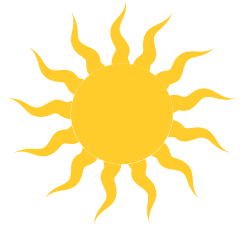


BOREHAM PRIMARY SCHOOL
A Friendship School



'Daring to aim high, scale new heights, spread our wings and fly far'



HANDWRITING POLICY NOVEMBER 2020

Staff Consulted: 20.11.20

Approved by Governing Body: 23.11.20

Next Review Date: November 2022

Boreham Primary School

Handwriting Policy

Statement of Intent

Handwriting is a movement skill which needs to be taught explicitly through demonstration, explanation and practice. At Boreham Primary School it is our intention that all children develop a legible, efficient, joined style of handwriting for all written work and are able to present work in an appropriately neat, consistent style whilst taking pride in their presentation. In line with this, all teachers have consistently high expectations for children's handwriting and presentation skills and will reiterate the importance of posture and position when writing. It is our intention to implement a mixture of whole class, small group and individual teaching to enable teachers to provide direct teaching and accurate modelling using resources within an environment which promotes good handwriting.

Aims and Impact

- Our children will learn to develop a neat and efficient handwriting style that enables them to communicate effectively through writing.
- To ensure a common understanding of what constitutes good practice in handwriting and to ensure that there is consistency across the school. Children are to develop good handwriting habits from Reception.
- To follow the handwriting guidelines as established in the new primary curriculum 2014 which focuses on both the importance of handwriting and the connection between handwriting, writing composition and spelling ability.

The impact of this being that all children develop fluent, legible handwriting to effectively communicate at speed, in readiness for the next phase of their education.

Curriculum Implementation

Research shows that handwriting is best practiced in short, frequent sessions. Therefore, handwriting must be taught and practiced in every year group.

We use the interactive and photocopiable Nelson Handwriting scheme, published by Oxford University Press and form lower case letters, capital letters and digits as below.

Lower case letters:

abcdefghijklmnopqrstuvwxyz

Capital letters:

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

Digits:

1 2 3 4 5 6 7 8 9 0

The 'break' letters:

Break letters are letters that are not joined from. However, pupils may leave a small gap between these letters and the rest of the word or go back to the letter and create a 'join' so that the word looks whole.

The break letters are:

b g j p q x y z

Example of letter formation can be found in Appendix 1.

Curriculum Implementation - Continuity and Progression throughout Boreham Primary School

Not all children develop the motor skills necessary to hold a pencil, form letters or join up their writing at the same time. It is very important that children are introduced to the next stage of handwriting when they are ready and that if they have difficulties the correct support is put in place. What follows is a guide to teachers as to the usual progression in handwriting, alongside end-of-year expectations from the primary curriculum.

Starting from Reception, letter formation is practised daily and throughout the Early Years setting. Letters are written following the Nelson Handwriting Scheme letter formation with a flick at the end ready for joining. From years 1 to 6, discreet handwriting lessons are delivered twice weekly in addition to daily handwriting practice. In Reception and Key Stage 1 handwriting is linked to the sounds and words taught and practiced in daily phonics sessions. Pupils practise the handwriting and spelling of these words both in school and at home. In Key Stage 2, spelling and handwriting practice is linked to the statutory word-lists for each year group as set out in the national curriculum as well as focusing on practising specific joins to improve children's consistent use of joined handwriting across the curriculum.

In year R to 4, handwriting sessions are taught using video clips to practise patterns, demonstrate letter formation and joins as well as word building. Pupils then complete focus and extension handwriting practice tasks. These tasks may also be followed up during handwriting interventions. Teachers are expected to use the Nelson Handwriting Scheme to support the needs of their class and adapt their use of the resources where appropriate. Teachers may provide pupils with additional time to practice perfecting joins where necessary before moving on to the next handwriting unit.

