composition (articulating ideas and structuring them in speech and writing).

Spelling, vocabulary, grammar, punctuation

Specific features the above that should be included in teaching are in each year groups the programmes of study. Within lessons the children will be taught to control their speaking and writing consciously and to use Standard English. They will also be taught to use the elements of spelling, grammar, punctuation in their writing.

SPOKEN LANGUAGE YEARS 1-6

Statutory requirements

Pupils should be taught to:

- listen and respond appropriately to adults and their peers
- ask relevant questions to extend their understanding and knowledge
- use relevant strategies to build their vocabulary
- articulate and justify answers, arguments and opinions
- give well-structured descriptions, explanations and narratives for different purposes,
 - including for expressing feelings
- maintain attention and participate actively in collaborative conversations, staying on
 - topic and initiating and responding to comments
- use spoken language to develop understanding through speculating, hypothesising,
 - imagining and exploring ideas
- speak audibly and fluently with an increasing command of Standard English
- participate in discussions, presentations, performances, role play, improvisations and
 - debates
- gain, maintain and monitor the interest of the listener(s)

- consider and evaluate different viewpoints, attending to and building on the contributions of others
- select and use appropriate registers for effective communication.

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

Year 1

By the end of the year it is hoped that the average child will have reached Level 1 of the National Curriculum Language Attainment Targets. Throughout the year we will be implementing the English National Curriculum and will be working towards achieving within our year groups programme of study.

Reading

The children will be using the Oxford Reading Tree Scheme supplemented by a variety of other reading material. Children will be encouraged to change their Home Reading Scheme books regularly. Children will read to an adult 2/3 times a week. Much of this will take place outside the Literacy lessons. Parents are encouraged to take an active part in their children's reading by using Home/School reading book and Home Reading card for comments.

Children will be expected to:

Reading – word reading

Statutory requirements, Pupils should be taught to:

- apply phonic knowledge and skills as the route to decode words
- respond speedily with the correct sound to graphemes (letters or groups of letters)
- for all 40+ phonemes, including, where applicable, alternative sounds for graphemes
- read accurately by blending sounds in unfamiliar words containing GPCs that have been taught
- read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings
- read other words of more than one syllable that contain taught GPCs
- read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)
- read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words
- re-read these books to build up their fluency and confidence in word reading.

Reading Comprehension

Statutory requirements, Pupils should be taught to:

- develop pleasure in reading, motivation to read, vocabulary and understanding by:
 - listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently
 - being encouraged to link what they read or hear read to their own experiences
 - becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics
 - recognising and joining in with predictable phrases
 - learning to appreciate rhymes and poems, and to recite some by heart
 - discussing word meanings, linking new meanings to those already known
 - understand both the books they can already read accurately and fluently and those they listen to by:
 - drawing on what they already know or on background information and vocabulary provided by the teacher
 - checking that the text makes sense to them as they read and correcting inaccurate reading
 - discussing the significance of the title and events
 - making inferences on the basis of what is being said and done
 - predicting what might happen on the basis of what has been read so far
 - participate in discussion about what is read to them, taking turns and listening to what others say
 - explain clearly their understanding of what is read to them.

Writing

Writing – transcription, Statutory requirements:

Spelling (see English Appendix 1)

Pupils should be taught to spell:

- words containing each of the 40+ phonemes already taught
- common exception words
- the days of the week
- English – key stages 1 and 2
- 13
- Statutory requirements
- name the letters of the alphabet:
- naming the letters of the alphabet in order
- using letter names to distinguish between alternative spellings of the same sound
- add prefixes and suffixes:
 - using the spelling rule for adding –s or –es as the plural marker for nouns and
 - the third person singular marker for verbs

- using the prefix un–
- using –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest]
- apply simple spelling rules and guidance, as listed in English Appendix 1
- write from memory simple sentences dictated by the teacher that include words using
- the GPCs and common exception words taught so far.

Statutory requirements, **Handwriting**, Pupils should be taught to:

- sit correctly at a table, holding a pencil comfortably and correctly
- begin to form lower-case letters in the correct direction, starting and finishing in the right place
- form capital letters
- form digits 0-9
- understand which letters belong to which handwriting ‘families’ (i.e. letters that are formed in similar ways) and to practise these.

