



Upper Nidderdale Primary Federation

English

Intent, Implementation and Impact updated September 2025



At Upper Nidderdale Primary Federation, we will all approach everything we do in the CHAMPS way, helping every child flourish into a caring, confident and resilient young person who has a **love of learning** and upholds our CHAMPS Values:

Community - Treat others as we would want to be treated ourselves

Hope – Giving confidence in what we can contribute and achieve together

Aspiration - Believe that we can be the best version of ourselves in all that we do

Mission – Living with purpose and commitment to making a positive difference

Perseverance – Not everything comes easily – keep trying to reach your goals and dreams

Shine – Let your light shine on yourself and others

As Rights Respecting schools, our intents are based around the following articles;

Article 23

You have the right to special education if you have a disability.

Article 28

All children have the right to a good quality education.

Article 29

All children have the right to an education that helps to develop their talents and abilities.

Intent

Implementation of English – Agreed consistent approaches

Reading is at the heart of everything we do. We believe that the processes of reading and writing are complimentary to each other. We always choose high quality texts to immerse the children in, so that pupils can see what they are being taught exemplified by an expert author. We should always be able to justify to ourselves and to the children why we have chosen a particular model text and what we can get from using it.

"If a child cannot read, then the rest of the curriculum is a secret garden to which they will never gain entry."

We encourage children to read like writers (and write like readers) and to use their 'writer's toolkit' to make decision about techniques to use in their own writing. In this way we encourage independence and creativity in our writer so that they can make stylistic choices, embedded in sound knowledge, to achieve their desired effect.

Intent

Our curriculum is ambitious and gives ALL learners the knowledge and cultural capital they need to succeed in life. We have taken a holistic approach to reading within school, placing it at the heart of everything that we do. This approach of equity reflects our determination to give ALL our pupils, particularly the most disadvantaged, the knowledge and experience to accumulate the cultural capital necessary to succeed in life in modern Britain and beyond.

Our curriculum is coherently planned and sequenced. We believe that it is the right of every child to have access to an exciting, engaging and innovative English curriculum which enables and empowers children's written and oral communication and creativity. A high quality English curriculum should develop children's love of reading. We aim to inspire an appreciation of our rich and varied literary heritage and a habit of reading widely and often.

The books and poetry that we will use in school are carefully chosen to give our pupils experience of rich and exciting vocabulary. We have carefully constructed a reading diet for our pupils that is ambitious and that will immerse them in a rich literary heritage, reflecting the best that has been thought and said. Our reading curriculum is designed to empower, engage and encourage children to develop a love of reading.

We recognise the importance of cultivating a culture where children take great pride in their writing can write clearly and accurately and adapt their language and style for a variety of purpose and audiences.

We want to inspire children to be confident in the arts of speaking and listening, so that they can engage fully in discussions and debates.

We believe that a thorough grasp of literacy skills is crucial for full access to the rest of the curriculum and that it gives children the tools to participate fully as a member of society.

We are determined for ALL learners to reach their full potential, and for our pupils to know more and remember more. We adapt our planning to address misconceptions, gaps in knowledge and forgotten knowledge.

Spiritual, Moral, Social and Cultural Development (SMSC)

English contributes to the teaching of SMSC by encouraging children to take part in class and groups discussions on topical issues. Older children can research and debate topical problems and events. They discuss lifestyle choices, and meet and talk to visitors who they meet through the school community. Planned activities within the classroom also encourage children to work together and to respect each other's views. As a Rights Respecting School, we encourage and develop the skills needed for children to voice their own opinions.

The teaching of English develops skills through which children can offer critical responses to the moral questions they meet in their work. Their understanding and appreciation of a range of texts and other media brings them into contact with their own literary heritage and with texts from a diverse range of cultures. The organisation of our lessons allows children to work together and collaborate.

English and Inclusion

At our school we teach English to all children, whatever their ability and individual needs. Through our teaching we provide learning opportunities that enable ALL pupils to make good progress. We strive to meet the needs of those pupils with special educational needs, those with disabilities, those who are more able and those with English as an additional language. We use high quality teaching in the first instance, and adapt our teaching so that the curriculum is accessible to all learners, no matter what their barriers to learning are.

Knowledge
in English

Knowledge in English

Knowledge in reading refers to the understanding and application of effective reading strategies. When these reading strategies are secure and reading is fluent and automatic, children are able to interpret and evaluate a range of literature (see reading rationale). In writing, knowledge refers to the understanding and application of grammatical, structural and linguistic features. Our planning and teaching builds on children's knowledge and allows opportunity for deliberate practice, e.g. use of grammatical, structural and linguistic features. Once this knowledge is secure and fluent, children can apply this knowledge to a range of purposes and evaluate written text.

Substantive knowledge

In reading, substantive knowledge is the ability to decode and sight read words. This allows children opportunities to read for pleasure, including reading and reciting poetry, and develop their vocabulary. Children are then able to apply their knowledge of reading strategies to comprehend a range of texts. In writing, substantive knowledge is the ability to effectively plan, draft, and construct writing for different purposes. When constructing writing, this involves knowledge of structural, grammatical and linguistic features as well as knowledge of handwriting and spellings. Through deliberate practice, this substantive knowledge becomes automatic and fluent leading to mastery and an alteration of the long term memory.

Disciplinary knowledge

In reading, the disciplinary knowledge is the interpretation and comparison of themes and conventions, using text to back up arguments and discussions and evaluating the intentions of the author (see reading rationale).

To reach these goals, we have;

- A well-organised and engaging library which has a large variety of books to engage and interest our reader.
- Reading buddies are established throughout school to allow pupils to share their love of reading and to discuss what they have read in a relaxed and encouraging environment.
- We run a weekly reading challenge which requires children to read outside of school at last 5 times a week.
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- All classrooms have an exciting and inviting 'Reading Nooks' so that children have a calm and relaxing space in which to enjoy reading.
- All classes take time out of the day for children to read for pleasure, making their own choices about texts.
- All classes make time for a class story or novel. This encourages enjoyment of reading and also gives children the opportunity to hear expression, intonation and use of punctuation modelled to them.

Implementation

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Writing & GVP Guidelines

The implementation of our writing curriculum is based on Philip Webb's Five Phases.

We have chosen to implement this pedagogical approach because it means that our pupils are immersed in high quality texts, which allows them to see how an expert used the grammar and punctuation rules that they are learning about. It also ensures that they are exposed to high quality vocabulary which they may choose to 'magpie' in their own writing.

It also means that children see the whole text during a unit and not extracts or excerpts. This means that, over time, they will become more skilled at writing whole texts.

The first two phases allow discussion and analysis of a text. By improving the comprehension of a text, children will be able to see how the text was put together and why the writer chose the writing techniques that they did. This will help them to make decisions about their own writing. In these phases, children will read like writers. In Phase 2, children will begin to write short written responses to questions posed. These responses can be edited and polished and used in a longer piece of writing in phase 4. In this way, all children are supported to lessen the cognitive overload of writing. They are supported with a piece of writing that they build up and improve without the cognitive pressure of writing a whole piece. They may be supported to expand a simple sentence, write compound or complex sentences or work on sentence manipulation, such as moving an adverb in the sentence to the start and discussing the effect on the reader.

In Phase 3, children will be exposed to some explicit Grammar, Vocabulary and Punctuation teaching. They will already have been exposed to these in phases 1 and 2 and have seen the effect of them. How they will learn more about the rules and conventions around this. Teachers will refer to the long term planning overviews for their year groups to ensure that a sequential and cumulative approach to teaching grammar and punctuation is maintained, with the opportunity for recall and consolidation of previously learnt knowledge.

In Phase 4, children will be planning, drafting and editing. They will already have a bank of writing from phase 2 (it could be a story opening, a character or setting description or a piece of dialogue). At this stage in the writing process, reference will be made back to the Sue Palmer skeleton frames and how they can be used in non-fiction writing to plan and draft a piece of writing. Editing can be done as the piece of writing is being completed for some children and after it has been completed for others. To balance out the first two phases, in this phase children will be writing like readers, thinking carefully about what they learnt in phase 1 and 2.

Phase 5 is a published final piece of writing, a culmination of the previous phases to be shared and celebrated.

Medium Term Planning using planning cards



Phase 1 King of the sky

① **Write** - Predict what they will do - What can you see? (inference)

② **Text** - one page write - more making. Prediction Individual

③ **Blurb** - jumbled words Prediction. Who? What happens? Verbal - partner.

④ **Write predictions** - Top half boxes. (Big one at screen) 1/2 - children write on Post-its and stick up)

Phase 2

Read to rubber band. Page 15 "King of the sky!"

① **Vocabulary** - Words up - Part - discuss meaning → **Reveal** *Matched pairs: cranked, cramped, barren, bleary, squinting, wheezed, slurred, steered, compass, north.*

② **Character decision wheel** - What will he do with the pigeon?

③ **Ask character questions**

④ **Short burst** - write a letter to the boy

⑤ **Read the rest of the story**

⑥ **Questions** - test *Inference Comprehension*

Phase 3

① **Story ladder** - partner

② **Discuss partner** - Short burst writing. Paragraphs - PPTT.

③ **Grammar** - Label picture pg 34/35 *nouns, adjectives, similes, verbs*

④ **Put together into a paragraph**

⑤ **Grammar** - add *inverted commas* *match* ① Con

Phase 3

⑥ **Noughts and crosses** *Retrieval* *Find examples of different types of sentences, punctuation, grammar - similes.*

⑦ **Human sentences** *reading - physical activity* *- up - in groups.*

Phase 4/5 (Planning drafting editing)

The boy writes an autobiography (give him a name - 1st person past tense.)

① **Plan** - imitate (re-writing story) (use previous work)

② **Draft** - first write

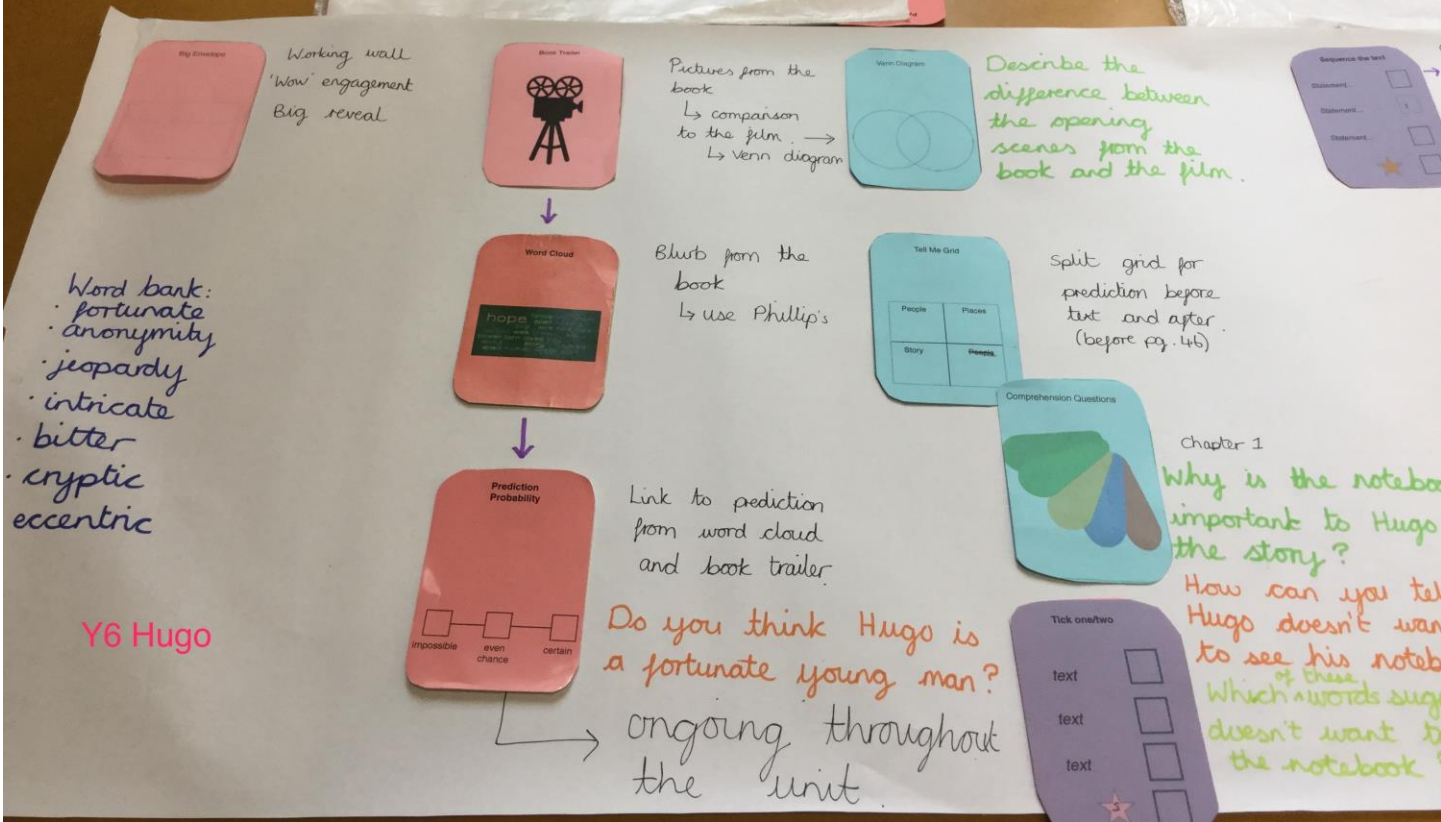
③ **Evaluate**

④ **Edit/Redraft**

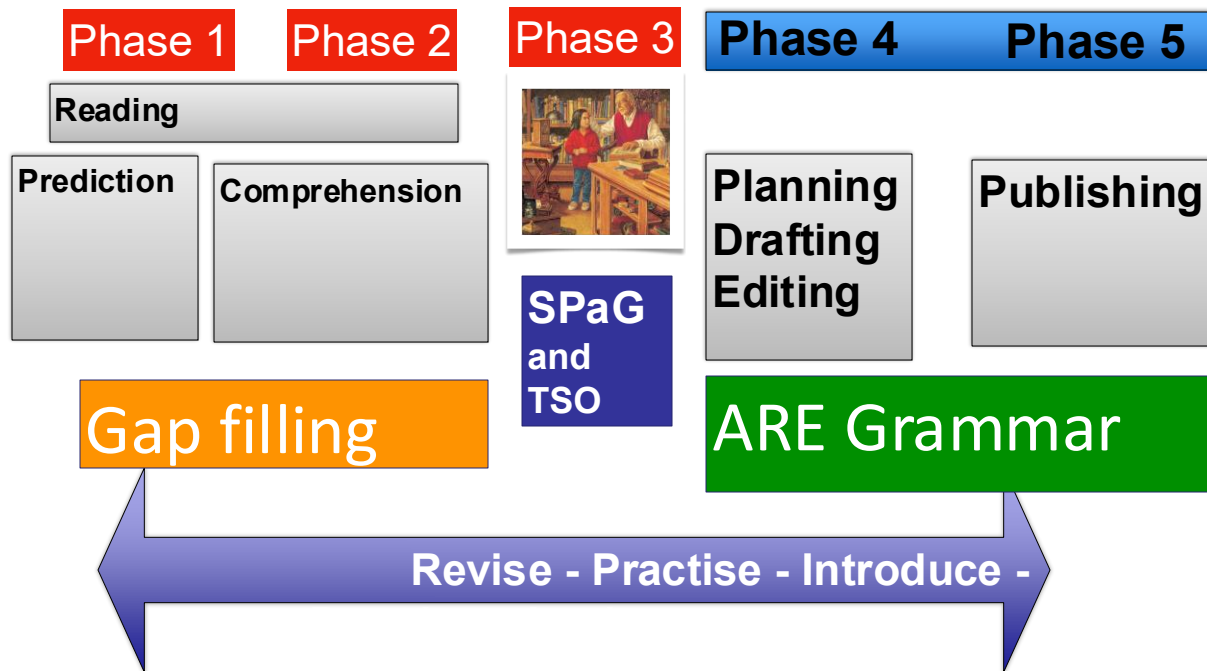
⑤ **Publish**

Phase 1 Prediction

Phase Compreh



Fiction Unit - From Prediction to Publishing



Non-Fiction Unit

Phase 2

Cross
Curricular

Phase 1

Reading

How are these texts organised?
How are they written?
Comprehension



TSO
Spag

Phase 3

Writing

Shared
Writing

Phase 4

Independent
Writing
Publishing

Revise - Practise - Introduce - Practise -
Apply

Writing in Reception

Reception

Children in Reception will follow an adapted approach to the Phase 5 planning. They will follow a 3 phase approach to writing and GVP.