Children are formally taught to join their writing in Year 1 as soon as they are forming letters correctly. The first term in Year 1 is focused upon ensuring the letter

formation is consistent, with teachers teaching joining from the Spring onwards. The national curriculum suggests that joined writing should be strongly prevalent in lower Key Stage 2 and that children must be well equipped to write with increased speed and fluency by the time they leave primary school. All teachers explicitly model the house style when introducing weekly spellings and when writing in front of the class. All teachers also use 'Handwriting for Windows' to ensure the majority of created resources and displays match the house style as much as possible. The expectation is not that *all* displays will match this, as we believe children should encounter a variety of different fonts at school, just as they will in the wider world.

Although handwriting is taught with a specific style, we understand that some children will develop their own personal style as they grow older. We acknowledge that if a child in Upper KS2 has handwriting that is both legible and fluent that this is their decision to make and we do not insist the child reverts to the school style. Children in Lower KS2 and below are expected to follow the house style.

Foundation Stage

Children are taught the traditional 'tripod' pencil hold and are given many opportunities to develop their pre-handwriting skills and strengthen their fine and gross motor skills which are ongoing and throughout the setting. They are introduced to the 44 phonemes and alphabet through daily phonic sessions including Word Workshop then progress to use and apply their phonic knowledge and skills to attempt to write words in ways which match their spoken sounds. Children also write some irregular common words ('Tricky words'). They begin to write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible. Lined whiteboards are also used as a resource from the beginning to aid letter formation, size and spacing.

The Primary Curriculum - Key Stage 1

***statutory requirements in bold**

At Key Stage 1 (Years 1 & 2) children should be taught:

- **to sit correctly at a table, holding a pencil comfortably and correctly**
- to write from left to right and top to bottom of a page
- **to form lower and upper case letters, in the correct direction, starting and finishing in the right place and to form letters of the correct size relative to each other**
- **to form digits 0 - 9**
- **understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these**
- **start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined**
- **use spacing between words that reflects the size of the letters**

- the importance of clear and neat presentation in order to communicate meaning effectively

The Primary Curriculum - Key Stage 2

***statutory requirements in bold**

At Lower Key Stage 2 (Years 3 - 4) children should be taught:

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

At Upper Key Stage 2 (Years 5 - 6) children should be taught:

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

Example of all joins can be found in Appendix 2

Assessment

Individual assessment

Handwriting will be assessed against the Band Statements of the new National Curriculum. Children should be observed as they write during handwriting lessons - the teacher must circulate, monitor and intervene. Teachers also need to monitor and mark whole pieces of writing. The following should be considered:

- Is the posture correct?
- Does the child hold the pencil correctly?
- Does the child use the correct movement when forming and or joining letters?
- Are any letters reversed or inverted?
- Does the child write fluently and rhythmically?
- Is the writing easily legible?

Approaches to the Marking of Handwriting

It is likely that during specific handwriting sessions, feedback will be given orally to the children by the teacher, as it is often necessary to watch closely how a child forms or joins letters to assess whether they are doing so correctly. In other lessons, where the learning intention is not directly related to handwriting, handwriting should **only** be marked where the teacher has a particular concern or praise to share and this should be distinct from any other marking.

How to help left-handed writers

- Who is left-handed? Make sure you know!

- Make sure that left-handed writers sit on the left of right-handed children and that they have enough space to write with ease.
- Encourage left-handed children to tilt their page or book clockwise slightly so they can see what they are writing without 'hooking' their hand.
- Alternative handwriting pens will be sourced if children find the standard black ink pens smudge.

Special Educational Needs

Provision is made for children with Special Educational Needs. This includes individual or small group sessions at the appropriate level, the use of specialist equipment or exercises and opportunities to practise using a range of media. The class environment must also offer additional opportunities for children to practise their fine motor control and pupils should be able to access most of these 'table top' activities independently (see Appendix 3). Finger gym equipment is available for all children to use at any time throughout the school day where appropriate. If the difficulty is with general co-ordination then the SENCO may suggest that Gym Trail might be needed to help develop gross/fine motor skills. It is essential that the SENCO knows which children are experiencing difficulties so assessments can be made and support planned, where needed. During Key Stage 1 children may need continued support with triangular pencils, special pencil grips (if needed), correct posture, the positioning of the paper and the organisation of the writing space. When writing longer pieces of writing or prior to handwriting sessions, warm up finger gym games that can be found on the Nelson Handwriting Interactive Scheme may also be played to prepare children for writing.