Writing – composition, Statutory requirements, Pupils should be taught to:

- write sentences by:
- saying out loud what they are going to write about
- composing a sentence orally before writing it
- sequencing sentences to form short narratives
- re-reading what they have written to check that it makes sense
- discuss what they have written with the teacher or other pupils
- read aloud their writing clearly enough to be heard by their peers and the teacher

Writing – vocabulary, grammar and punctuation, Statutory requirements, Pupils should be taught to:

- develop their understanding of the concepts set out in English Appendix 2 by:
- leaving spaces between words
- joining words and joining clauses using and
- beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark
- using a capital letter for names of people, places, the days of the week, and the personal pronoun ‘I’
- learning the grammar for year 1 in English Appendix 2
- use the grammatical terminology in English Appendix 2 in discussing their writing.

Year 2

'By the beginning of year 2, pupils should be able to read all common graphemes. They should be able to read unfamiliar words containing these graphemes, accurately and without undue hesitation, by sounding them out in books that are matched closely to each pupil's level of word reading knowledge. They should also be able to read many common words containing GPCs taught so far [for example, shout, hand, stop, or dream], without needing to blend the sounds out loud first. Pupils' reading of common exception words [for example, you, could, many, or people], should be secure.

During year 2, teachers should continue to focus on establishing pupils' accurate and speedy word reading skills. They should also make sure that pupils listen to and discuss a wide range of stories, poems, plays and information books; this should include whole books.

In writing, pupils at the beginning of year 2 should be able to compose individual sentences orally and then write them down. They should be able to spell correctly many of the words covered in year 1 (see English Appendix 1). They should also be able to make phonically plausible attempts to spell words they have not yet learnt. Finally, they should be able to form individual letters correctly, so establishing good handwriting habits from the beginning.

It is important to recognise that pupils begin to meet extra challenges in terms of spelling during year 2. Increasingly, they should learn that there is not always an obvious connection between the way a word is said and the way it is spelt.

For pupils who do not have the phonic knowledge and skills they need for year 2, teachers should use the year 1 programmes of study for word reading and spelling so that pupils' word reading skills catch up. However, teachers should use the year 2 programme of study for comprehension so that these pupils hear and talk about new books, poems, other writing, and vocabulary with the rest of the class.'

(Primary English Curriculum 2014)

Year 2 programme of study

Reading – word reading

Statutory requirements

Pupils should be taught to:

- continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent
- read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes
- read accurately words of two or more syllables that contain the same graphemes as above
- read words containing common suffixes
- read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered
- read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation
- re-read these books to build up their fluency and confidence in word reading.

Reading – comprehension

Statutory requirements

Pupils should be taught to:

- develop pleasure in reading, motivation to read, vocabulary and understanding by:
 - listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently
- discussing the sequence of events in books and how items of information are related
- becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales
- being introduced to non-fiction books that are structured in different ways
- recognising simple recurring literary language in stories and poetry
- discussing and clarifying the meanings of words, linking new meanings to known vocabulary
- discussing their favourite words and phrases
- continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear
- understand both the books that they can already read accurately and fluently and those that they listen to by:
 - drawing on what they already know or on background information and vocabulary provided by the teacher

- checking that the text makes sense to them as they read and correcting inaccurate reading
- making inferences on the basis of what is being said and done
- answering and asking questions
- predicting what might happen on the basis of what has been read so far
- participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say
- explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.

Speaking and Listening

Children will be expected to:

- Participate as speakers and listeners in a variety of situations;
- Describe an event, real or imagined, to the teacher or another pupil;
- Talk with the teacher, listen and ask and answer questions;
- In all oral activities, speak sufficiently clearly and audibly to be understood;
- Express their feelings to known adults or other children;
- Respond appropriately to a range of more complex instructions given by a teacher and give simple instructions;
- Listen attentively to stories and poems and talk about them;
- Comprehend the main ideas in simple items of information or explanations given orally;
- Follow an uncomplicated plot in a story and recall the main ideas.