Phase 1 will provide opportunities to reinforce previously taught GVP. This will also allow opportunities to make predictions, learn, use and apply new vocabulary and become emersed in making predictions about the story or text.

Phase 2 will focus on comprehension. It will provide a deeper understanding of the text and vocabulary and allow children to have the chance to 'slow down to speed things up' meaning children will become all consumed in a text that they are able to fully understand emotions, story structure, features and sentence structure.

Phase 3 will give the children the chance to write - through imitation and innovation. Children will sequence text types, create story maps and Focus on specific skills when writing about the story i.e. capital letters/full stops, initial sounds. Children will finish by completing a 'final piece' of writing.

Reception

Phase 1

Prediction

Phase 2

Understanding

Phase 3

Writing

Phonics - letter formation - role play - small world - enhanced provision - loose parts - listening to stories, poems and rhymes - the concept of a sentence



Writing in Year One

Year One

Children in Year 1 will follow the same 5 phase approach to English. However, this will be slightly adapted to meet the needs of early writers and to ensure that there is an emphasis on planning opportunities for pupils to practice and apply their phonics skills in writing. In Year One, the emphasis is not on writing in a particular genre for a final outcome at the end of the unit. The focus is on orally rehearsing sentences and applying their growing phonic knowledge independently. This could include wanted posters, story maps, invitations to and from characters in the story etc.

Phase 1 will provide opportunities to reinforce previously taught GVP. In Phase 1, children will be given opportunities to make predictions, learn, use and apply new vocabulary and become emersed in making predictions about the story or text.

Phase 2 will focus on comprehension. It will provide a deeper understanding of the text and vocabulary and allow children to have the chance to 'slow down to speed things up' meaning children will become all consumed in a text that they are able to fully understand emotions, story structure, features and sentence structure. Children will have opportunities to practice and apply their growing GVP knowledge in shorter pieces of writing that link to the chosen text.

Phase 3 will focus on the further develop of their GVP skills, with teacher modeling and lots of opportunities to orally rehearsing sentences that they want to write (**THINK IT, HEAR IT, SAY IT, LIKE IT, WRITE IT**). In this Phase, they will be taught knowledge and skills that will develop their writing ability, such as joining two sentences together with ;and.

Phase 4 will give the children the chance to write - through imitation and innovation. Children will focus on specific skills when writing i.e. capital letters/full stops, joining sentences with and, Again, there will be planned opportunities to practice and apply their phonics skills in a longer piece of writing..

Writing in
Year Two &
Key Stage Two

Year Two onwards

From Year 2 onwards, children will follow the a 5 phase approach to English.

Phase 1 will provide opportunities to recap and retrieve previously taught GVP knowledge, as well as opportunities to practice and apply this in short contexts. In Phase 1, children will be given opportunities to make predictions, learn, use and apply new vocabulary and become emersed in making predictions about the story or text.

Phase 2 will focus on comprehension. It will provide a deeper understanding of the text and vocabulary and allow children to have the chance to 'slow down to speed things up' meaning children will become all consumed in a text that they are able to fully understand emotions, story structure, features and sentence structure, as well exposure to rich and varied vocabulary. Comprehension questions will be planned in reference to the content domains for reading in Key Stage One and Two.

Phase 3 will focus on the further development of their GVP knowledge, connecting prior essential knowledge with new knowledge. Whilst the focus is not an writing in a particular genre, there will be a focus on purpose and audience and on explicitly teaching the text structure and organist ion of a genre that fits the purpose (see long term planning).

Phase 4 will give the children the chance to write - through imitation and innovation. The teacher will explicitly model how to plan and then how to write from a plan. Children will plan, draft and edit in this phase.

Phase 5 - Children will finish by completing a 'final piece' of writing.

The Five Phases



Our Writing Journey
We are writing **to entertain**
Our **new knowledge** stops along the way are:

Phase 1	We will explore how instructions are written. We will look at the language features so that we know how to write instructions. We will recall how to use conjunctions in sentences. In Y2, we will recap our knowledge of nouns and adjectives In Y3, we will recap our knowledge about the 4 sentence types.
Phase 2	We will develop our inference skills. We will write a note to the main character using conjunctions
Phase 3	We will learn about subordinate clauses and direct speech so that we can make our writing more entertaining for the reader.
Phase 4	We will use everything that we have learnt to plan, write and edit an alternative ending for the story. We will share these with Year 4, 5 and 6.
Phase 5	We will write a final piece that will include our editing and improvements from Phase 4.
Final Task	To write an alternative ending for Orion and the Dark.

In Phase One, we will share the Learning Journey with children. They will be able to see what they will be learning and why (Metacognition).

There will be an emphasis on what they will be recalling/recapping from their prior GVP knowledge and what new GVP knowledge they will be taught in this unit.

Thursday 11th January 2024
Phase 1 - Recall four different sentence types



Write a statement, a question, an exclamation and a command about the picture. Think carefully about how to punctuate each sentence.

Why does the cave look like it's made
of ^{snow} ~~ice~~?

The sky is blue ^{and} white.
What a lot of holes in the cave.
~~there's~~ holes in the cave.
~~get~~ out of there it's going to fall.

Thursday 18th April 2024
Phase 1 - Recall common nouns and proper nouns

What is the difference between a
common noun and a proper noun?

common nouns are not general names
for people, places, objects or animals.

Copy out this text. Underline the common
nouns in red. Underline the proper nouns in
blue. Make any corrections.

on monday i am going to a new school. the
school is called glasshouses school. it is near
teley bridge. i have a new teacher and she
called mrs wilkinson.

Wednesday 17th April 2024
Phase 1 - Recall nouns and adjectives

What is a noun?

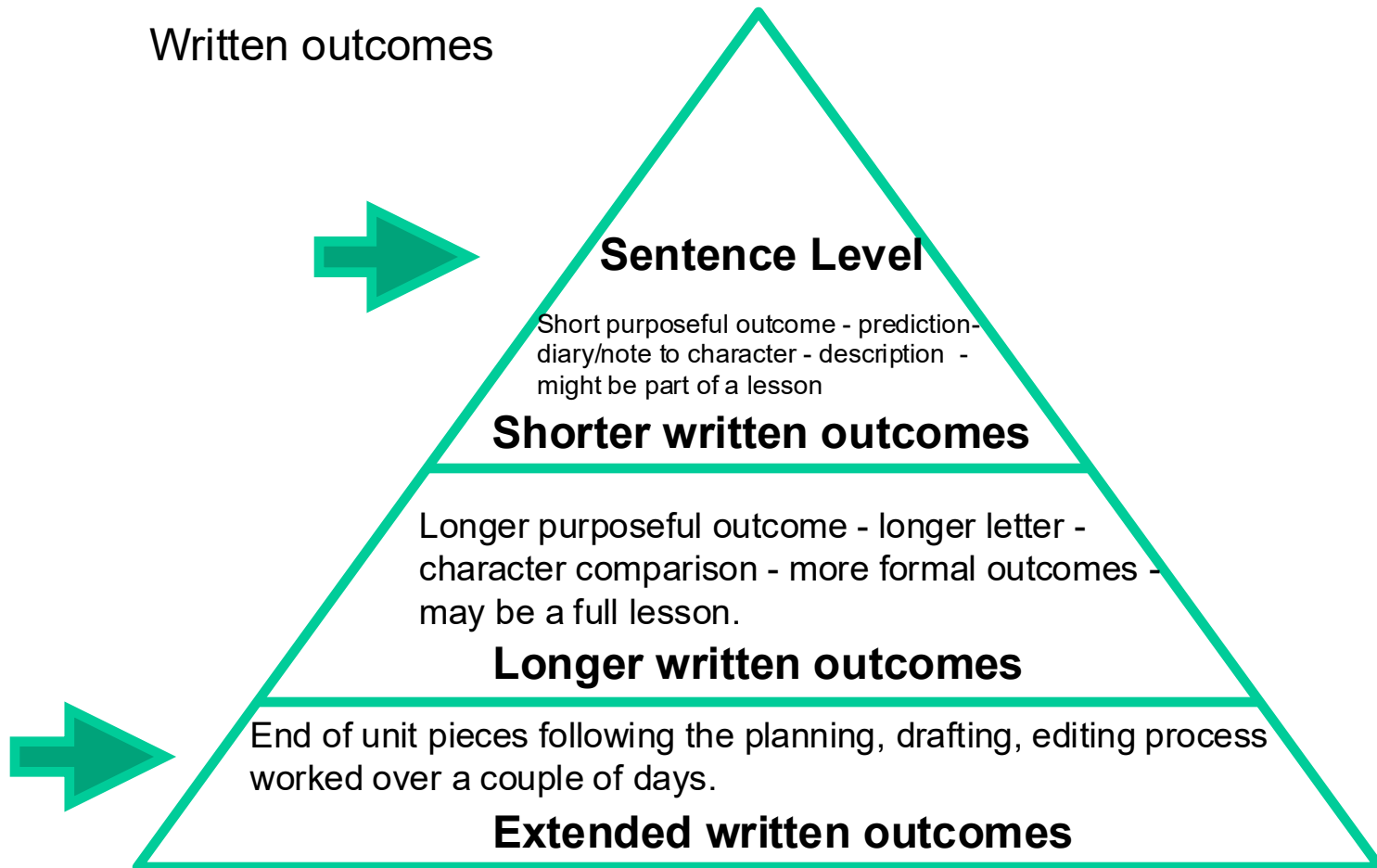
A noun is a person, place or thing.

What is an adjective?

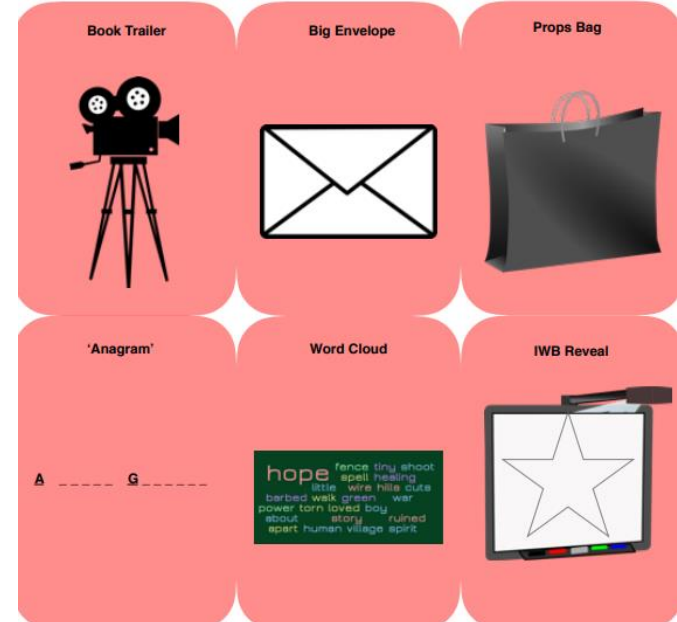
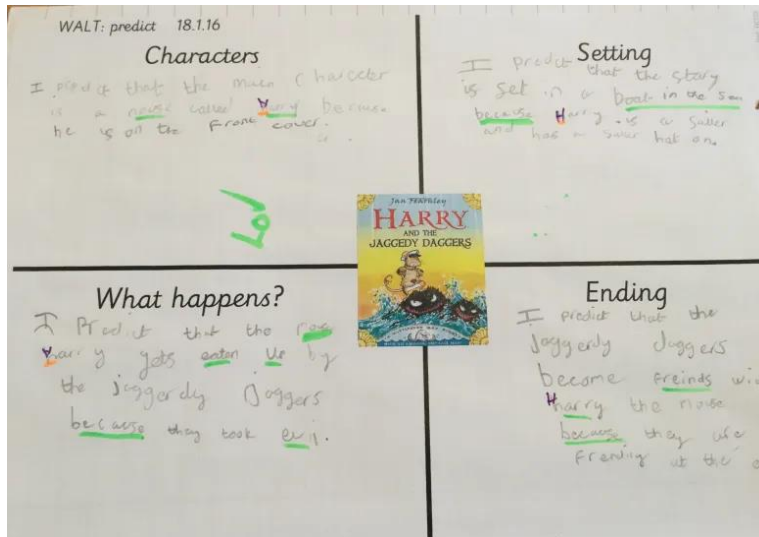
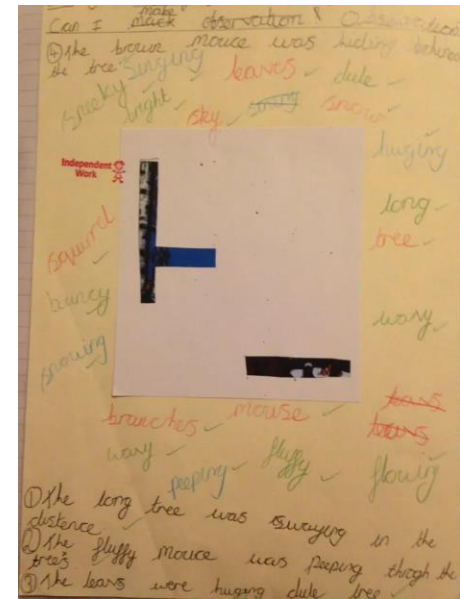
An adjective is a describing word.

On ~~monday~~ i am going to a new school. the
~~school~~ school is called ~~glasshouses~~ ^{glasshouses} school. it is near ~~teley~~ ^{teley} bridge.
i have a new ~~teacher~~ ^{teacher} and she is called ~~mrs~~ ^{mrs} wilkinson.

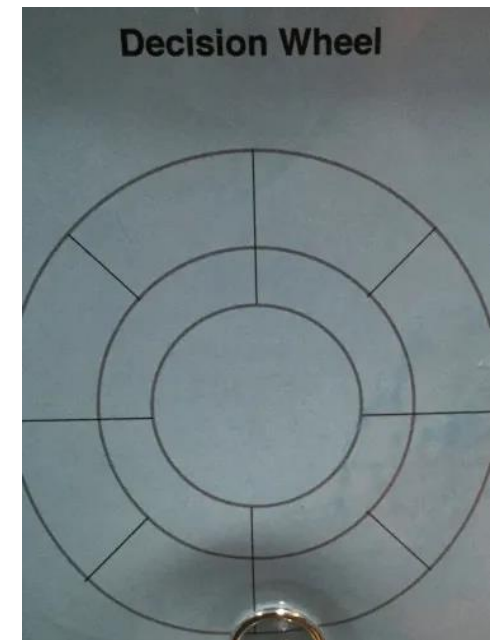
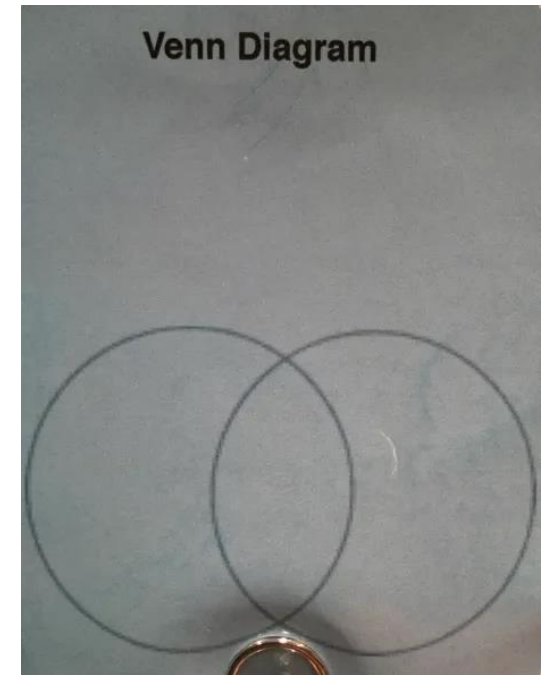
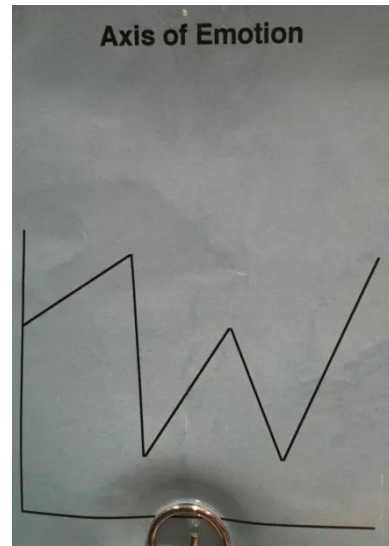
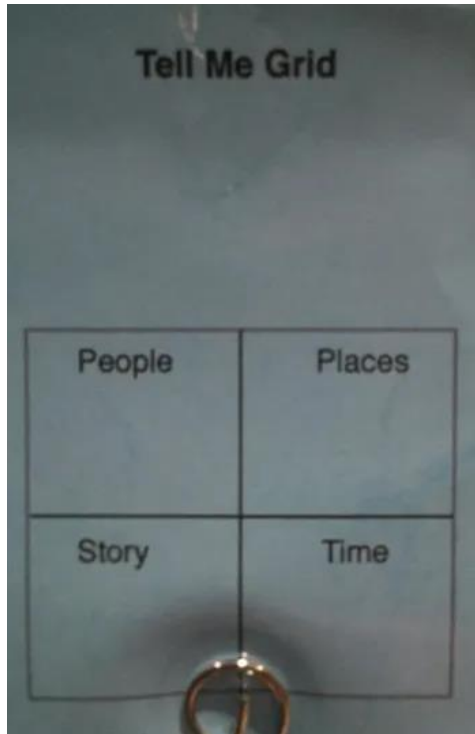
Written outcomes



Phase 1 - Prediction



Phase 2 - Comprehension



[illegible]

Name: _____ Date: 26/02/2016

WALT: Identify similarities and differences between the characters in the story.

the boy the lost thing

The diagram consists of two overlapping circles. The left circle is labeled 'the boy' and the right circle is labeled 'the lost thing'. The intersection of the two circles contains text that describes both characters. Text unique to the left circle describes 'the boy', and text unique to the right circle describes 'the lost thing'.