Monitoring and Evaluating

The English subject leader, alongside the senior leadership team, will monitor the teaching and presentation of handwriting in order to evaluate the implementation and success of the policy. When monitoring children's writing and presentation the following should be considered:

- Is the writing generally legible?
- Are the letters correctly shaped and proportioned?
- Are the joins made correctly and in the order specified for each year group?
- Are the spaces between the letters, words and lines appropriate?
- Is the size of the writing appropriate?
- Is the writing properly aligned?
- Are errors crossed through with a single straight line?

Celebration of Success and Progress in Handwriting

If a particular class, group of children or individual children need additional motivation to improve their handwriting then class based celebrations and incentives can be used such as positive praise, certificates and/or stickers. The focus of these celebrations would need to be on effort and improvement as well as neatness.

Children who show significant improvement in the presentation of their work, including handwriting, are presented with an award at the end of each week in the whole school Star Assembly. There is also a 'Handwriting Hall of Fame' where children who are showing excellent progress in their handwriting are celebrated.

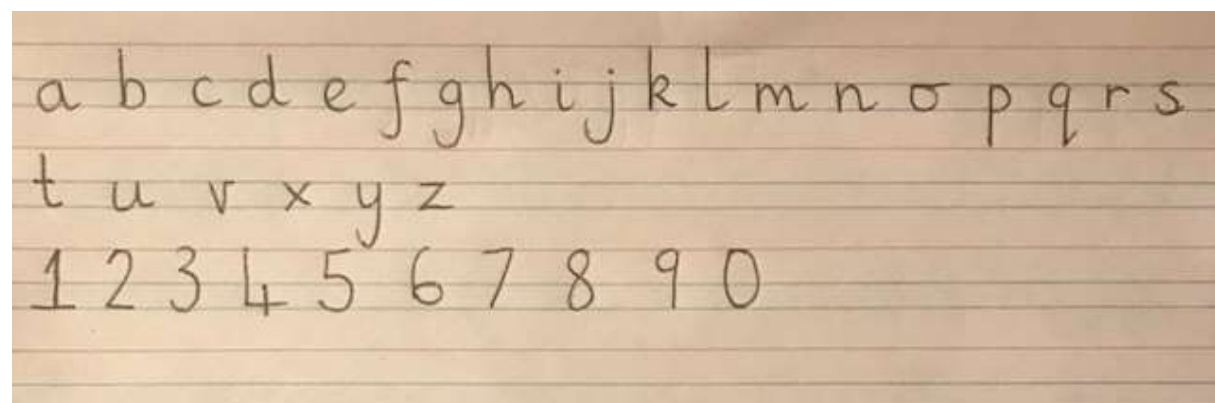
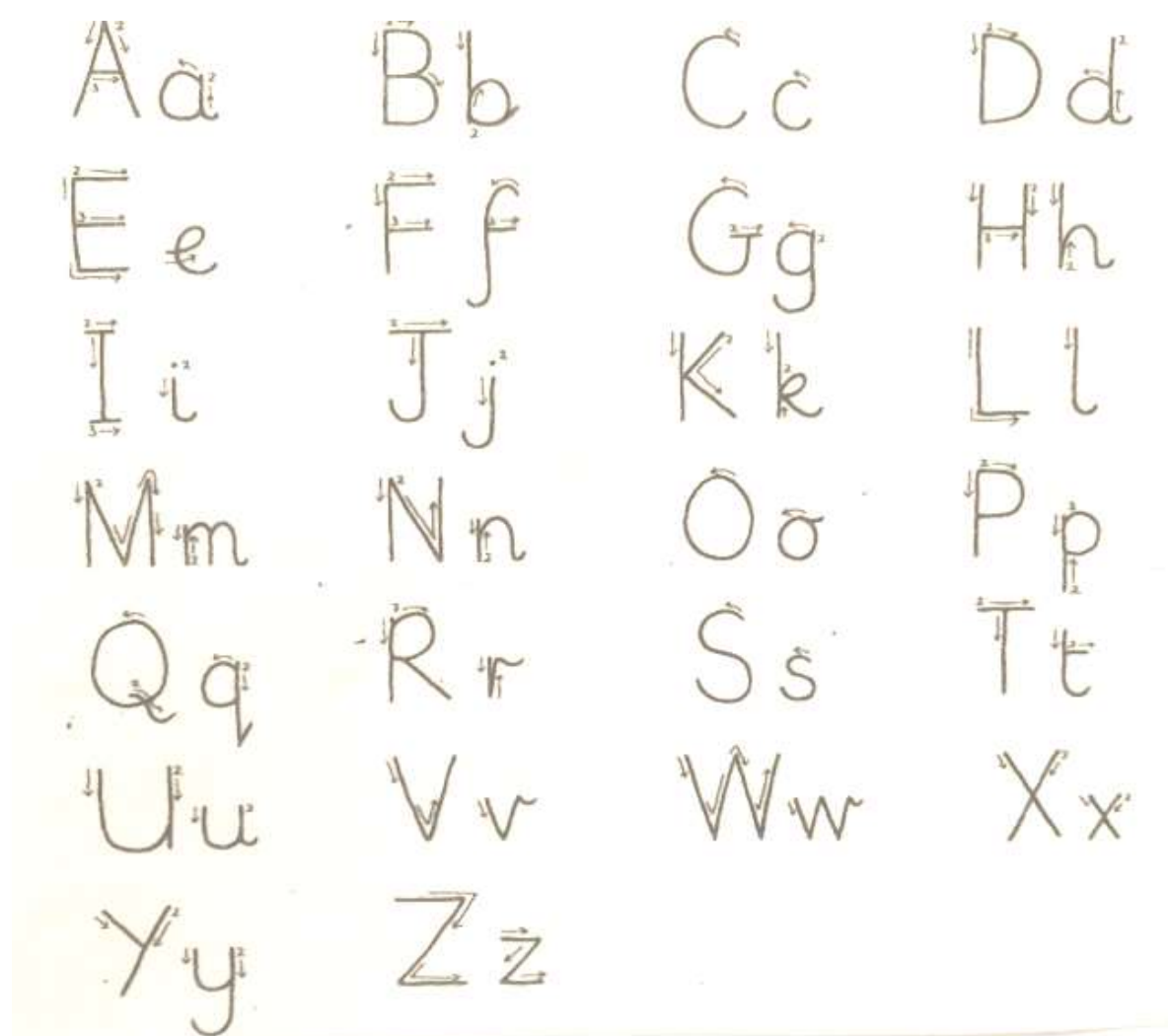
In KS1, children will be awarded with a golden pencil if they are continually showing neat presentation and are consistently demonstrating high levels of effort with their handwriting. Children will be awarded with a 'Pen Licence' and a black biro from Year 3 if the class teacher feels that a child can form their letters correctly and demonstrating fluent, joined handwriting consistently. However, if a child shows competency in joining letters correctly before this stage, (often towards the end of year 2) practising using a black biro may be considered.