Reading

Children will use a graded reading scheme. When they have worked through the schemes they will read a selection of books (chapter books for the more able). The children will be using a variety of other reading material and will begin collaborative reading during this year. The children will be encouraged to change their Home Reading Scheme books regularly. Children will read to an adult 2 or 3 times a week. Parents are encouraged to take an active part in children's reading by using Home/School reading book.

Children will be expected to:

- Read accurately and understand straightforward signs, labels and notices;
- Read a range of material with some independence, fluency, accuracy and understanding;
- Describe what has happened in a story or predict what may happen next;
- Listen and respond to stories, poems and other material read aloud, expressing opinions formed by what has been read at their levels;
- Demonstrate knowledge of the alphabet in using word books and simple dictionaries;

- Use picture and context cues, words recognised on sight and phonic cues in reading.

Writing

Children will be expected to: -

- Write independently or collaboratively for a variety of audiences;
- Associate their writing with pictures, graphs, plans and diagrams;
- Record simple investigations and other practical experiences accurately;
- Produce independently pieces of writing using complete sentences, some of them demarcated with capital letters and full stops, question marks or exclamation marks;
- Be introduced to speech marks;
- Use capital letters for names and places;
- Write formal letters to relatives and friends;
- Produce simple, coherent, non chronological writing;
- Structure sequences of real or imagined events coherently in chronological accounts;
- Use a sufficiently wide vocabulary for the purpose of their writing.
- Write stories showing an understanding of the rudiments of story structure by establishing an opening, characters and one or more events. Begin to join sentences with a variety of words.
- Talk about vowels, nouns and verbs.

Spelling

Children will be expected to: -

- Produce recognisable (although not necessarily always correct) spelling of a range of common words;
- Spell correctly in the course of their own writing, simple words they use regularly which observe common patterns;
- Recognise that spelling has patterns and begin to apply knowledge of those patterns in their attempts to spell a wider range of words;
- Show knowledge of the names and order of the letters of the alphabet;
- Use initial and sound blends to aid spelling and recognise silent letters.

Years 3 and 4

By the beginning of year 3, pupils should be able to read books written at an age appropriate interest level. They should be able to read them accurately and at a speed that is sufficient for them to focus on understanding what they read rather than on decoding individual words. They should be able to decode most new words outside their spoken vocabulary, making a good approximation to the word's pronunciation. As their decoding skills become increasingly secure, teaching should be directed more towards developing their vocabulary and the breadth and depth of their reading, making sure that they become independent, fluent and enthusiastic readers who read widely and frequently. They should be developing their understanding and enjoyment of stories, poetry, plays and non-fiction, and learning to read silently. They should also be developing their knowledge and skills in reading non-fiction about a wide range of subjects. They should be learning to justify their views about what they have read: with support at the start of year 3 and increasingly independently by the end of year 4.

Pupils should be able to write down their ideas with a reasonable degree of accuracy and with good sentence punctuation. Teachers should therefore be consolidating pupils' writing skills, their vocabulary, their grasp of sentence structure and their knowledge of linguistic terminology. Teaching them to develop as writers involves teaching them to enhance the effectiveness of what they write as well as increasing their competence. Teachers should make sure that pupils build on what they have learnt, particularly in terms of the range of their writing and the more varied grammar, vocabulary and narrative structures from which they can draw to express their ideas. Pupils should be beginning to understand how writing can be different from speech. Joined handwriting should be the norm; pupils should be able to use it fast enough to keep pace with what they want to say.

Pupils' spelling of common words should be correct, including common exception words and other words that they have learnt (see English Appendix 1). Pupils should spell words as accurately as possible using their phonic knowledge and other knowledge of spelling, such as morphology and etymology.

Most pupils will not need further direct teaching of word reading skills: they are able to decode unfamiliar words accurately, and need very few repeated experiences of this before the word is stored in such a way that they can read it without overt sound-blending.

They should demonstrate understanding of figurative language, distinguish shades of meaning among related words and use age-appropriate, academic vocabulary.

As in key stage 1, however, pupils who are still struggling to decode need to be taught to do this urgently through a rigorous and systematic phonics programme so that they catch up rapidly with their peers. If they cannot decode independently and fluently, they will find it increasingly difficult to understand what they read and to write down what they want to say. As far as possible, however, these pupils should follow the year 3 and 4 programme of study in terms of listening to new books, hearing and learning new vocabulary and grammatical structures, and discussing these.