Left Circle (the boy):

- Shawn
- is about 11
- top corner
- er.
- The boy
- is a human

Intersection:

- when they met
- each other
- they became friends

Right Circle (the lost thing):

- the lost thing
- has sharp pointy spikes on his head.
- the lost thing
- has 11 times longer than I can stretch
- the lost thing
- has nowhere to live

about the boy's thoughts and feelings.

A simple line drawing of a boy's head and shoulders. He is smiling and has a speech bubble coming from his mouth. The speech bubble contains the text: 'ex static joyful surprised'.

He is a boy

He wears glasses

Name _____ Date 23.10.16

WALT: Infer information about the boy's thoughts and feelings.

His name is shown ①

He has long pointy hair ②

He is a bottle top collector ③

He comes with a book ④

⑤ The boy is curious because he is interested in the lost things

⑥ He is a boy

⑦ He wears glasses

⑧ He lives in Australia

⑨ He is excited

⑩ He is surprised

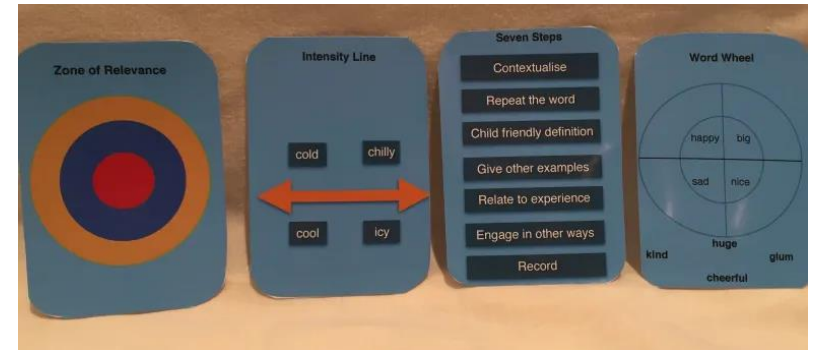
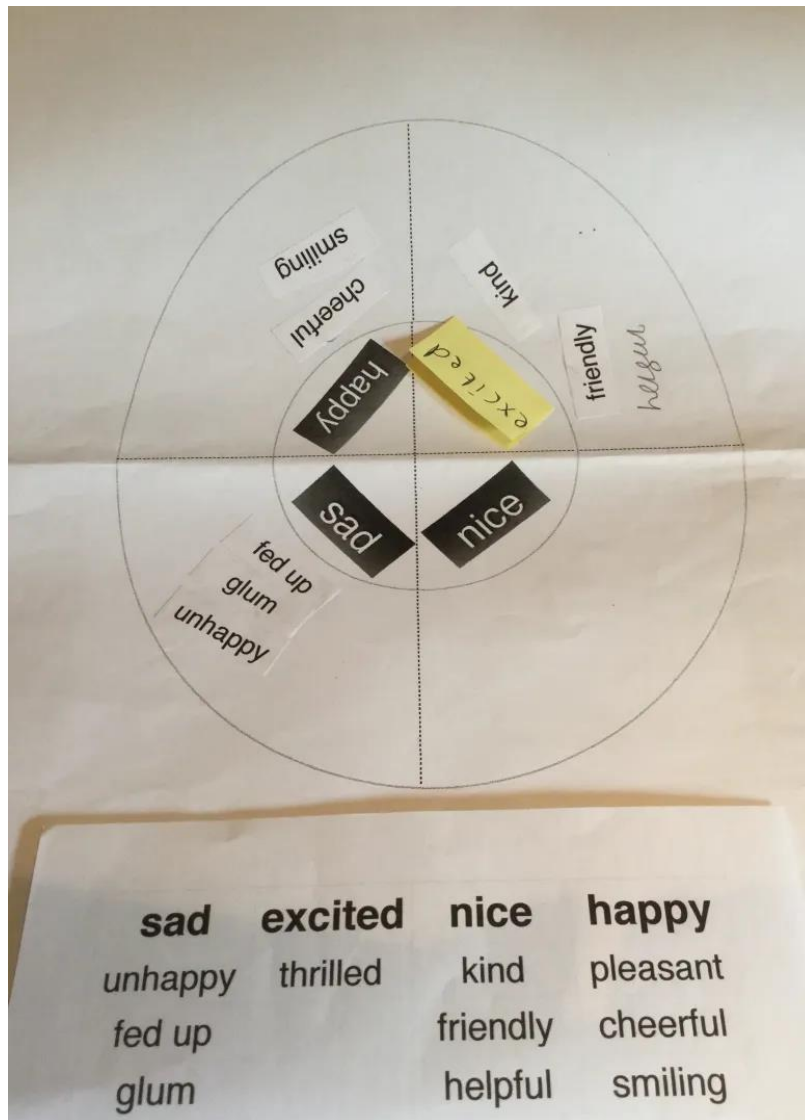
⑪ He is worried

the boy

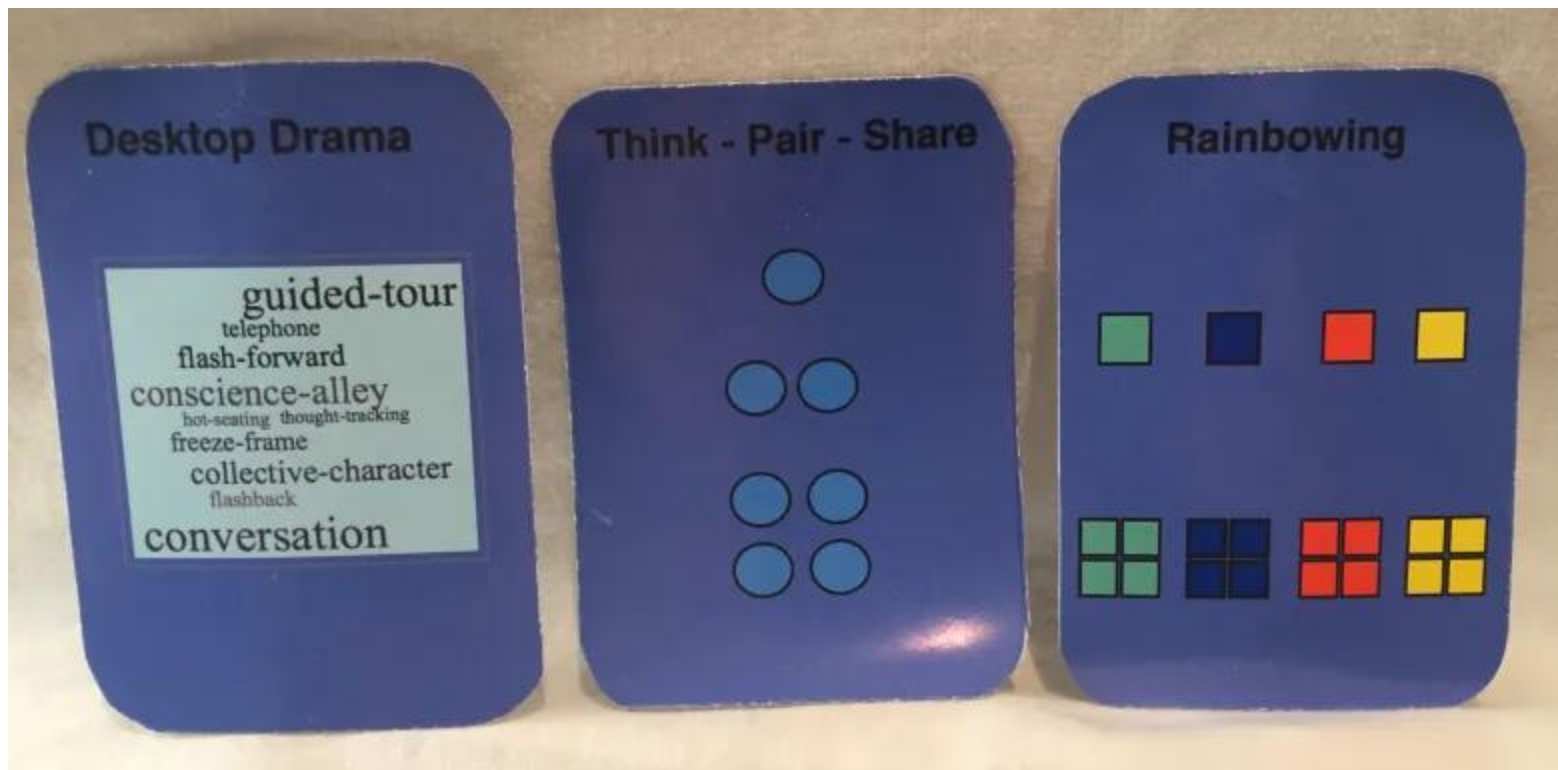
→ Punctuate your sentences correctly.

→ Add 3 more things to your role on the wall

Phase 2 - Vocabulary



Phase 2 - Speaking and Listening - *Giving the children an opportunity to practice and apply what they have been learning about orally, rehearsing what they will be writing about.*



Spoken Language Opportunities

Drama Techniques

Freeze Framing



•Freeze frames are still images used to illustrate a specific incident or event.

•Individual children or groups are asked to represent the characters at a significant moment.

•Freeze frames can be improvised or planned briefly.

•Positioning and body shape have to be considered carefully in order to represent ideas and emotions.

•Freeze frames can be brought to life through 'Thought Tracking.'

Thought Tracking



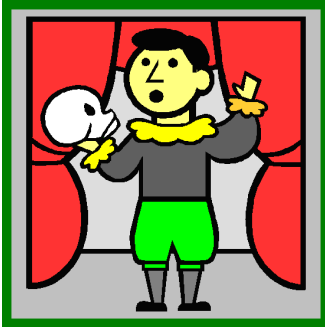
•This is a good technique for creating and then examining the private thoughts of characters at particularly tense moments of a narrative.

•It focuses on the characters in a freeze frame, and it involves the rest of the class contributing ideas as if they were speaking the thoughts of one of the characters.

•The class makes a circle around the character and says their thoughts one at a time, or individual children can stand next to the frozen character and speak their thoughts aloud.

Drama Techniques

Role Play



Work together in a small group, each child in the group is allocated a role (relating to the particular issue).

- As discussion progresses, each pupil represents the point of view of the role they represent.

Hot Seating



'Hot seating focuses closely on a character and looks at their motivation.

- Hot seating involves the class in asking questions of someone in role as a character, either fictional or real, who sits in the hot seat.

- This strategy works best if both the role player and the questioners are familiar with the character and the narrative or the situation.

Drama Techniques

Forum Theatre



Forum theatre allows an incident or event from different points of view, making it a very useful strategy for examining alternative ideas.

- A small group acts out a scene while the rest of the class watch them.
- The class work as directors of the group in role, e.g. asking them to act or speak in a particular way, questioning the characters in role.

Conscience Alley



Conscience alley is a means of exploring a character's mind at a moment of crisis and of investigating the decision they are facing.

- The class create two lines facing each other. One child in role, as a particular character, walks down the 'alley' between the lines.
- Children voice the character's thought, both for and against a decision.
- The child in role listens to his/her conscience before making a decision.

Drama Techniques

Meetings



- The teacher in role, perhaps as an official, can call a meeting for the whole class to attend.
- Meetings enable information to be shared with the whole group so that a group decision can be made about the situation they face.
- Meetings encourage children to adopt a collective role e.g. Romans, villagers on opposite sides about a road being build etc. This collective role can help less confident children.
- Meetings used at the start of a drama can be an efficient way of creating roles or focusing on a problem.
- This is a really cross-curricular drama approach.

Group Interaction

Jigsawing



- Organise the children into home groups, preferably, of equal numbers. Give each home group a related topic to research, such as an animal.

- Number each child in each home group.

- Give each of the children with the same number to one area for investigation, such as eating habits, appearance or habitat. They will become the 'expert group.'

- After undertaking the investigation, the children all go back to their home group.

- The children take it in turns to feedback their findings to each other.

Presentations



- Following on from the jigsawing work, the group work together to prepare and present their findings.

- The group could work together to decide on the best way to present their findings.

Group Interaction

Snowballing



- Talk in pairs, either to develop initial ideas or to share ideas about a topic.
- Pair with another group of two and pool ideas in the new group of four.
- Fours can double up to eights and pool ideas.

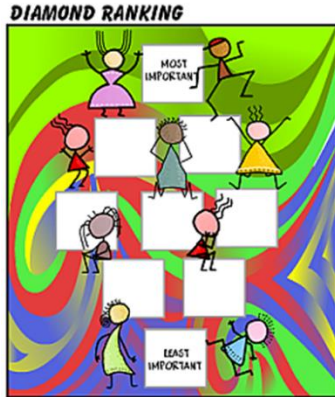
Envoying



- After being given a topic or question to discuss, the group can send one member as an envoy to share ideas or information with another group.
- Once the information is gathered, the 'envoy' returns to the original group to share their findings.
- Envoys move all around the groups in turn explaining/sharing ideas gathered from the groups they have visited.

Group Interaction

Diamond Ranking



- A group is given a set of 9 cards with statements on them such as, different qualities needed to be a good friend, etc.

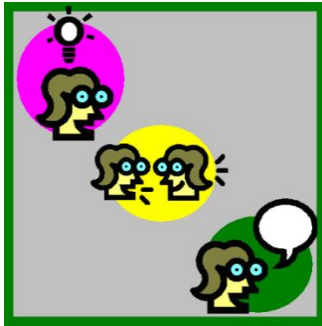
- The group needs to agree, through discussion, which of the statements are the most important.

- They then continue to rank them in order of importance or relevance.

- When some are considered of equal importance, they can be ranked in a line.

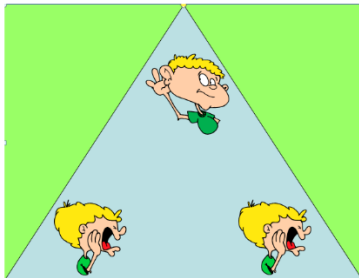
Speaking and Listening

Think, Pair, Share



- Think about an issue on your own.
- Share ideas with a partner.
- Share ideas with another group or the whole class

Listening Triad



- Work together in groups of threes.
- The two speakers discuss the topic or question set by the teacher.
- The listener observes the discussion, gives feedback to the speakers and/or gives feedback to the class.

Speaking and Listening

Talk Partners



- Children work in pairs for an allocated time, talking to each other at specific points in a teaching sequence.

- The focus of the talk needs to be made clear e.g. generating ideas, reflecting on learning, etc.