Policy Review

This policy will be reviewed by the English subject leader, on a two-yearly cycle.

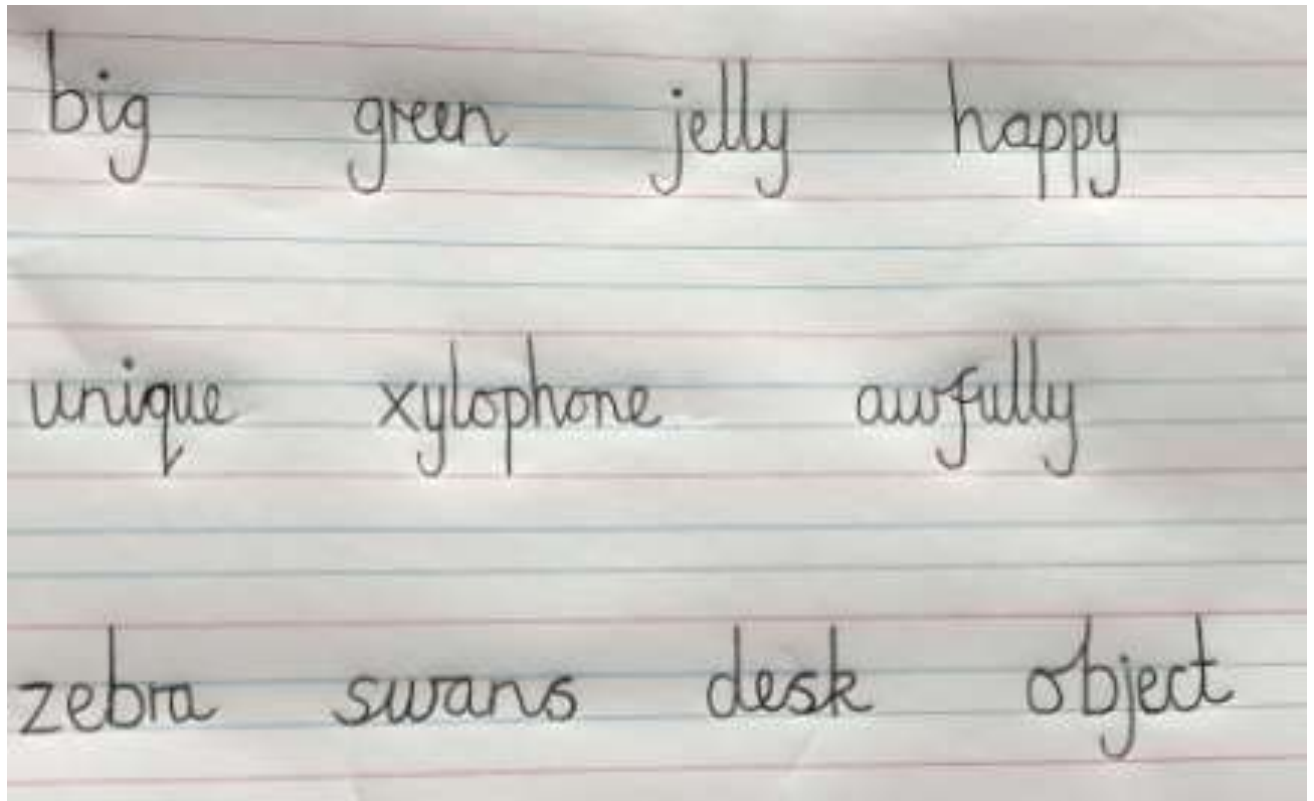
APPENDIX 1

Examples of Letter Formation



APPENDIX 2

Examples of All Joins



APPENDIX 3

Table Top Activities to Support Fine Motor Control

- Pegboards
- Magna doodle
- Tiddly winks
- Popping bubble wrap
- Lego and other construction toys
- Games involving picking up small pieces
- Threading
- Pick-up-sticks
- Using tweezers to pick up small items
- Use of a crepe bandage: undo the bandage and hold one end with hand. Use thumb to repeatedly move the bandage into a 'heap'.
- Rolling playdoh into a snake or coil to make a pot.
- Dot-to-dot or drawing a path through the maze.
- Trace and copy patterns
- Taking out and then putting back glass-headed pins from a circular holder.

APPENDIX 4

Handwriting Warm up Exercises

Whole Hand Activities

Whole Hand

Walk & Flip

Walk your fingers up the pencil (your index will look like an inchworm climbing the pencil). Flip the pencil over and walk your fingers again. Then try with the other hand.

Whole Hand

Rolling Pencil

Start with the pencil held across all the finger tips of one hand. Use your thumb to roll the pencil into your palm and back to your finger tips. Repeat 2-3 times then try the other hand.

Whole Hand

Baton Twirl

Rotate the pencil in, around and between all your fingers like it was a baton. Then try with the other hand.

Whole Hand

Super Hands

Start with your wrist, knuckles and fingers straight and pointing to the sky. Then make a hook with your fingers but keep your knuckles straight. Hold for 2 seconds. Then straighten your fingers. Repeat 5-8 times. Next make a fist by bending your fingers and your knuckles. Hold for 2 seconds. Then straighten your fingers and knuckles. Repeat 5-8 times. Finally bend your knuckles but keep your fingers straight. Hold for 2 seconds. Then straighten your fingers and knuckles. Repeat 5-8 times.