Specific requirements for pupils to discuss what they are learning and to develop their wider skills in spoken language form part of this programme of study. In years 3 and 4, pupils should become more familiar with and confident in using language in a greater variety of situations, for a variety of audiences and purposes, including through drama, formal presentations and debate.

READING

Pupils should be taught to:

- apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, 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 where these occur in the word.

Statutory requirements

Pupils should be taught to:

- develop positive attitudes to reading and understanding of what they read by:
- listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- reading books that are structured in different ways and reading for a range of purposes
- using dictionaries to check the meaning of words that they have read
- increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally
- identifying themes and conventions in a wide range of books

Statutory requirements

- preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
- discussing words and phrases that capture the reader's interest and imagination
- recognising some different forms of poetry [for example, free verse, narrative poetry]
- understand what they read, in books they can read independently, by:
- checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context
- asking questions to improve their understanding of a text
- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- predicting what might happen from details stated and implied
- identifying main ideas drawn from more than one paragraph and summarising these
- identifying how language, structure, and presentation contribute to meaning
- retrieve and record information from non-fiction
- 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

Writing - Transcription

Statutory requirements

Spelling (see English Appendix 1)

Pupils should be taught to:

- use further prefixes and suffixes and understand how to add them (English Appendix 1)
- spell further homophones
- spell words that are often misspelt (English Appendix 1)
- place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]
- use the first two or three letters of a word to check its spelling in a dictionary
- write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.

Statutory requirements

Handwriting

Pupils should be taught to:

- use the diagonal and horizontal strokes that are needed to join letters and
- understand which letters, when adjacent to one another, are best left unjoined
- increase the legibility, consistency and quality of their handwriting [for example, by
- ensuring that the downstrokes of letters are parallel and equidistant; that lines of
- writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.

Writing – composition

Statutory requirements

Pupils should be taught to:

- plan their writing by:
- discussing writing similar to that which they are planning to write in order to
- understand and learn from its structure, vocabulary and grammar
- discussing and recording ideas
- draft and write by:
- composing and rehearsing sentences orally (including dialogue), progressively
- building a varied and rich vocabulary and an increasing range of sentence
- structures (English Appendix 2)
- organising paragraphs around a theme
- in narratives, creating settings, characters and plot
- in non-narrative material, using simple organisational devices [for example,
- headings and sub-headings]
- evaluate and edit by:
- assessing the effectiveness of their own and others' writing and suggesting
- improvements
- proposing changes to grammar and vocabulary to improve consistency,

- including the accurate use of pronouns in sentences
- proof-read for spelling and punctuation errors
- read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.

Writing – vocabulary, grammar and punctuation

Statutory requirements

Pupils should be taught to:

Develop their understanding of the concepts set out in English Appendix 2 by:

- extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although
- using the present perfect form of verbs in contrast to the past tense
- choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
- using conjunctions, adverbs and prepositions to express time and cause using fronted adverbials
- learning the grammar for years 3 and 4 in English Appendix 2

indicate grammatical and other features by:

- using commas after fronted adverbials
- indicating possession by using the possessive apostrophe with plural nouns
- using and punctuating direct speech
- use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.

YEARS 5 AND 6

By the beginning of year 5, pupils should be able to read aloud a wider range of poetry and books written at an age-appropriate interest level with accuracy and at a reasonable speaking pace. They should be able to read most words effortlessly and to work out how to pronounce unfamiliar written words with increasing automaticity. If the pronunciation sounds unfamiliar, they should ask for help in determining both the meaning of the word and how to pronounce it correctly. They should be able to prepare readings, with appropriate intonation to show their understanding, and should be able to summarise and present a familiar story in their own words. They should be reading widely and frequently, outside as well as in school, for pleasure and information. They should be able to read silently, with good understanding, inferring the meanings of unfamiliar words, and then discuss what they have read.