Telephone Conversations

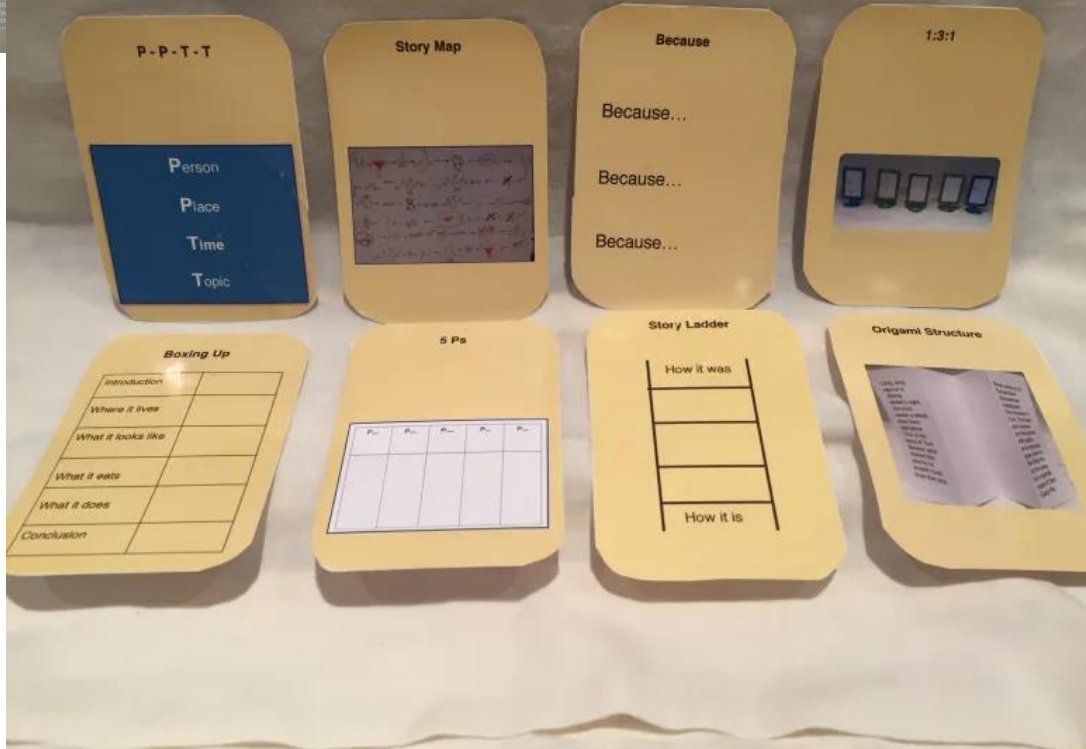
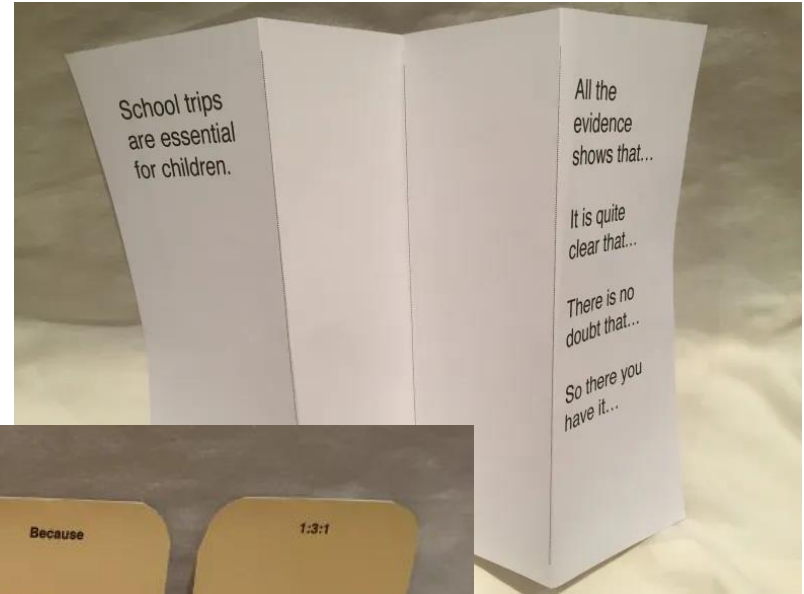
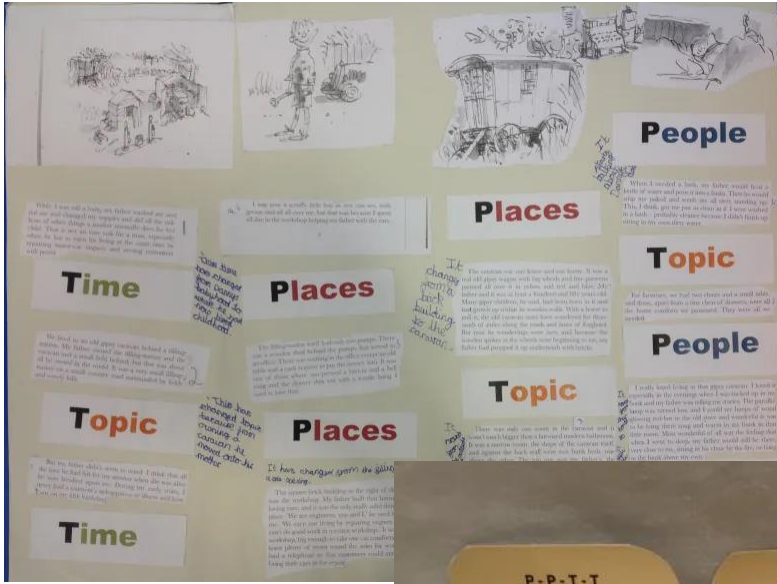


- To emphasis the need to use language rather than gesture or facial expression,

- Children sit back to back with telephones, to have a conversation.

- The content of the conversation may vary, but the children must listen carefully to what is being said because they cannot see the person who is speaking.

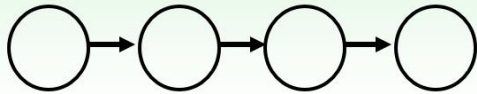
Phase 3 - Text Structure and Organisation



Phase 3 - Text Structure and Organisation - It is important that Children understand the purpose of their writing, rather than just The text type that they are writing in.

Instruction text

tells how to do or make something
in time order
(sequential/chronological)



Discussion text

* 

* 

* 

* 

* 

* 

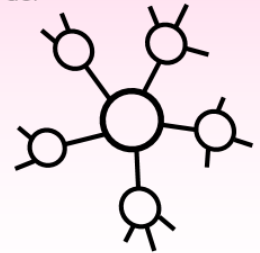
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* 

report text

* describes what things are like
(or *were* like)

* not in time order



Persuasion text

• makes a case for a particular point of view

• one or more points, perhaps with elaboration

* 

* 

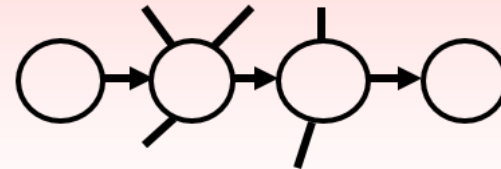
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explanation text

* explains how or why something happens

* cause and effect

* often in time order

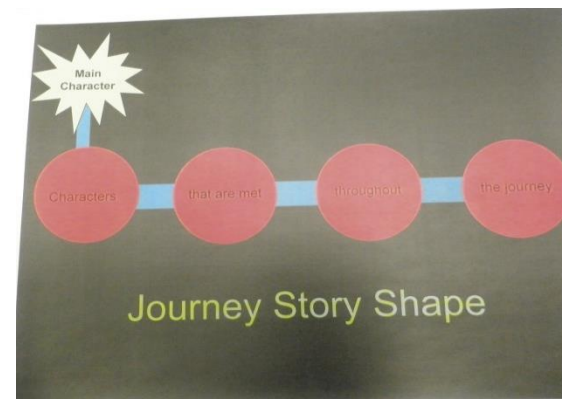
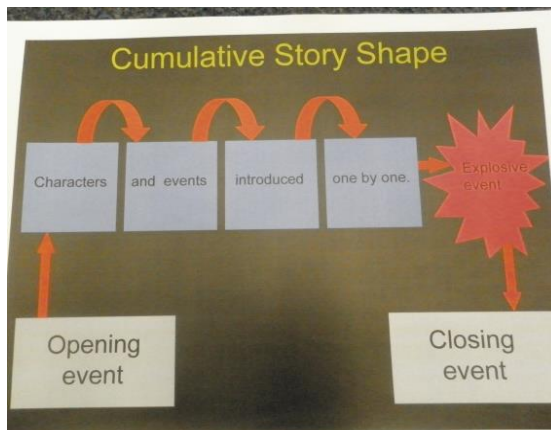
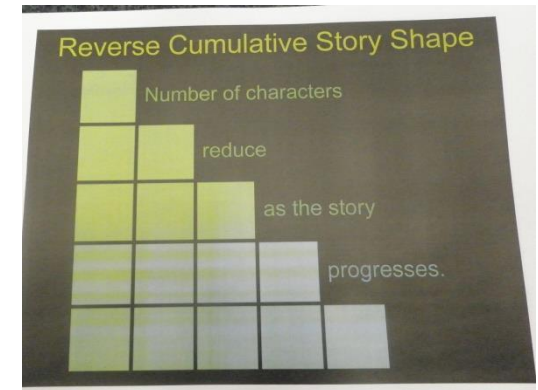
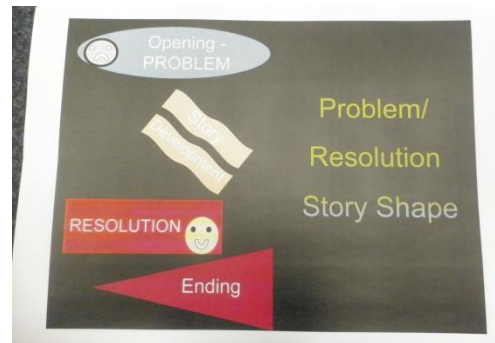
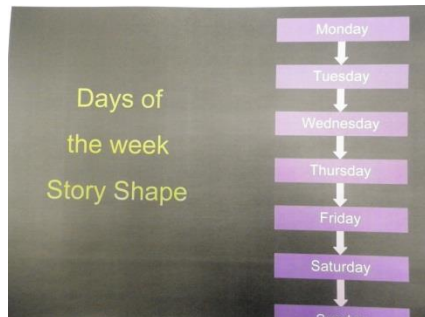


(sequential)

Non-Fiction Text Shapes – Supporting all learners



Fiction Story Shapes



Phase 4 - Planning, drafting and editing

Editing Glasses



Expert Lanyards



Punctuation Cricket



Punctuation Cricket

Punctuation Mark	Name	Set String	Get String
and/and			
;			
...			
to/for			
to separate			
between ...			
"...speech..."			
for punctuation			

Example Checklist

Conjunctions

The boy ran down the street **and** went into the park.

Noun phrases

The tree had a **rough brown** trunk.

Adverbial openers

When he got there, he ran to the swings.

Loyalty Card

Sentences	Spelling

Success Criteria

I have joined my sentences with conjunctions.

I have used full stops, capital letters, question marks and exclamation marks.

I have written in paragraphs.

Writing Phases

- Imitation - familiarisation
- Innovation – adapting a well known tale
- Invention – creating your own story

After building up a 'narrative storehouse,' through the earlier phases, pupils can write in an 'adapted way.' Pupils who find generating ideas more difficult may choose to imitate what they have read in their own writing. Children who are further along in the writing journey may innovate on what they have read and other children will be ready to invent their own fiction writing.

Modelled Writing

This is sometimes called 'demonstration writing.' Where the teacher shows the children how writers work e.g. thinking aloud, stopping and starting, 'having a go', making mistakes, changing things, reading and re-reading, editing and checking for full stops and capital letters. Modelled writing is the 'Blue Peter' approach. It should be used for new things or for difficult things.

This is where pupils observe an 'expert' modelling what they will be asked to do later.

Model writing by 'thinking aloud' about;

- What to write
- How to start
- How to choose and link relevant information
- How to present information and ideas
- How to write a new text form
- How to 'have a go' at a spelling or an idea
- How to use classroom resources e.g. word banks, wall displays, prompt cards etc.

After modelling, always go over main teaching points to give children a clear reference point for their own writing. The teacher will always model the learning objective so that the children have a concrete example.

Shared Writing

Shared writing is the joint construction of the text between teacher and children, either in the whole class session or in small group work. As the teacher acts as scribe, the children are freed to concentrate on the compositional aspects (rather than transcriptional) of the work and to contribute a wide range of ideas. During shared writing the focus of the teaching should be on specified learning objectives. This is to share with the children so it involves the children by drawing on their contributions for writing - words, sentences, ideas.

- Shared writing is the next step on from modelling - it is 'now we'll have a go together'.
- The teacher
- Scribes in front of the children;
- focuses children on thinking about what needs to be done next - check plan, re-read, use target, refer to model;
- helps children generate lots of ideas and then select the most powerful, orally rehearsing and rereading, making judgements;
- sifts contributions - challenges if contributions are weak;
- maintains pace so that there is a creative buzz;
- sets 'progress' challenges, e.g. 'now to show how he feels, let's try using a 'fronted adverbial starter'.

Shared writing balances demonstration and children's contributions.

Learning Journeys & Non- Negotiables

Learning Objectives

We carefully considered the use of daily learning objectives, considering their impact on learning and why

we were using them daily.

We made the decision to share the 'bigger picture' of our learning objectives over as unit of writing with

Pupils at the start of a learning journey, sharing and discussing what we would be learning and why.

These learning objectives would then be referred to and built upon in a sequence, rather than broken down each day, without pupils seeing any connections in their learning. **This helps to develop metacognition – learning about their learning. The Learning journey would reflect the phases of the writing journey.**

A typical learning journey would look like this.

 <u>Our Writing Journey</u> We are writing to _____ Our new knowledge stops along the way are:	
	To use imperative verbs to convey urgency.
	To use rhetorical questions to engage the reader.
	To use relative clauses to provide additional enticement. To use commas to mark the relative clauses.
<u>Destination</u> Writing Outcome 	To write a holiday brochure using our grammar and sentence knowledge to persuade the reader to visit.
Knowledge that we will recall <u>Previous Knowledge.</u>	• Expanded noun phrases to add more detail • Use of conjunctions. • Commas to mark relative clauses.

Non-Negotiables in Writing

Each year group has a set of agreed writing non-negotiables.

These are aspects of SPaG that will be developed throughout the year and will be used to ensure that all pupils are aware of what is the minimum expectation for each piece of writing in their year group. These will be used **for teacher/self marking** so that pupils can set meaningful targets for themselves and others. Targets can be set for the next piece of writing. Also, pupils can be taught to **edit** (purple) and **improve/revise** (yellow) their writing.

Year One Writing - Non-negotiables

Punctuation
I can use capital letters at the start of a sentence. ☐

Punctuation
I can use capital letters for names and the word I. ☐

Punctuation
I can use a full stop at the end of a sentence. ☐

Conjunctions
I can use and to join two clauses together. ☐

Writer's Techniques
I can use story language. ☐
I can use topic words in factual writing. ☐

Vocabulary
I can describe shape, colour, size and emotion. ☐

Spelling
I can have a go at writing unfamiliar words. ☐

Sentence structure
I can start sentences in different ways. ☐

Tense
I can write in the correct tense all the way through my writing. ☐

Year Six Writing - Non-negotiables

Punctuation
I can use semi-colon, colon and dash to show independent clauses. ☐

Punctuation
I can use a colon to introduce a list and bullet points to list information. ☐

Punctuation
I can use hyphens to avoid ambiguity. ☐

Conjunctions
I can use subordinating conjunctions at the beginning and middle of sentences such as nevertheless and despite. ☐

Writer's Techniques
I can use a range of layout devices e.g. tables, columns, tables etc. ☐

Vocabulary
I can use precise vocabulary for desired effects. ☐

Spelling
I can choose the correct shade of meaning word from a range of antonyms and synonyms. ☐

Adverbial Phrases
I can use adverbs and adverbials phrases to qualify, intensify or emphasise. ☐

Writer's Techniques
I can use passive voice. ☐

Live/Reactive Marking in writing

Research into feedback has indicates that faster feedback is more valuable to students because learners find it easier to improve if their mistakes are corrected quickly (Education Endowment Foundation).

We believe that live marking promotes a rich dialogue which enables the teacher to talk to the children on an individual basis and find out how the learning is going. It allows the teacher to give immediate feedback on success and the opportunity to discuss further areas for improvement. The teacher can also pick up on any mis-conceptions and use this as a teaching point for the rest of the class. If there is a common issue that several children are struggling with the teacher could work with these children together instantly.

- Children grouped according to needs (clustering needs)
- A mini lesson within a lesson.
- Known as 'precision intervention.'

The teacher might:

- Work with children who are below the level of the majority of children in the class to reinforce key objectives covered in whole-class sessions, reinforcing phonic and spelling strategies.
- Work with children who are above the level of the majority of the class to challenge and extend their writing.
- Work with children who have completed some independent writing, responding to their work and guiding them to make improvements or corrections.
- Use the opportunity to extend and challenge more-able groups of children;

Self-assessment → Writing Non-negotiables.

Substantive Knowledge

In writing, substantive knowledge is the ability to effectively plan, draft, and construct writing for different purposes. When constructing writing, this involves knowledge of structural, grammatical and linguistic features as well as knowledge of handwriting and spellings. Through deliberate practice, this substantive knowledge becomes automatic and fluent leading to mastery and an alteration of the long term memory.