Thumb and Finger Strength Activities

Thumb & Fingers

Circles

Touch your thumb to your first finger tip and make a circle. Then stretch your thumb out to the side. Repeat for each finger. Repeat 2-3 times.

Do this for both hands.

Thumb & Fingers

Tips Only

Make a hook with your fingers on one hand but keep your knuckles straight. Hold for 2 seconds. Then straighten your fingers. Repeat 5 times.

Hold the middle of your thumb just below the top crease. Bend your thumb tip down. Hold for 2 seconds. Then straighten your thumb tip. Repeat 5 times.

Use your other hand to hold your finger straight, then bend your finger tip down. Hold for 2 seconds. Then straighten your finger. Repeat 2-3 times.

Do this for both hands.

Thumb & Fingers

Bow Politely

Make a fist with your left hand by bending your fingers. Hold for 2 seconds. Then straighten your fingers. Repeat 5 times.

Hold the base of your left thumb firmly. Bend your thumb down. Hold for 2 seconds. Then straighten your thumb. Repeat 2-3 times.

Use your right hand to hold the knuckle joint of your left hand straight, then bend your fingers down one at a time. Hold each for 2 seconds. Then straighten your finger. Repeat 2-3 times.

Then swap and do the same on the right hand.

Thumb & Fingers

Finger Bend

Extend arms and fingers straight out in front of you at chest height in a "mummy" position. Keeping the knuckles and wrists straight, and palms facing upwards, bend the fingers until they face your body and then straighten them out. Do not create a fist while bending your fingers. Repeat 5-10 times.

Thumb & Fingers

Finger Walk

Place both hands on a flat surface such as a desk, table or wall. Spread your fingers slightly apart and one at a time, move your fingers toward your thumbs while keeping the other fingers still. Reverse the process and walk your little, ring, middle and index fingers away from your thumb. Repeat 2-3 times.

Thumb & Fingers

Finger Twirls

Rest arms on a flat surface in front of you.

Place hands together with fingers pointing towards the sky (palm to palm) and push hard against each other for 2 seconds relax.

Keep the finger and thumb tips together and gently move your arms and hands apart.

Circle your thumbs around each other in both directions for 5 seconds then place them back together again.

Then circle the index finger around each other in both directions for 5 seconds and then place the finger tips back together again.

Repeat this for the middle, ring, and little fingers.

Then push the hands back together again and push hard against each other for 2 seconds, release and shake out.

Crossing the Mid-line

Activities

Crossing the Mid-line

Lazy 8's

Trace large "lazy eights" (a figure of 8 on it's side) in the air, so that the drawing hand crosses the middle of the body, 5-8 times with one hand then repeat with the other. Track your hand with your eyes while keeping the head still.

Crossing the Mid-line

Windscreen Wipers

With arms hanging down by your sides slowly raise both arms out to the side of your body to shoulder height, hold for 2 seconds.

Then raise them straight up above your head.

Swing both arms to the left till the right arm touches the right ear.

Then swing both arms to the right till the left arm touches the left ear. Change swing direction again , do this for 5 swings on each side.

Then hold arms up straight above your head then lower slowly to shoulder height on either side of the body, hold for 2 seconds.

Next slowly lower your arms till they are hanging down by the sides of your body.

Repeat once more.

Crossing the Mid-line

Butterflies

Start by holding arms straight out in front of the body, then link the thumbs to make an X, lift the palms so that they are facing out and finger tips point to the sky. Then draw lazy 8's (figure of 8 on it's side)in the air start by moving to the left for 5 eights lazy 8's and then 5 moving to the right as a start point.

Crossing the Mid-line

Scissor Cuts

Raise your arms to shoulder height straight out in front of you with the palms facing downwards. Then cross your arms over one another in a scissors action. Do this 10 times with the same arm moving across the top of the other , then swop arms for 10 more scissor cuts.