Pupils should be able to write down their ideas quickly. Their grammar and punctuation should be broadly accurate. Pupils' spelling of most words taught so far should be accurate and they should be able to spell words that they have not yet been taught by using what they have learnt about how spelling works in English. During years 5 and 6, teachers should continue to emphasise pupils' enjoyment and understanding of language, especially vocabulary, to support their reading and writing. Pupils' knowledge of language, gained from stories, plays, poetry, non-fiction and textbooks, will support their increasing fluency as readers, their facility as writers, and their comprehension. As

in years 3 and 4, pupils should be taught to enhance the effectiveness of their writing as well as their competence. It is essential that pupils whose decoding skills are poor are taught through a rigorous and systematic phonics programme so that they catch up rapidly with their peers in terms of their decoding and spelling. However, as far as possible, these pupils should follow the upper key stage 2 programme of study in terms of listening to books and other writing that they have not come across before, hearing and learning new vocabulary and grammatical structures, and having a chance to talk about all of these. By the end of year 6, pupils' reading and writing should be sufficiently fluent and effortless for them to manage the general demands of the curriculum in year 7, across all subjects and not just in English, but there will continue to be a need for pupils to learn subject specific vocabulary.

They should be able to reflect their understanding of the audience for and purpose of their writing by selecting appropriate vocabulary and grammar. Teachers should prepare pupils for secondary education by ensuring that they can consciously control sentence structure in their writing and understand why sentences are constructed as they are. Pupils should understand nuances in vocabulary choice and age-appropriate, academic vocabulary. This involves consolidation, practice and discussion of language. English – key stages 1 and 2 Specific requirements for pupils to discuss what they are learning and to develop their wider skills in spoken language form part of this programme of study. In years 5 and 6, pupils' confidence, enjoyment and mastery of language should be extended through public speaking, performance and debate.

Reading – word reading

Statutory requirements

Pupils should be taught to:

- apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet.

Reading – comprehension

Statutory requirements

Pupils should be taught to:

- maintain positive attitudes to reading and understanding of what they read by:
- continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- reading books that are structured in different ways and reading for a range of purposes
- increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions.
- recommending books that they have read to their peers, giving reasons for their choices
- identifying and discussing themes and conventions in and across a wide range of writing

- making comparisons within and across books
- learning a wider range of poetry by heart
- preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience

understand what they read by:

- checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
- asking questions to improve their understanding
- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- predicting what might happen from details stated and implied
- summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas
- identifying how language, structure and presentation contribute to meaning
- discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
- distinguish between statements of fact and opinion
- retrieve, record and present information from non-fiction
- participate in discussions about books that are read to them and those they can read
- for themselves, building on their own and others' ideas and challenging views courteously
- explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary provide reasoned justifications for their views.

Writing – transcription

Statutory requirements

Spelling (see English Appendix 1)

Pupils should be taught to:

- use further prefixes and suffixes and understand the guidance for adding them
- spell some words with 'silent' letters [for example, knight, psalm, solemn]
- continue to distinguish between homophones and other words which are often confused
- use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1
- use dictionaries to check the spelling and meaning of words
- use the first three or four letters of a word to check spelling, meaning or both of these
- in a dictionary
- use a thesaurus.

Statutory requirements

Handwriting and presentation

Pupils should be taught to:

- write legibly, fluently and with increasing speed by:
- choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters
- choosing the writing implement that is best suited for a task.

Writing – composition

Statutory requirements

Pupils should be taught to:

plan their writing by:

- identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
- noting and developing initial ideas, drawing on reading and research where necessary
- in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed

draft and write by:

- selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action
- précising longer passages
- using a wide range of devices to build cohesion within and across paragraphs
- using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]

evaluate and edit by:

- assessing the effectiveness of their own and others' writing
- proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
- ensuring the consistent and correct use of tense throughout a piece of writing
- ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register
- proof-read for spelling and punctuation errors
- perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.

Writing – vocabulary, grammar and punctuation
Statutory requirements

Pupils should be taught to:

develop their understanding of the concepts set out in English Appendix 2 by:

- recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms
- using passive verbs to affect the presentation of information in a sentence
- using the perfect form of verbs to mark relationships of time and cause
- using expanded noun phrases to convey complicated information concisely
- using modal verbs or adverbs to indicate degrees of possibility
- using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun
- learning the grammar for years 5 and 6 in English Appendix 2
- indicate grammatical and other features by:
 - using commas to clarify meaning or avoid ambiguity in writing
 - using hyphens to avoid ambiguity
 - using brackets, dashes or commas to indicate parenthesis
 - using semi-colons, colons or dashes to mark boundaries between independent clauses
 - using a colon to introduce a list
- punctuating bullet points consistently
- use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading.