Disciplinary Knowledge

In writing, it is the ability to evaluate and edit text and apply substantive knowledge to effectively write for a range of purposes. It is not only demonstrating fluency when using different devices in writing, but it is the ability to 'write with the ear'; to hear what the reader would, and make choices based on effectiveness and coherence. In both reading and writing, it is the process of thinking critically and creatively using the automaticity of substantive knowledge.

We use high quality texts and encourage the children to read as writers and to write as readers.

Children will be exposed to high quality teaching, including modelling and shared writing to enable them to see how writing develops and to hear the decisions that writers make as they are working.

Three Week Writing Unit

*The lessons set out in this diagram are set as a guideline, teachers will use their professional judgement if an aspect takes more or less time.

Suggested Writing Sequence

Session 1 Prediction	Engage the children in the text with an exciting introduction to the book, such as The Big Envelope. Encourage to children to back up their predictions with evidence. Encourage discussion, and use open questioning to develop predicting skills. • What do you think will happen next? • What do you think would happen if _____? • Based on what you have read, what does the last paragraph suggest might happen next? • Can you think of another story, which has a similar theme, e.g. good vs evil? • Do you think this story will end in a similar way? Why? • Why did the author choose this setting? Will that influence how the story develops? • How is _____ like someone you know? Do you think they will react in the same way? • What might happen next? Why? • Choose one character from the book and predict how you think they will behave/react? • Can you predict several possible outcomes and explain your answer? • What if...? • If there was a sequel, what might happen? Why do you think this?
Session 2, 3 and 4 Comprehension	Recap work covered in the previous session. Look at the learning journey and explain what the children will be learning about over the next few weeks, what the purpose of their writing in (to entertain, to inform, to persuade, to discuss) and why they will be learning about this (metacognition). The purpose of these sessions is to fully immerse pupils in the text type, analysing the layout, the vocabulary used etc. It is an opportunity to further develop comprehension skills as well as developing the children's ability to read like writers, analysing why writers have made certain decisions and what writing tools they have chosen to use- what is the affect on the reader? Look at vocabulary choices, create a list of synonyms to use in independent writing to display on the working wall. References to the writer's toolkit displays can be used to link reading and writing. There are a variety of strategies to use in these sessions such as role on the wall, axis of emotion, decision wheels, Tell Me grid. In these sessions the children will get a deeper understanding of the purpose of the writing, build up vocabulary and have opportunities to write shorter pieces of writing (reducing the cognitive overload). These pieces of writing could be story openers, character or setting descriptions. Pupils will have the writing modelled for them and then be supported to develop their writing further. For example, they could be given a simple sentence that they need to add expanded noun phrases to, or they could be experimenting with fronted adverbials. These pieces of writing can be incorporated into their longer pieces of writing.

Suggested Writing Sequence

Session 5 Spoken Language

In these session, the children will have the opportunity to practice and apply the knowledge and vocabulary that they have gained in the previous sessions, in an oral manner. See Phase 3 guidance for ideas.

These can be developed for fiction and non-fiction genres.

Sessions 6, 7, 8, 9

Text, Structure and Organisations

Inn these sessions, the children will have discrete lessons on grammar and punctuation (teachers will use the long term plans to ensure that coverage is cumulative and sequential). Teachers will explicitly teach the knowledge needed to develop punctuation and grammar skills, as well as opportunities to use this new knowledge in shorter pieces of writing, for example, writing a short piece of dialogue or adding extra information for parenthesis. In this way, children can practice and apply their growing GVP knowledge and have an opportunity to apply previously learnt GVP knowledge without the cognitive overload of writing a full piece.

In these sessions, pupils can also learn more about the structure and organisation of the text type that they have been reading and analysing. In non-fiction, Sue Palmer skeleton books can be referred to and the link between certain text types and the grammar and punctuation that they have been learning can be made explicit. In these session, teachers can make reference to the work done in the comprehension section of the unit - reading like a writer. What would the ARE success criteria for this text type have in it? Share with the children.

In fiction units, reference can be made back to work previously done in the comprehension phase. What sort of fiction are we going to be writing? What have we learnt do far What would the ARE success criteria for this text type have in it? Is there anything specific to this type of fiction (traditional tales, mystery stories etc.) that will influence our writing (refer back to phase 2).

Suggested Writing Sequence

Sessions 10, 11, 12, 13, 14
Planning, Drafting and Editing

See progression for planning, drafting and editing.

Planning - ensure that children are aware of why they are planning and how it supports their journey. Teachers to make explicit links between the shape of the text that they have been learning about an looking at in Phase 2 and Phase 3. Teacher to model how to complete the planning pro forma.

Drafting - Teacher to model how to use the planning to inform writing. They will use the writer's toolkits to decide on the best tools to use for the desired effect on the reader. In this phase, they will write like readers, considering everything that the have learnt in the previous phases - punctuation and grammatical choices, choosing the best vocabulary to use and considering their sentence structure and use of cohesive devices.

Editing - It is better to edit as they go along (live marking and self editing) to ensure that errors are corrected and misconceptions are addressed before they are embedded. Writing make a large cognitive demand on children, and leaving the editing process until the end of a piece of writing can have a negative effect on their enjoyment of writing and their self-esteem. Ensure that children are aware that editing is about correcting errors and improving is about making different vocabulary choices or manipulating the order of a sentence for effect.

Session 15
Publishing

Inn these sessions, children write their final piece up in neat, or word process it. This is the piece that will be shared and celebrated with the intended audience, a culmination of the 3 week writing journey.

National Curriculum

Progression in Writing

Plan/Draft/Edit

Writing Progression

	Planning	Drafting/Writing	Editing
EYFS		• 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.	
Year 1	• 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
Year 2	Consider what they are going to write before beginning by: • planning or saying out loud what they are going to write about • writing down ideas and/or key words, including new vocabulary • encapsulating what they want to say, sentence by sentence	Develop positive attitudes towards and stamina for writing by: • writing narratives about personal experiences and those of others (real and fictional) • writing about real events • writing poetry • writing for different purposes	Make simple additions, revisions and corrections to their own writing by: • evaluating their writing with the teacher and other pupils • re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form • proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]

Writing Progression

	Planning	Drafting/Writing	Editing
Year 3 and Year 4	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 (<u>English Appendix 2</u>) - 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
Year 5 and Year 6	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 - precising 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

Reading Information

Guided Reading Guidelines

*Refer to reading curriculum to ensure that children are exposed to high quality texts that exemplify the use of the GPV elements being taught - what technical & compositional effects has the writer used?

Reading skills are 'taught not caught' - the skills must be explicitly modelled and taught

Explicit teaching of decoding skills - how to tackle unfamiliar words, different strategies to use and resources that can support reading - model this.

Children keep Reading Journals to record their guided reading learning in. Teachers will Gaps in learning and misconceptions with children to move their learning forward.

Guided Reading

- **Regular (three sessions a week) WCGR sessions for all children – exposure to discussion, vocabulary, modelled questioning.**
- **Some children receive additional support for fluency and decoding**

fluency and decoding

Guided Reading

I/We/You

- ❖ I - you explain and model
- ❖ We - paired or guided
- ❖ You - independent

Guided Reading – Suggested Planning Guidance

Session 1 Explore Teach Practice	Piece of text to be introduced to the class. This could be a book cover or a short piece of film. Teacher to explain why this text has been chosen. Depending on the text, children might Give children time to read it independently, to a partner etc. so that they are reading. Recap strategies for reading unfamiliar words. (SEN adaptation pre-teach - this text could have already been shared with a pupil) Ask pupils to underline/highlight any words where they are unsure of the meaning. Discuss meaning of words and how the meaning could be changed with different words. Use paired talk to discuss synonyms that could enhance meaning etc. As a group, give children the next paragraph etc. and give them reading roles and ask them to spend sometime discussing the text, in their roles and then feedback to the class. Could use jigsawing techniques as an alternative. Record in Reading Journals. Prediction examples in Reading Journals such as 3, 2, 1
Session 2	Recap the previous session briefly - what can the children recall? Introduce the next piece of text for the children to read independently (pre-teach if needed). Brief discussion about the meaning of any words, how the punctuation affects reading etc. then plan questions for children to answer - retrieval, prediction, inferring etc. Teacher to plan questions using whole school reading comprehension progression and content domains, model how to infer, predict etc. Reading Gems must be used This can be done in reading journals or orally, but pupil MUST be asked questions that reflect the skills they are improving. Plan questions using whole school reading comprehension progression and content domains. Ensure that questions are differentiated according to the need of the pupils - exposure to the same high quality text, but differentiated questioning. Record in Reading Journals
Session 3/4	Recall skills/knowledge taught this week. Look at text from previous day/new piece of text to read independently (where appropriate). Children will respond to the text in their Reading Journals - see examples of ways to respond in Reading Journals.

Further Lessons

- **Use follow-up questioning to explore any of the pupils' reactions on tell-me grids, in 'I wonders', in reading journal entries, in annotations...**
- **Pick out favourite/most effective/most interesting word/phrase/line; explain; follow up**
- **Discuss open questions about the text, asked as genuine 'What do you think...' questions Discuss agree/disagree statements**
- **Label moments in a text with moods, emotions, characteristics...**
- **Close eyes. What image stays most strongly from what just read? Why? Find it.**
- **Allocate small chunks of the text to pairs/groups, to answer questions on and to talk about to rest of the class**

Non-negotiables for Guided Reading

- Reading skills are not caught, they are taught - explain to pupils which reading skill they are using and why - How will this help them to develop as a reader (**meta-cognition**) → Refer to 'Reading Gems' questions. 'Reading Gems' are used to plan questions and to refer to during guided and shared reading session so that children are aware of the reading skill that they are developing and why that particular skill is important to their development as a reader. Staff will link the Reading Gems to the appropriate content domains and share these with pupils
- In Key Stage One the focus is on **learning to read**, applying phonic knowledge and learning to read CEW words. Reading skills also include the content domains for Key Stage One so that children are developing their skills as a reader and are able to gain a deeper understanding of the text.
- In Key Stage Two the focus is on **reading to learn**. We model expression and intonation when reading aloud. We plan discussion which encourages deep discussion about author choice's and their impact. We also model skills of inference, prediction, summarising etc. to support children when answering questions independently.

The National Curriculum for English (2014) aims to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language.

Reading underpins children's access to the curriculum and it clearly impacts on their achievement. *There is considerable research to show that children who enjoy reading and choose to read benefit not only academically, but also socially and emotionally.*

To be able to read, children need to be taught an efficient strategy to decode words. That strategy is phonics. It is essential that children are actively taught and supported to use phonics as the only approach to decoding.

Phonic decoding skills must be practised until children become automatic and fluent reading is established. Fluent decoding is only one component of reading. Comprehension skills need to be taught to enable children to make sense of what they read, build on what they already know and give them a desire to want to read. Reading increases children's vocabulary because they encounter words they would rarely hear or use in everyday speech. Furthermore, children who read widely and frequently also have more secure general knowledge.

Early Reading

Children need to be given regular opportunities to apply the phonics they have learned to reading fully decodable books.

Our reading practice sessions take place at least three times a week. Each reading practice session needs to have a clear focus, so that the demands of the session do not overload the children's working memory.

The reading practice sessions have been designed to focus on three key reading skills:

- decoding
- prosody - reading with meaning, stress and intonation
- comprehension - understanding the text.

****Prosody** - The rhythmic and intonational aspect of speech that manifests as expressive reading. It comprises timing, phrasing and intonation, and helps to convey meaning and add 'life' to reading.

Substantive knowledge

In reading, substantive knowledge is the ability to decode and sight read words. This allows children opportunities to read for pleasure, including reading and reciting poetry, and develop their vocabulary. Children are then able to apply their knowledge of reading strategies to comprehend a range of texts. In writing, substantive knowledge is the ability to effectively plan, draft, and construct writing for different purposes. When constructing writing, this involves knowledge of structural, grammatical and linguistic features as well as knowledge of handwriting and spellings. Through deliberate practice, this substantive knowledge becomes automatic and fluent leading to mastery and an alteration of the long term memory.

Disciplinary knowledge

In reading, the disciplinary knowledge is the interpretation and comparison of themes and conventions, using text to back up arguments and discussions and evaluating the intentions of the author (see reading rationale).

To reach these goals, we have;

- A well-organised and engaging library which has a large variety of books to engage and interest our reader.
- Reading buddies are established throughout school to allow pupils to share their love of reading and to discuss what they have read in a relaxed and encouraging environment.
- We run a weekly reading challenge which requires children to read outside of school at last 5 times a week.
- We run a weekly reading challenge which requires children to read outside of school at last 5 times a week.
- All classrooms have an exciting and inviting 'Reading Nooks' so that children have a calm and relaxing space in which to enjoy reading.
- All classes take time out of the day for children to read for pleasure, making their own choices about texts.

All classes make time for a class story or novel. This encourages enjoyment of reading and also gives children the opportunity to hear expression, intonation and use of punctuation modelled to them.

We teach reading in school in distinct strategies:

- Shared Reading - Phase 1 (Prediction) and Phase 2 (Comprehension) of our writing unit cycle.
- Guided reading
- Independent reading

The actual 'teaching' of reading will be planned and delivered in shared and guided reading sessions.

The skills and attitudes taught in these sessions will be practiced and applied in independent reading. We recognise that guided reading is very much a 'bridge' between shared and independent reading.

We will take account of the 'Key Skills in Reading' when planning these sessions, and of the content domains from the end of Key Stage tests as we feel that these promote good reading skills.

Independent Reading – Year 2 onwards

We believe that regular individual reading is vital for building reading stamina and fluency. This is the opportunity for the children to practice and apply the skills that they have been taught in shared and guided reading sessions at a level appropriate to their reading attainment. It is also where they will develop their fluency.

The reading scheme is arranged from lilac to dark red book bands and stored centrally. (see attached sheets). Books used during EYFS and KS1 are carefully matched so that children can practise and apply what they are being taught in the phonics sessions. This guidance must be strictly adhered to.

Once children have completed the reading scheme, they must complete a 'Reading Challenge' which suggests authors and classics for them to read. We feel that this gives more direction than just 'free readers.'

Key Stage One - Content Domains

1a)

Draw on knowledge of vocabulary to understand texts

1b)

Identify/explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information

1c)

Identify and explain the sequence of events in texts

1d)

Make inferences from the text

1e)

Predict what might happen on the basis of what has been read

Key Stage Two - Content Domains

2a)

Give/explain the meaning of the words in context

2b)

Retrieve and record information/identify key details from fiction and non-fiction

2c)

Summarise main ideas from more than one paragraph

2d)

Make inferences from the text/explain and justify inferences with evidence from the text

2e)

Predict what might happen from details stated and implied

2f)

Identify/explain how information/narrative content is related and contributes to meaning as a whole

2g)

Identify/explain how meaning is enhanced through choice of words and phrases

2h)

Make comparisons within a text

Sequential Comprehension Skills

Overview for Shared and Guided Reading

Sequential Reading Skills Overview

Reception

Retrieval, Inference and Deduction

Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions
(ELG - Listening, Attention and Understanding)

Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
(ELG - Comprehension)

Anticipate - where appropriate - key events in stories
(ELG - Comprehension)

Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;
(ELG - Speaking)

Language and Organisational Features

Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play
(ELG - Comprehension)

Viewpoint and Connections

Make use of props and materials when role playing characters in narratives and stories.
(ELG - Creating with Materials)

Invent, adapt and recount narratives and stories with peers and their teacher
(ELG - Being Imaginative and Expressive)

Sequential Reading Skills Overview

Year One	Retrieval, Inference and Deduction	Language and Organisational Features	Viewpoint and Connections
	To answer questions in discussion with the teacher.	To discuss word meanings and link to words they already know.	To link what they have read or hear read, to their own experiences.
	To make simple inferences.	To discuss particular features of texts e.g. story language, use of fonts, text features and language features.	
	To make simple plausible predictions about an unknown story using the front cover and the title.		

Sequential Reading Skills Overview

Year Two	Retrieval, Inference and Deduction	Language and Organisational Features	Viewpoint and Connections
	To answer questions and make some inferences.	To discuss why words are effective in context.	To make links between the book they are reading and other books they have read.
	To explain what has happened so far in what they have read.	To identify a few basic features of organization in non-fiction texts, such as sub-headings.	To know that writers have viewpoints and purposes.
	To make a plausible prediction about what might happen on the basis of what has been read so far.	To use a content, index and glossary to locate information.	
	To summarise what has happened in a story so far.		