Crossing the Mid-line

Macarena

Raise the right hand to the left ear-hold in place- then your left hand to your right ear-hold in place. Then move your right hand to your left elbow-hold in place- next move your left arm to your right elbow-hold in place. Move your left hand out in front of you so it bent at 90 degrees with the elbow at your side with the palm facing upwards, then do the same with your right arm. Finally turn the left palm downwards and place the palm in front of you , do the same with

Crossing the Mid-line

Paper Chase

Place index fingers on to the middle of the paper side by side.

Right index finger is moved to touch the top left hand corner of the paper.

Left index finger moves to touch the top right hand corner of the paper, by moving the left hand up and over the right arm.

Right hand pulls back under the left arm and then over the top of the left arm so that the right index finger can be placed on the middle edge of the left hand side of the paper.

Left hand pulls back under and then over the right arm so that the left index finger can be placed on the middle of the edge of the right hand side of the paper.

Right hand is pulled under and over the left arm so that the right index finger can be placed on the bottom left hand corner of the paper.

Left hand is pulled under and then over the right arm so that the left index finger can be placed on the bottom right hand corner of the paper.

Right hand is pulled back under the left arm and the right index finger is placed in the start position at the middle of the paper.

Left hand is pulled out from under the right arm and the left index finger placed next to the right index finger in the middle of the paper (start position).

Repeat 2-3 times.

Shoulder Stability Activities

Shoulder Strength

Hand Pushes

Place your palms together, with elbows out and forearms held horizontally.

Now push your hands together as hard as you can and hold for 5 seconds - you should feel all the muscles around your shoulder girdle contract.

Repeat a few times.

Shoulder Strength

Up We Go

Hands hold opposite elbows, so the left hand holds on to right elbow and the right hands holds on to the left elbow. Now lift your arms a single motion over the head, return to waist. Repeat 10 -15 times.

Shoulder Strength

Chair Push Ups

Put your hands on either side of the chairs that you are sitting on and PUSH, until your bottom rises off the chair. To start with just repeating the push will be enough; later you can make it more challenging by holding the position for a couple of seconds. Increase the difficulty by lifting your feet off the floor and hold them off while raising your bottom off the chair.

Shoulder Strength

"I Don't Knows"

Start with Your arms down by your sides and then bend the elbows 90 degrees with palms facing up wards. Then lift the shoulder up towards the ears hold for 2 seconds or say slowly "I don't know!" then release the shoulders. Repeat 5 times.

Shoulder Strength

Desk Push Ups

First place hands flat on desks with thumbs and finger tips facing each other about a shoulder width apart so that elbows a bent ,creating a triangle. Bend forward so that the nose dips into the triangle between the hands. Push back up by straightening your arms to return to an upright sitting position. Repeat 10 -15 times.

Shoulder Strength

Bear Hug

Stretch the right arm across your body and try to touch your left shoulder blade with your right hand. Then stretch the left arm across your body, laying it under the right arm and try to touch the right shoulder blade with the left hand.

Hug yourself tightly for 2 seconds then release the hold.

Then stretch the left arm across your body and try to touch the right shoulder blade with the left hand.

Next stretch the right arm across your body, laying it under the left arm, and try to touch the left shoulder blade with the right hand.

Hug yourself tightly for 2 seconds then release the hold.

Wrist Strength Activities

Wrist Strength

Wrist Circles

Extending your arms straight out in front of you with your palms facing down. Make a fist with your fingers wrapped around your thumb. Rotate your wrists clockwise and then counter-clockwise six times in each direction.

Wrist Strength

Door Knobs Turns

Stretch arms in front of you with elbows slightly bent and palms facing upwards. Keep your fingers together and your thumbs open. Turn both hands inwards at the wrist so that your thumbs point down towards the floor and return to start position, 10 -15 times.

Wrist Strength

Heel Swing

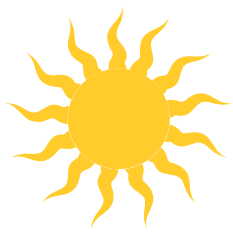
Lay hands out flat on the table straight out in front of you about shoulder width apart. Then pivot on the thumb area of the heel of the hand so that the fingers sweep across the table inwards towards the thumbs. The thumbs should then end up close to the edge of the table and the finger tips of both hands pointing towards each other. Then swing back to the start position.