Handwriting policy

Handwriting is a basic skill that influences the quality of work throughout the curriculum. At the end of Key Stage 2 all pupils should have the ability to produce fluent, legible and, eventually, speedy joined-up handwriting, and to understand the different forms of handwriting used for different purposes. We aim to make handwriting an automatic process that does not interfere with creative and mental thinking.

School aims

We aim for our pupils to develop a neat, legible, speedy handwriting style using continuous cursive letters that leads to producing letters and words automatically in independent writing. By the end of Year 6 pupils will understand the importance of neat presentation and the need for different letterforms (cursive, printed or capital letters) to help communicate meaning clearly.

Our teachers are encouraged to use neat, joined-up cursive writing for all handwriting tasks including marking. Throughout the school Pupils should experience coherence and continuity in the learning and teaching of handwriting across all school years and be encouraged to take pride in the presentation of their work. Our aim is to help pupils enjoy learning and developing their handwriting with a sense of achievement and pride. Handwriting is a cross-curriculum task and will be taken into consideration during all lessons. Formal teaching of handwriting is to be carried out regularly and systematically to ensure Key Stage targets are met.

FOUNDATION:

For our youngest pupils we aim for one to taught session per week and one independent session to consolidate the teaching. We focus on;

- Movements to enhance gross motor skills such as air-writing, pattern making, dancing.
- Exercises to develop fine motor skills such as making marks on paper, whiteboards, sand trays, tablets.
- Letter learning to familiarise letter shapes, formation and vocabulary.

YEARS 1 TO 3:

As above but will focus on;

- Gross and fine motor skills exercises.
 - Cursive handwriting reinforcement, learning and practice.
- Numerals, capitals and printed letters: where and when to use, learning and practice.

YEARS 4 TO 6:

More advanced handwriting techniques will be taught as above and will focus on;

- Cursive handwriting re-enforcement.
- Form-filling/labelling using printed and capital letters.
- Dictation exercises to teach the need for quick notes and speedy handwriting writing

LEFT-HANDED CHILDREN

- Left-handed pupils should sit to the left of a right-handed child so that they are not competing for space.
- Pencils should not be held too close to the point as this can interrupt pupils' line of vision.
- Extra practice with left-to-right exercises may be necessary before pupils write left-to-right automatically.

INCLUSION

Children whose handwriting is limited by problems with fine motor skills, including left-handed children, and children with special educational needs, will be given additional support. Additional resources may also be used (i.e. a writing slant).

PENS AND PENCILS Children are encouraged to start handwriting using a soft pencil. When fine motor skills have been established a handwriting pen can be used

KEY STAGE TEACHING

KEY STAGE 1

- Write legibly using upper and lower case letters with correct joins.
- Ensure that letters sit on the base line and are consistent in size with ascenders and descenders that are the correct length and formation.
- Leave the correct space between words.
- Form capital letters and use where appropriate.
- Form numerals that are consistent in size and sit on the base line.
- Begin to form printed letters and understand when they are to be used.
- Improve the speed of writing and begin to write automatically so promoting creativity in independent writing.

KEY STAGE 2

Improve quality, speed and stamina of handwriting.

- Quality: Ensure letters are consistently sized with equal word spacing and that ascenders and descenders are parallel and do not touch words on the lines above and below.
- Speed: Improve speed of handwriting to allow creative writing to take precedence over the task of handwriting and be able to take 'quick notes' at a faster pace.
- Stamina: Have the strength and mobility to be able to write for longer periods of time without fatigue.

Have full knowledge and ability of the different forms of handwriting for different purposes:

- Neat, joined, cursive letters for writing passages and large amounts of text, lists and letters.
- Printed or capital letters for posters, notices, headings, labelling, and form filling.

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- Speedy handwriting for note-taking and dictation where neatness is not as important and shortcuts, such as + instead of 'and', can be used.

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