Sequential Reading Skills Overview

Year Three

Retrieval, Inference and Deduction	Language and Organisational Features	Viewpoint and Connections
To ask questions to improve their understanding of the text.	To discuss words and phrases that capture the reader's interest and imagination.	To identify themes and conventions in a wide range of books, including underlying themes and ideas.
To quote directly from the text to support thoughts and discussions.	To identify non-fiction text types by identifying their language features.	To begin to identify differences between a wider range of fiction.
To identify main ideas drawn from more than one paragraph and summarizing these.	To comment on the author's choice of language and its effect on the reader and the images and atmosphere it creates.	
To emphasise with different characters' points of view in order to explain what characters are thinking/feeling and the way they act.	To explain the meaning of ambitious words read in context.	
To discuss how characters are built up from small details and recognise how a character is presented in different ways, by referring to the text.	To comment on the purpose of paragraphs/chapters.	
To predict what might happen from details stated and implied.		
To identify main ideas drawn from more than one paragraph and summarizing these.		

Sequential Reading Skills Overview

Year Four

Retrieval, Inference and Deduction

To identify and comment on author's choice of language where it is used to create mood, build tension or paint a picture through dialogue, action and description.

To use quotations and text references to support ideas and arguments.

To draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.

To identify main ideas from more than one paragraph.

To use inference and deduction skills to discuss messages, moods, feelings and attitudes using clues from the text.

Language and Organisational Features

To discuss words and phrases that capture the reader's interest and imagination, including figurative language.

To compare the structure of different stories to discover how they differ in pace, build up, sequence, complication and resolution.

To discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.

To identify how language, structure and presentation contribute to meaning.

To begin to identify the purpose, audience and organization of different fiction/non-fiction texts and evaluate the success of each of these elements.

Viewpoint and Connections

To identify the point of view from which a story is told and how it affects the readers' response. (author's bias)

To explore comparisons and alternatives that have occurred in the text (e.g. a different ending), referring to the text to justify ideas.

To identify and explain the difference between fact and opinion.

Sequential Reading Skills Overview

Year Five

Retrieval, Inference and Deduction

To draw inferences and justify these with evidence (characters' feelings, thoughts and motives).

To predict what might happen using evidence from the text.

To summarise the main ideas drawn from more than one paragraph.

To begin to refer and quote from the text to answer questions

To discuss how a character can be seen in different ways, depending upon how an author chooses to portray them.

To retrieve, record and present information from non-fiction books.

To infer messages, moods, feelings and attitudes across a text.

Language and Organisational Features

To identify and evaluate the purpose, audience and organization of different texts.

To discuss the difference between literal and figurative language and the effects on the reader.

To explain the structural devices an author has used such as flashbacks.

To identify how language, structure and presentation contribute to meaning.

Viewpoint and Connections

To discuss the message a text has about our society, cultures or traditions from the past.

To make comparisons within and across books.

To identify and discuss themes and conventions in and across a wide range of writing.

To identify explicit and implicit points of view in texts.

Sequential Reading Skills Overview

Year Six

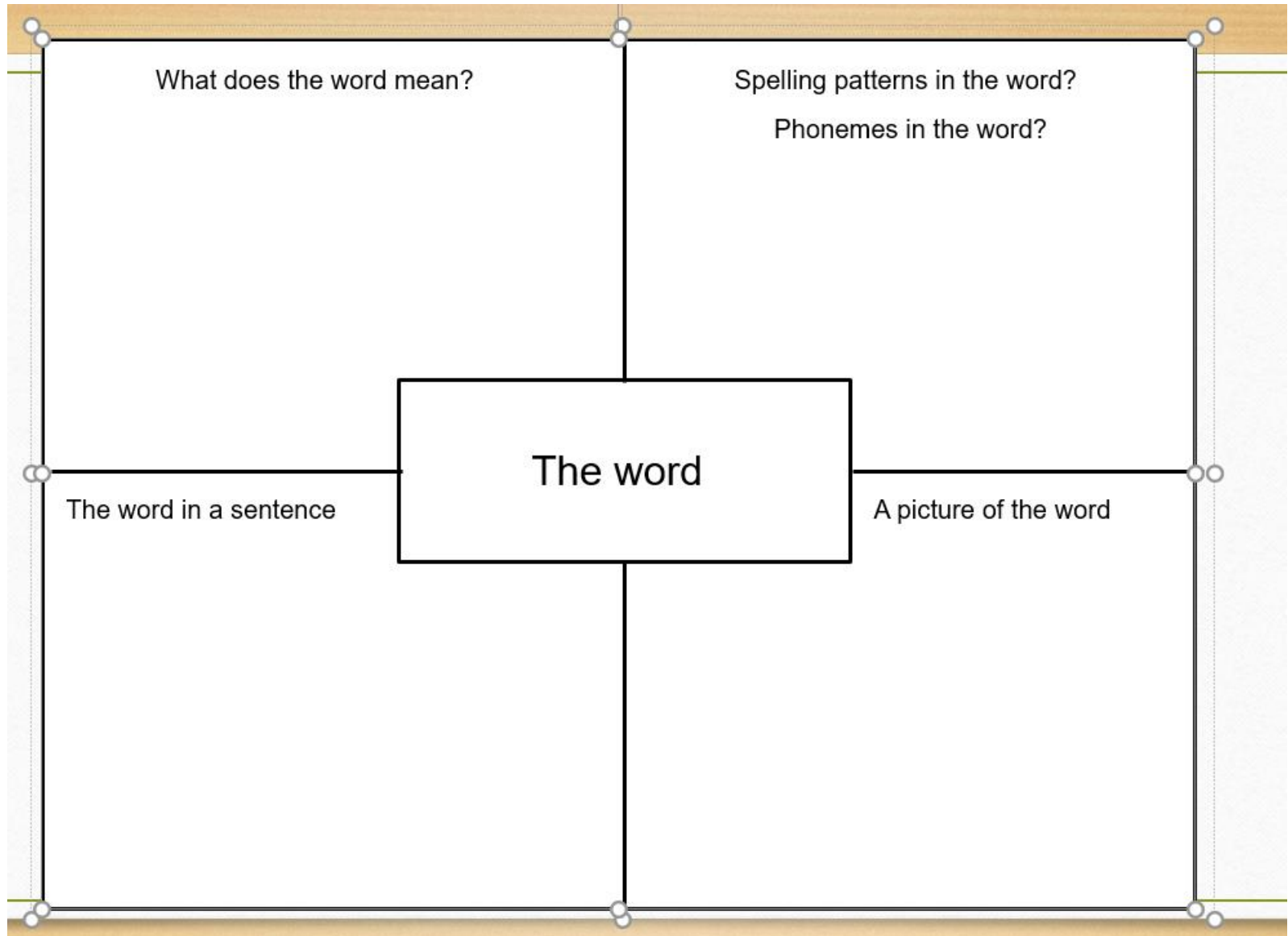
Retrieval, Inference and Deduction	Language and Organisational Features	Viewpoint and Connections
To refer and quote from the text to answer questions.	To recognise and explain how the author makes different language choices and how this affects the reader.	To discuss how the historical, social or cultural context of a text can affect its meaning and how this can change over time.
To ask questions to improve their understanding.	To discuss and evaluate how authors use language (including figurative language) considering the impact on the reader.	To make comparisons within and across books.
To draw inferences and justify these with evidence (characters' feelings, thoughts and motives)	To discuss a range of organisational features and how they contribute to the effect of the text (change of viewpoint, organize information to compare and contrast).	To identify and discuss themes and conventions in and across a wide range of writing.
To predict what might happen from details stated and implied.	To discuss and explain the organization of a variety of texts (presentational features, cohesion within paragraphs)	To identify explicit and implicit points of view in texts and begin to unpick and evaluate them.
To summarise the main ideas from more than one paragraph.	To recognise the use of irony and comment on the authors' intent.	To discuss and evaluate the purpose and audience of different texts.
To evaluate the relationships between characters and how behavior impacts on the story.		

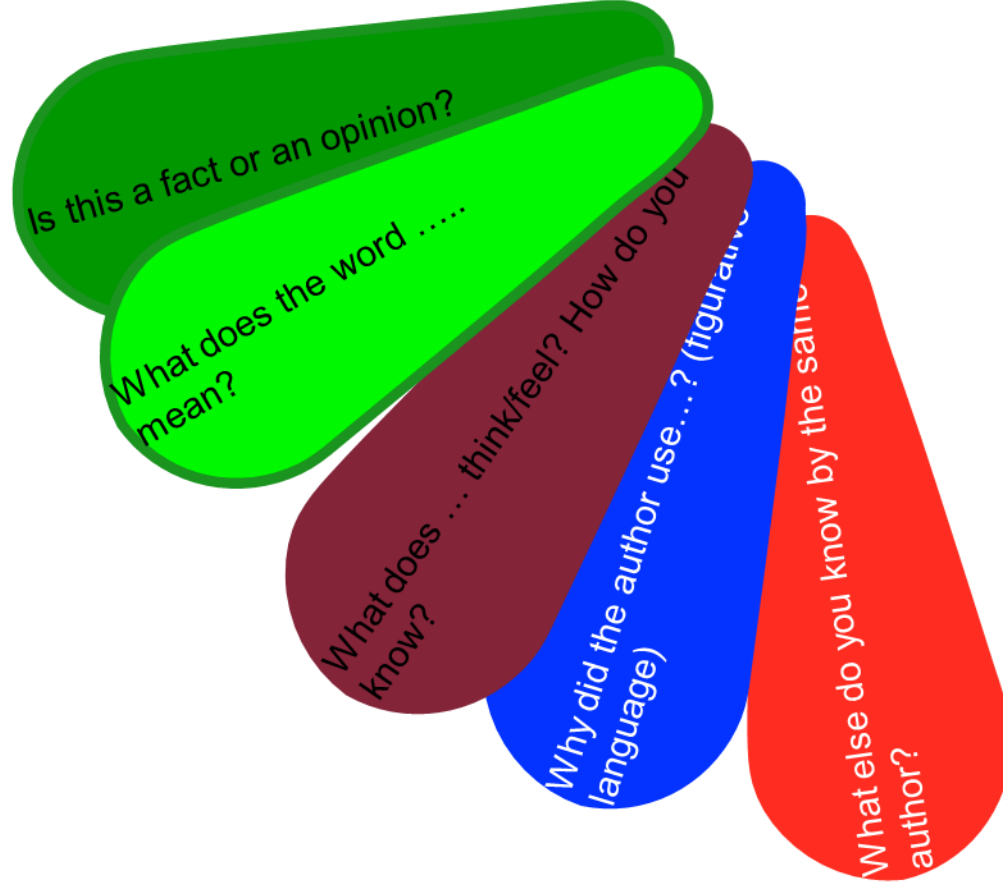
Reading Journal Activities Examples

•Reading Question Cards

- dark green** – literal, retrieval and sequencing
- light green** – vocabulary
- orange** – inference

Bookmarking  Content Domain <table border="1"> <tr> <td>2a</td><td>2b</td><td>2c</td><td>2d</td><td>2e</td><td>2f</td><td>2g</td><td>2h</td> </tr> <tr> <td>1a</td><td>1b</td><td>1c</td><td>1d</td><td>1e</td><td></td><td></td><td></td> </tr> </table>	2a	2b	2c	2d	2e	2f	2g	2h	1a	1b	1c	1d	1e				Bookmarking Resources: 3 bookmarks each containing a different question Method: a) Ask children to put the bookmark in the book where they will find the answer to the question. b) Answer the questions. 	Big Envelope  Content Domain <table border="1"> <tr> <td>2a</td><td>2b</td><td>2c</td><td>2d</td><td>2e</td><td>2f</td><td>2g</td><td>2h</td> </tr> <tr> <td>1a</td><td>1b</td><td>1c</td><td>1d</td><td>1e</td><td></td><td></td><td></td> </tr> </table>	2a	2b	2c	2d	2e	2f	2g	2h	1a	1b	1c	1d	1e				Big Envelope Resources: A big envelopes with different windows cut out. Method: Hide the book in the envelopes. Children make predictions about the text - People - Places - Story - Time 
2a	2b	2c	2d	2e	2f	2g	2h																												
1a	1b	1c	1d	1e																															
2a	2b	2c	2d	2e	2f	2g	2h																												
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Golden Ticket  Content Domain <table border="1"> <tr> <td>2a</td><td>2b</td><td>2c</td><td>2d</td><td>2e</td><td>2f</td><td>2g</td><td>2h</td> </tr> <tr> <td>1a</td><td>1b</td><td>1c</td><td>1d</td><td>1e</td><td></td><td></td><td></td> </tr> </table>	2a	2b	2c	2d	2e	2f	2g	2h	1a	1b	1c	1d	1e				Golden Ticket Resources: Green and/or orange sticky notes. Method: Hide a sticky note with a question on somewhere in the text. When the children have finished reading, this becomes the question for them to discuss. 	Lucky Dip  Content Domain <table border="1"> <tr> <td>2a</td><td>2b</td><td>2c</td><td>2d</td><td>2e</td><td>2f</td><td>2g</td><td>2h</td> </tr> <tr> <td>1a</td><td>1b</td><td>1c</td><td>1d</td><td>1e</td><td></td><td></td><td></td> </tr> </table>	2a	2b	2c	2d	2e	2f	2g	2h	1a	1b	1c	1d	1e				Lucky Dip Resources: Envelopes - coffee stirrers/lolly sticks colour coded according to content domains. Method: Children take a lucky dip from the sticks and are given an envelope with the questions in. 
2a	2b	2c	2d	2e	2f	2g	2h																												
1a	1b	1c	1d	1e																															
2a	2b	2c	2d	2e	2f	2g	2h																												
1a	1b	1c	1d	1e																															





3:2:1

Three things I am
sure about

Two things I am
not so sure about

One question I
would like to ask

Fluency

Fluency

The Reading Framework - Developing Fluency - Fluent decoding allows us to understand what we read. Because the reader has gained accuracy and automaticity in word reading, the brain's resources are available to focus on lifting the meaning from the page: connecting the words, sentences and text. As children gain fluency, their motivation increases: they start to enjoy reading more and are willing to do more of it.

Fluency: speed and accuracy

Researchers generally define and measure fluency in terms of the number of words read correctly per minute. Accuracy as well as speed influences fluency; it is not just about the speed at which a child reads. The national curriculum refers to pupils reading words comprising the year 1 GPCs 'accurately and speedily', reflecting this concept of fluency.

Fluency gives the reader the choice to read at a speed that allows for comprehension and can be adapted to the purpose of the reading. Beginner readers, however, do not have a choice about speed because they are still engaged in decoding the words on the page.

Children do not pass through a magic barrier and suddenly become fluent. There is no point in children reading speedily if the words they read are wrong - for example, if they read 'place' for 'palace'. Equally, accuracy on its own is not useful, unless they can read at sooner they see beyond the word as consisting of a series of letters to decode and can focus on what it means.

Fluency

However, practising to gain automaticity in decoding needs to focus on accuracy. This means children must first work out a word by sounding and blending. Most of them have to do this several times before they can read it accurately 'at a glance'. Re-reading a text, therefore, gradually increases the number of words in it that they can read 'at a glance'. Urging children to read at speed will not increase their fluency: they can read only at the speed they can decode.

Recognising familiar words 'at a glance'

Some children can decode a word by sounding and blending once; later, whenever they come across the same word, they read it 'at a glance'. Most children, however, have to decode a word several times in different contexts before it becomes familiar enough to read 'at a glance'. Children with poor short-term memories need to practise decoding a word many more times before they can read it 'at a glance'. Children learn to read words 'at a glance' more easily if, when they first decode a word by saying the sounds and blending them, they know what it means: the written word is a label for what the spoken word represents. A child therefore might be more likely to read 'dog' 'at a glance' than 'cog', and 'splash' rather than 'stash'. The more words children can read 'at a glance', the sooner they see beyond the word as consisting of a series of letters to decode and can focus on what it means.

Fluency Rubric

	1	2	3	4
Expression and Volume	Reads in a quiet voice as if to get words out. The reading does not sound natural like talking to a friend.	Reads in a quiet voice. The reading sounds natural in part of the text, but the reader does not always sound like they are talking to a friend.	Reads with volume and expression. However, sometimes the reader slips into expressionless reading and does not sound like they are talking to a friend.	Reads with varied volume and expression. The reader sounds like they are talking to a friend with their voice matching the interpretation of the passage.
Phrasing	Reads word-by-word in a monotone voice.	Reads in two or three word phrases, not adhering to punctuation, stress and intonation.	Reads with a mixture of run-ons, mid sentence pauses for breath, and some choppiness. There is reasonable stress and intonation.	Reads with good phrasing; adhering to punctuation, stress and intonation.
Smoothness	Frequently hesitates while reading, sounds out words, and repeats words or phrases. The reader makes multiple attempts to read the same passage.	Reads with extended pauses or hesitations. The reader has many "rough spots."	Reads with occasional breaks in rhythm. The reader has difficulty with specific words and/or sentence structures.	Reads smoothly with some breaks, but self-corrects with difficult words and/ or sentence structures.
Pace	Reads slowly and laboriously.	Reads moderately slowly.	Reads generally at an appropriate rate throughout reading.	Reads at an appropriate conversational pace throughout the reading.

Handwriting Guidelines

“The importance of handwriting in developing pupils’ writing cannot be understated. Fluent handwriting is a significant predictor of positive writing outcomes, while a lack of fluency can constrain pupils by:

- **Hindering their composition** – the cognitive demands of handwriting can divert attention away from other elements of writing, such as planning, composing and revising.
- **Reducing motivation** – handwriting difficulties can make writing more effortful and frustrating, which may affect pupils’ motivation, especially if they lack support or alternative strategies to express their ideas.
- **Preventing others understanding what they have written** – poor handwriting devalues the content, with a detrimental impact: texts in poor handwriting are often assessed as being of lower quality.

The Writing Framework – July 2025

At The Upper Nidderdale Primary Federation, we believe that handwriting should be taught precisely, in a clearly sequences progression, starting from Reception, to support their gradual acquisition of skills.

We believe that all teachers should expect consistently high standards, making sure that pupils practise handwriting regularly and consistently throughout school to develop and maintain fluency and legibility. We do not ask pupils to copy from a board or to practise without supervision because we believe that this can hinder their ability to build a strong mental model of the movement patterns that underpin letter formation. We believe that pupils may not pay attention to how letters and joins are formed and thus continue with the same poor formation. We believe that reaching must be consolidated at each step.

Reception

We believe that mastering transcription prepares children to become writers. Learning to control a pencil to form letters, then words and then sentences means their minds are free to concentrate on the ideas they want to convey through transcription. In Reception we introduce regular explicit handwriting instruction, in addition to phonics.

Teachers plan for regular teaching and practice so that correct letter formation becomes automatic, efficient and fluent over time. We recognise that on joining reception, some children may need teaching and practice in using and manoeuvring their thumb, wrist and shoulder muscles in the way they need for handwriting. Initially, handwriting lessons could include learning the movements needed to form letters, practising these movements at a range of sizes (for example, in the air or, for some children, with fingers on a surface that leaves a trace), learning how to hold and control a pencil and the correct position for writing. We also recognise that some children may need additional support to ensure they are secure in their understanding of key directional words such as, 'up', 'down', 'round' and 'back'.

Reception - continued

Teaching then progresses to specific handwriting lessons and practice. This might initially include systematic teaching of and practice in moving the pencil to master the horizontal, diagonal, vertical and circular strokes needed for writing. It then progresses to teaching letter formation, focusing on where to start each letter, the direction of formation, its shape, position and, later on, its spacing relative to other letters.

As a federation, we have made the decision not to teach letter families in the same order that we teach phonics. The grouping of letters and the sequence of teaching for phonics is based on reading needs, this does not mean that this is the most appropriate sequence for teaching handwriting.

In Year One, pupils will 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 correct place.
- Form capital letters
- Form digits 0-9
- Understand which letters belong to the handwriting 'families' (i.e. letters that are formed in similar ways) and to practice these.

We believe that wide lined paper is essential at this stage. Mid-line guides can also help pupils to position letters. Pupils should be introduced to paper with narrower lines once they can write legibly and easily on wide-lined paper.

In Year Two, pupils will be taught to;

- Form lower case letters of the correct size relative to one another.
- Start using some of the diagonal and horizontal strikes needed to join letters and understand which letters, when adjacent to each other, are best left unjoined.
- Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.
- Use spacing between words that reflects the size of the letter, so that letter joins do not create extra, confusing shapes.

To join letters easily and legibly, pupils first need to form the shape of the letter correctly, starting and finishing each one at the correct point and ensuring that its size is properly related to other letters in the same family.

Joined handwriting should not be taught until pupils can form these unjoined letters correctly and consistently. Once they can join letters to write words, they should continue to practice handwriting discretely to develop automaticity.

In Key Stage Two;

- The National Curriculum focuses on increasing the legibility, consistency and quality of pupils' handwriting, with the aim of increasing the fluency and speed with which they are able to write down what they want to say.
- Once pupils are fluent writers, teachers should make their expectations clear about the nature of handwriting that is appropriate for a particular task, for example, quick notes or a final written piece.

In Key Stage Two will learn:

- To write legibly, fluently and at an increased speed across a variety of genres and contexts;
- To develop the stamina to maintain handwriting quality over longer texts, using consistent joining strokes;
- To take ownership over their handwriting, through selecting and recommending appropriate writing styles and presentation methods for different formats;
- To improve note-taking skills; to apply their handwriting and presentation skills across all written communication using real-life examples, such as:
 - **using capital letters in application forms;*
 - **knowing when it is appropriate to use un-joined writing e.g. for diagrams;*
 - **using handwriting as a presentational tool.*

Supporting Children with the physical demands of writing

- Teachers should not underestimate the need to focus on the explicit teaching of both letter formation (controlling the size, speed and direction) and the physical elements .

While teaching handwriting, teachers should encourage pupils to sit comfortably by:

- explaining why sitting comfortably helps them to write easily
- reminding pupils with pupil-friendly prompts: feet on the floor; bottom to the back of the chair; pencil in one hand and the other hand on the paper
- showing pupils what 'poor' sitting looks like: leaning forward, close to the paper; resting their head in their hand or on the table; dangling their non-writing arm or hand instead of using it to steady the paper
- checking whether a pupil might have a condition that might mediate against their sitting comfortably, for example, if poor eyesight is causing them to peer closely at their writing

Supporting Children with the physical demands of writing

Pupils who have an uncomfortable pencil hold or lack the body strength to maintain a comfortable writing position will be distracted by the physical difficulties and unable to concentrate on the content of their writing. Poor postural control can cause difficulties such as pain or fatigue. These then show themselves in pupils' reluctance to write, poor presentation or legibility, slow writing and reduced output. Adaptive equipment is available for those that struggle with underlying stability, gross and fine motor skills.

As a federation, we have made the decision to start handwriting lessons with a warm up. We use exercises from Teach Handwriting to support fine and gross motor skills.



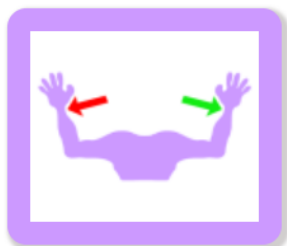
Shoulder stability and strength

When we talk about the shoulder, we are actually referring to the shoulder girdle a number of bones, ligaments, muscles and tendons that work together to support arm strength and give the full range of arm movements.



Crossing the mid-line

To make handwriting comfortable the writing arm has to be able to cross the vertical central line of the body (crossing the mid-line). It is a key skill that enables us to write comfortably with the paper positioned appropriately and to sit at a desk correctly.



Wrist strength and flexibility

Having the full, pain free, range of wrist movements and the strength to hold the correct, slightly extended, position for handwriting is important. In this position the tendons, which run over the wrist bones, can work the finger muscles more easily giving better finger control for handwriting.



Thumb and finger strength and dexterity

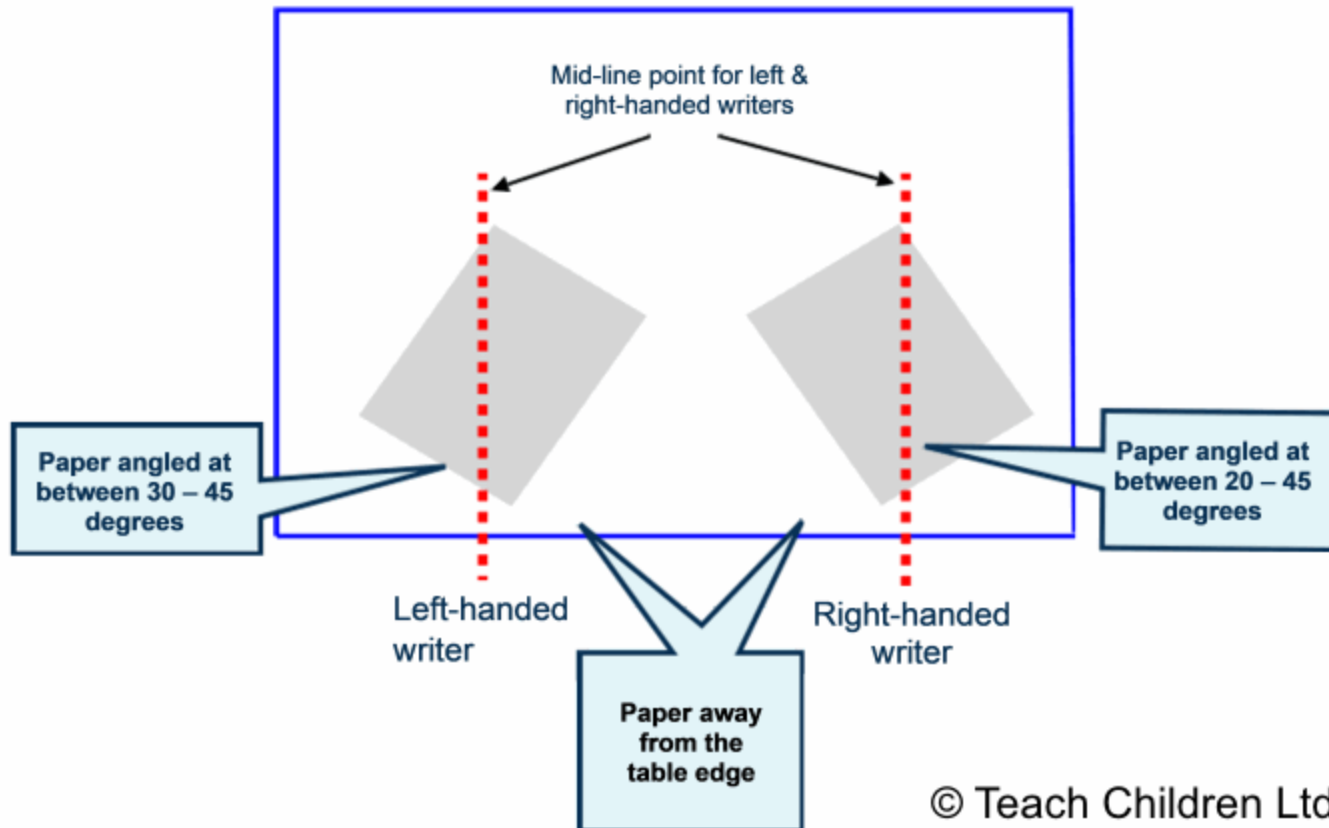
Thumb and finger strength are important for the coordinated movements and strengths required to hold and maintain an efficient pencil grip as well as to move the pencil effectively for handwriting and drawing.



Whole hand strength and dexterity

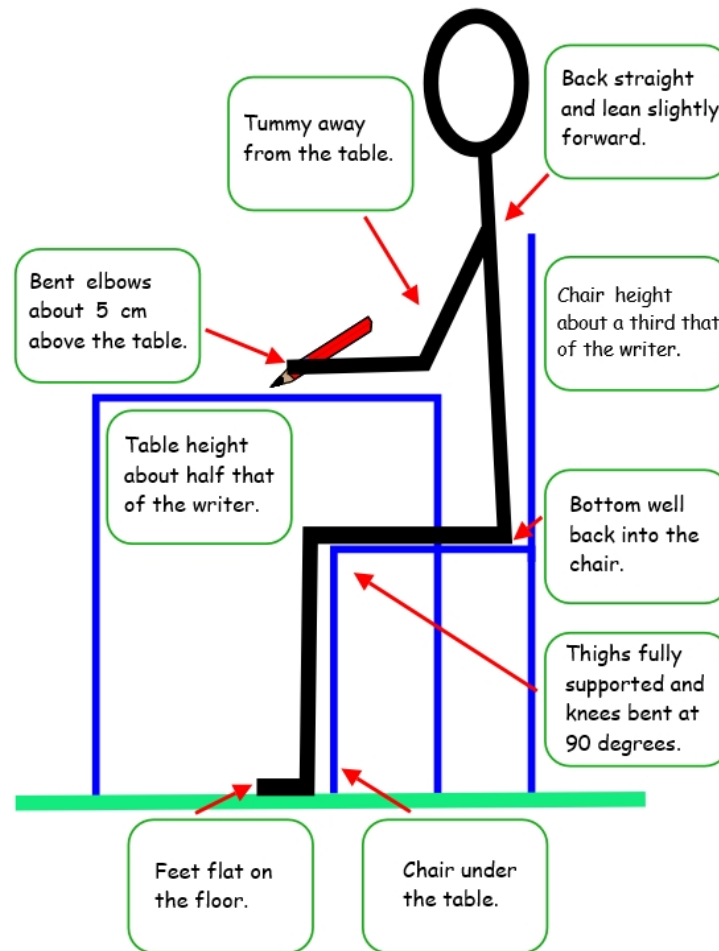
Whole hand dexterity and strength is important for in-hand manipulation, grip and grip release skills as well as being able to judge the appropriate amount of pressure required to hold and release items safely, all required for handwriting.

Positioning of paper to support handwriting





Best Sitting Position



School Script

a b c d e f

g h i j k l

m n o p q

r s t u v w

x y z

Tripod Grip – To be revisited at the start of every handwriting lesson

Right handed grip



1. Point away the pencil,



2. Pinch it near the tip,



3. Lift it off the table,



4. Spin it round...



5. ...and grip.

Left handed grip



1. Point away the pencil,



2. Pinch it near the tip,



3. Lift it off the table,



4. Spin it round...



5. ...and grip.

Handwriting Long Term Plans

Year 1

Straight line - Cursive Letters

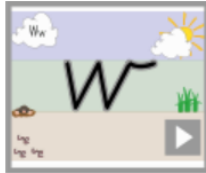
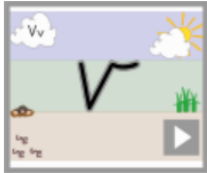
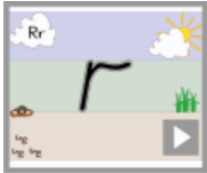


Curves to start - Cursive Letters



Year 1

Top exit - Cursive Letters



Tunnel - Cursive Letters

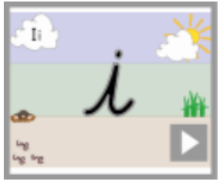


Hooks, loops & lines - Cursive Letters

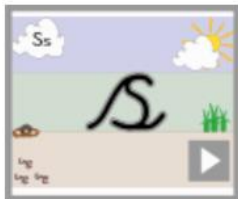
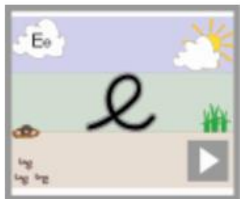
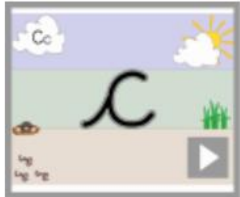


Year 2

Straight line - Continuous Cursive Letters

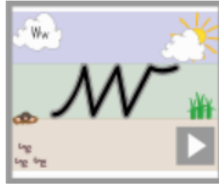
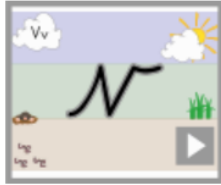
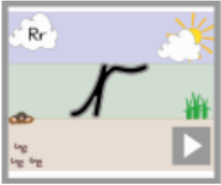


Curves to start - Continuous Cursive Letters

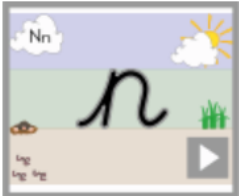


Year 2

Top exit - Continuous Cursive Letters



Tunnel - Continuous Cursive Letters



Year 2

Hooks, loops & lines - Continuous Cursive Letters



Year 3 and 4

Continuous Cursive Letter - bottom joins

ai

ch

ck

er

ff

sh

th

but

jig

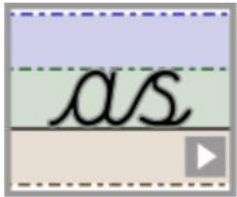
Year 3 and 4

Continuous Cursive Letter - bottom to c shaped letter joins



Year 3 and 4

Continuous Cursive Letter - bottom to c shaped letter joins

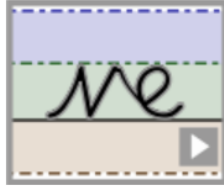
A cursive 'as' join on a three-line grid. The 'a' is written in black, and the 's' is written in black, starting from the bottom of the 'a' and curving upwards. A small grey triangle with a right-pointing arrow is at the bottom right of the 's'.A cursive 'ea' join on a three-line grid. The 'e' is written in black, and the 'a' is written in black, starting from the bottom of the 'e' and curving upwards. A small grey triangle with a right-pointing arrow is at the bottom right of the 'a'.A cursive 'ed' join on a three-line grid. The 'e' is written in black, and the 'd' is written in black, starting from the bottom of the 'e' and curving upwards. A small grey triangle with a right-pointing arrow is at the bottom right of the 'd'.A cursive 'ss' join on a three-line grid. The first 's' is written in black, and the second 's' is written in black, starting from the bottom of the first 's' and curving upwards. A small grey triangle with a right-pointing arrow is at the bottom right of the second 's'.A cursive 'igh' join on a three-line grid. The 'i' is written in red, the 'h' is written in blue, and the 'g' is written in blue, starting from the bottom of the 'h' and curving upwards. A small grey triangle with a right-pointing arrow is at the bottom right of the 'g'.A cursive 'ing' join on a three-line grid. The 'i' is written in red, the 'n' is written in blue, and the 'g' is written in blue, starting from the bottom of the 'n' and curving upwards. A small grey triangle with a right-pointing arrow is at the bottom right of the 'g'.A cursive 'sat' join on a three-line grid. The 's' is written in black, the 'a' is written in red, and the 't' is written in blue, starting from the bottom of the 'a' and curving upwards. A small grey triangle with a right-pointing arrow is at the bottom right of the 't'.

Continuous Cursive Letter - bottom e letter joins

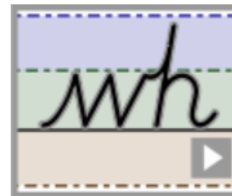
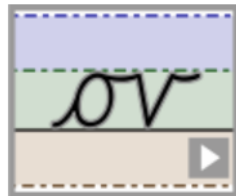
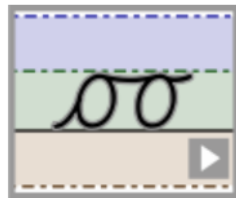
A cursive 'be' join on a three-line grid. The 'b' is written in black, and the 'e' is written in black, starting from the bottom of the 'b' and curving upwards. A small grey triangle with a right-pointing arrow is at the bottom right of the 'e'.A cursive 'ie' join on a three-line grid. The 'i' is written in black, and the 'e' is written in black, starting from the bottom of the 'i' and curving upwards. A small grey triangle with a right-pointing arrow is at the bottom right of the 'e'.A cursive 'se' join on a three-line grid. The 's' is written in black, and the 'e' is written in black, starting from the bottom of the 's' and curving upwards. A small grey triangle with a right-pointing arrow is at the bottom right of the 'e'.A cursive 'her' join on a three-line grid. The 'h' is written in black, the 'e' is written in red, and the 'r' is written in blue, starting from the bottom of the 'e' and curving upwards. A small grey triangle with a right-pointing arrow is at the bottom right of the 'r'.A cursive 'men' join on a three-line grid. The 'm' is written in black, the 'e' is written in red, and the 'n' is written in blue, starting from the bottom of the 'e' and curving upwards. A small grey triangle with a right-pointing arrow is at the bottom right of the 'n'.

Year 3 and 4

Continuous Cursive Letter - top e letter joins



Continuous Cursive Letter top letter joins



Spelling Guidelines

Non-negotiables for Spelling

- We are using Pathways to Spelling as a basis for our spelling pedagogy.
- Spelling objectives are organised onto long term plans (Y2/Y3 and Y4/Y5/Y6) to ensure that the teaching of spelling is cumulative and sequential.
- Spelling has been negatively impacted by school closures and MUST be a daily priority in schools
- Spelling skills are taught not caught.
- We must explicitly teach spelling skills and knowledge using our agreed sequence of teaching for spelling. This sequence has been put together using established research about the most effective ways to teach spelling and MUST be adhered to
- The spelling of CEW words is very weak throughout school. This was a priority before lockdown and is an even bigger priority now.
- The spelling of CEW words must be taught - look at patterns, look at what makes this word tricky.

CEW

Statutory Common Exception Words (CEW) must be practiced weekly.

Children work at their ability level using our Karate spelling programme.

Scores for CEW tests are recorded fortnightly. Children's progress is tracked.

Daily Spelling Lessons

Pathways to Spell is an innovative and engaging programme to fascinate pupils about words. It is a research-based series of lessons following a Review, Explain, Practise, Apply and Reflect model. Through this programme, we aim to develop a school of spellers who use a series of strategies in lessons and in their independent writing. Unlike other spelling programmes, there is a cycle of review objectives covering the whole curriculum to ensure gaps in learning are constantly revisited.

The Pathways to Spell programme has been designed based on extensive research (Hewett, 2019 & Martin, 2014) into how children learn to become proficient spellers and on guidance from the Education Endowment Foundation (EEF, 2018) on promoting metacognition and self-regulation. They have found that most effective learners can self-regulate and organise their own approach to learning. They are aware of their strengths and weaknesses and have well-developed metacognitive strategies that help them to learn.

In order to facilitate effective learning, pupils will be taught to spell in a number of ways:

- **Developmental approach** – pupils moving from a focus on phonics and knowledge of GPCs through to patterns and the look of a word at a pace appropriate to their age
- **Generalisation approach** – if you know how to spell cat and bat you can have a go at hat and pat
- **Rote-visual memorisation** e.g. look/say/cover/write/check.

Phonemic knowledge – the understanding of sounds and grapheme-phoneme correspondences (GPCs) to represent words

Orthographic knowledge – the letters or groups of letters that are used to represent words including the look of a word, letter shapes and the order

Morphological knowledge – the meaning of the word or the meaning of each component in a word. A morpheme being the smallest unit of meaning in a word

Etymological awareness – the origins of words and their meanings e.g. knowledge that chef is a word which is French in origin helps you to learn to spell it with ch rather than sh

The following principles guide the Pathways to Spell approach to teaching spelling:

- We are determined that children become excited and fascinated by words through investigation of patterns and links between words
- Spoken language underpins all the lessons – talk, exploration, play, hypothesising and experimenting is the foundation of the programme
- Collaborative learning is valued and encouraged
- As children learn to spell in different ways, the programme ensures that pupils have the opportunity to learn through a repertoire of multi-sensory approaches
- Repetition of rules and patterns year on year is key to developing spelling knowledge in the long-term memory, with key elements reviewed each week
- Lessons include support and challenge for the range of learners in every class
- Developing a spelling environment in the classroom supports learners and raises the profile of spelling when pupils are writing
- Application of knowledge beyond the spelling lesson is a vital component that needs to be embedded.

Review	 Review	Pupils spend time revisiting a previously taught spelling objective. This will often link to the mastery focus to support pupils with underpinning knowledge required for the new pattern or rule.
Explain	 Explain	Pupils explore and investigate new words and spellings. They will be given time to identify rules and patterns, hypothesise and explain their findings with their peers.
Practise	 Practise	Time is given for pupils to practise using the new rule or patterns through a variety of multi-sensory activities in small groups, with partners or independently.
Apply	 Apply	Pupils have the opportunity to apply the rules with greater independence within sentences. This will take the form of dictation several times each term.
Reflect	 Reflect	Time for pupils to think about their learning and how well they were able to apply their new knowledge. They will think about strategies that have helped them learn best to develop their metacognition.

Spelling Long Term Plans

Mixed age plan for 2/3 - KS2 spelling programme - 2 year rolling programme

Year A	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 2 Objectives	Adding ed, ing, er, and est to a root word ending in y with a consonant before it. (copies, copier) Adding -es to nouns and verbs ending in -y The /s:/ sound spelt or after w (word, work, worm)	Adding ed, ing, er, and est and <u>y</u> to a root word ending in e with a consonant before it. (hike, hiking, hiked, hiker) The /o/ sound spelt a after w and qu (watch, wander quantity, squash) The /z/ sound spelt s (television, treasure, usual)	The /ɔ:/ sound spelt a before l and ll (all, ball, call) The igh sounds at the end of words cry, fly, try Adding es to nouns ending in y (tries, replies, cries) Review contractions	The /dʒ/ sound spelt as ge and dge at the end of words, and sometimes spelt as g elsewhere in words before e, i and y (badge, edge, age, gem, magic) The /ɔ:/ sound spelt ar after w (war, warm, towards)	The /l/ or /ə/ sound spelt -al at the end of words - metal, petal, hospital Words ending -il - pencil, fossil, nostril The /i:/ sound spelt -ey (key, donkey, monkey)	The /ʌ/ sound spelt o (other, mother, brother) <u>Homophones</u> one/won sun/son to/too/two be/bee blue/blew, night/knight
Year 3 Objectives	Adding suffixes beginning with vowel letters to words with more than one syllable (forgetting, beginning) Words with /ai/ sound spelt ei, eigh, ey - vein, weigh, eight, neighbour)	Prefix 'un' & 'dis' Prefix 'in', 'im' & 'il' Words with the /k/ sound spelt ch (Greek in origin) - scheme, chorus, machine, brochure	Prefix 're', 'pre' & 'de', 'sub' meaning under 'inter' meaning between or among.	Possessive apostrophe with plural words - (girls', babies', boys') Distinguish the forms its/it's	'le' words Explore spelling patterns for soft 'c' & soft 'g' e.g circle/giraffe	<u>Homophones and near-homophones</u> accept/except, affect/effect, ball/bawl, berry/bury, brake/break, fair/fare, grate/great, groan/grown, here/hear, heel/heal/he'll, knot/not, mail/male, main/mane

Year B	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 2 Objectives	Adding ing, ed, er, est and y to words of one syllable ending in a single consonant letter after a single consonant letter after a single vowel letter (patting, patted, humming, hummed)	Adding es to nouns ending in y (tries, replies, cries) Contractions - can't, didn't, hasn't, couldn't	The suffixes -ment, -ness, -ful, -less and -ly (enjoyment, careful, playful, hopeless, plainness, merriment, happiness, plentiful)	The possessive apostrophe (singular nouns) (Megan's, Boy's, the girl's, the man's)	Words ending in -tion (station, fiction, motion, section)	<u>Homophones</u> there/their/they're here/hear quite/quiet see/sea bare/bear
Year 3 Objectives	Compound words (Y3) The /ʌ/ sound spelt ou - young, touch, double, trouble	'super', meaning above 'auto', meaning self or own (Y3) Contractions (Y3)	The /z/ sound spelt y elsewhere than at the end of words - myth, gym, Egypt, pyramid) Prefix 'mis', 'co', 'non', 'anti' & 'ex'	Suffix 'ful', 'ly' & 'less' Words ending with the /g/ sound spelt - g and the /k/ sound spelt -que (French in origin) - league, antique, unique	Prefixes - anti, sub, super	<u>Homophones and near homophones</u> meat/meet, medal/meddle, missed/mist, peace/piece, plain/plane, rain/rein/reign, scene/seen, weather/whether, whose/who's

Mixed age plan for Y4, Y5 and Y6 - KS2 spelling programme - 2 year rolling programme

Year A	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 4 Objectives	The suffix -ation (information, adoration, sensation, preparation)	The suffix -ly (sadly, completely, finally, comically, happily, angrily, simply, gently, basically, usually)	Endings which sound like /ʒən/ -sion division, invasion, confusion, decision, collision, television)	Endings which sound like /ʃən/, spelt -tion, -sion, -ssion, -cian (invention, injection, action, expression, discussion, confession, expansion, tension, musician, electrician, magician, mathematician)	The suffix -ous glamorous, vigorous, courageous, outrageous serious, obvious, curious hideous, spontaneous, courteous *Recap and consolidation of suffixes and prefixes from the Y3/4 curriculum.	<u>Homophones and near-homophones</u> accept/except, affect/effect, ball/bawl, berry/bury, brake/break, fair/fare, grate/great, groan/grown, here/hear, heel/heal/he'll, knot/not, mail/male, main/mane
Year 5/6 Objectives	Words ending in -able and -ible -able and -ibly (adorable/adorably, applicable/applicably, tolerable/tolerably, possible/possibly, horrible/horribly, sensible/sensibly)	Endings which sound like cious or tious (vicious, precious, conscious, delicious, fictitious)	Adding suffixes beginning with vowel letters to words ending in -fer referring, referred, referral, preferred, transferring, transferred, reference, referee, preference, transference	Words with the /i:/ sound spelt ei after c <i>The 'i' before e except after c' rule applies to words where the sound spelt by ei is /i:/. Exceptions: protein, caffeine, seize (and either and neither if pronounced with an initial /i:/ sound).</i> deceive, conceive, receive, perceive, ceiling	Homophones and other words that are often confused *heard: past tense of the verb hear hard: a group of animals *led: past tense of the verb lead lead: present tense of that verb, or else the metal which is very heavy (as heavy as lead) *principal: adjective - most important (e.g. principal ballerina) noun - important person (e.g. principal of a college) principle: basic truth or belief	Homophones and other words that are often confused *advice/advise device/devise licence/license practice/practise prophecy/prophesy *farther: further father: a male parent *guessed: past tense of the verb guess guest: visitor *who's: contraction of who is or who has whose: belonging to someone (e.g. Whose jacket is that?)

Year 8	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 4 Objectives	Words with endings sounding like /ʒə/ or /tʃə/ -sure and -ture (measure, treasures, pleasure, enclosure, picture, adventure)	The suffix -ous (poisonous, dangerous, mountainous, tremendous, courageous, outrageous, spontaneous, courteous)	Possessive apostrophe with plural words girls', boys', babies', children's, men's, mice's (Note: singular proper nouns ending in an s use the 's suffix e.g. Cyprus's population)	Endings which sound like /ʃən/, spelt -tion, -sion, -ssion, -cian invention, injection, action, hesitation, completion *expression, discussion, confession, permission, admission *expansion, extension, comprehension, tension *musician, electrician, magician, politician, mathematician	Recap and consolidation of suffixes and prefixes from the Y3/4 curriculum.	<u>Homophones and near homophones</u> meat/meet, medal/middle, missed/mist, peace/piece, plain/plane, rain/rein/reign, scene/seen, weather/whether, whose/who's
Year 5/6 Objectives	Words ending in -ant, -ance, -ancy, -ent, -ence/ency observance, hesitancy, tolerance, substance, innocent, innocence, decency, obedient, obedience	Endings which sound like /ʃəl/ -cial and -tial Official, special, artificial, partial, confidential, essential	Use of the hyphen co-ordinate re-enter co-operate co-own Words with 'silent' letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word) doubt, island, lamb, solemn, thistle, knight	Words containing the letter string ough *ought, bought, thought, naught, brought, fought *rough, tough, enough *cough *though, although, dough *through *thorough, borough *plough, bough	Homophones and other words that are often confused *mourning: before noon mourning: grieving for someone who has died *past: noun or adjective referring to a previous time (e.g. In the past) or preposition or adverb showing place (e.g. he walked past me) passed: past tense of the verb 'pass' (e.g. I passed him in the road) *proceed: go in front of or before proceed - go on	Homophones and other words that are often confused *profit: money that is made in selling things prophet: someone who foretells the future stationary: not moving stationery: paper, envelopes etc. *steal: take something that does not belong to you steel: metal *weary: cautious weary: tired

Impact

Reading

Externally

- Attainment in Reading is measured using statutory assessments at the end of Key Stage One and Two. These results are measured against the reading attainment of children nationally.
- Attainment in Phonics is measured by the Phonics Screening Check at the end of Year One.
- Children in EYFS will be observed throughout the year and given a final assessment by staff of emerging, expected or exceeding.

Internally

- Termly PIRA tests
- Reading Plus - attainment and progress analysed
- Book band being read compared to ARE
- Internal baseline and record keeping

Writing

Externally

- Attainment in Writing is measured using statutory assessments at the end of Key Stage One and Two. These results are measured against the reading attainment of children nationally
- End of KS1 and KS2 SPAG tests,
- Children in EYFS will be observed throughout the year and given a final assessment by staff of emerging, expected or exceeding.

Internally

- Termly Rising Stars spelling and Grammar, Punctuation and Vocabulary tests.
- No More Marking writing moderation.
- Internal assessment of writing against year group expectations.

Spelling

Externally

- Attainment in Spelling is measured using statutory assessments at the end of Key Stage One and Two. These results are measured against the spelling attainment of children nationally.

Internally

- Half termly Rising Stars tests
- Fortnightly CEW spellings - looking at progress made - logged on EAZ Mag.