Next swing the hand outwards trying to get the little finger as close the table edge as comfortably as possible, then return to the start position. Repeat both moves 5 times.

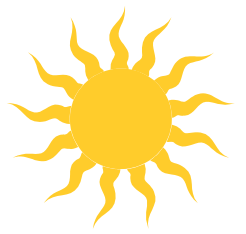
Wrist Strength

Wrist Lifts

Ask your child to place their left forearm on the table and hold it down with their right hand. Then ask them to make a fist and bend their wrist gently back as far as possible for 5 seconds. Repeat 5 to 10 times. Then do the same activity with the right wrist.



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READING POLICY NOVEMBER 2020

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Boreham Primary School

Reading Policy

Reading Curriculum Statement of Intent

It is our intent at Boreham Primary School to provide pupils with a high-quality education in English that will teach pupils to speak, read and write fluently so that they can communicate their ideas and emotions to others effectively with enthusiasm and confidence. We believe that reading is an essential life skill which enables children to access the wider curriculum to its full potential while at school, and take full advantage of their life opportunities as they enter the adult world. In our reading curriculum, it is therefore our intent to teach children to be able to read easily, fluently and with good understanding while developing children's enjoyment of reading widely and often, for both pleasure and information. To be able to do this effectively, Boreham Primary School implements a clear, consistent, whole school 'Reading Cycle' approach. Through our 'Reading Cycle' we aim for pupils to enrich their vocabulary through a range of texts, extracts and class books whilst developing the skills of an effective reader so that pupils can successfully comprehend texts. We believe that high quality reading comprehension involves developing children's understanding of a text by: building on their prior knowledge; broadening their understanding and use of vocabulary; improving their reading fluency to enable them to comprehend texts in oral and written form to their full potential.

Aims and Impact

Through this reading policy Boreham Primary School aims to:

- Engage children in reading a wide range of fiction and non-fiction texts across the curriculum through texts that link with curriculum topics and by building on children's prior knowledge.
- Promote children's enjoyment of reading.
- Provide children with opportunities to use their phonics skills and knowledge of language to decode and understand new vocabulary.
- Develop children's ability to read fluently and understand a range of texts allowing them to become independent learners.
- Develop children's skimming and scanning skills in order to retrieve information from a text.
- Provide children with opportunities to sequence events in texts, make predictions and summarise information.
- Develop children's ability to use evidence from a text to infer and draw conclusions.
- Develop critical appreciation skills so that children can analyse and evaluate the intent of authors and compare and contrast a range of texts.

The impact of this being that all children develop an enjoyment for reading as well as an ability to engage with and respond to literature, giving children the opportunity to enrich their lives at a personal level, now and in the future.

Curriculum Implementation

The programmes of study in the Primary Curriculum for reading at Key Stages 1 and 2 consist of two dimensions; word reading and comprehension (both listening and reading). According to the national curriculum '...pupils should be taught to read fluently, understand extended prose (both fiction and non-fiction) and be encouraged to read for pleasure...'

Shared reading techniques are used to teach reading during English lessons in all year groups, where fluent expressive reading is modelled by both adults and pupils. In addition, reading skills are taught and practised throughout the curriculum in all subject areas; for example, children may learn comprehension skills when reading an introductory text on a new topic or finding information using secondary sources in a History lesson.

Whole School Reading Cycle

As soon as children start school in Reception, children learn to read through a systematic phonics approach (see Phonics policy). Discrete phonics sessions are taught on a daily basis in addition to individual reading practice with books that are matched to their phonic understanding. Daily phonics continues throughout year 1 and 2. Additional provision is put in place for children who require further phonics support throughout the school.

In Year 1, reading is initially taught through guided group reading in preparation for whole class reading comprehension lessons that commence in the summer term. From the summer term of year 1 to year 6, reading is taught through whole class reading comprehension sessions four times per week as part of a three week 'Reading Cycle' (see appendix 1). The use of the Rising Stars 'Cracking Comprehension' resource is used to support the delivery of the Reading Cycle approach and comprises of three stages: 'Model', 'Practise' and 'Assess'. Within each part of the reading cycle children are engaged in reading through: exploring their prior knowledge on a text's subject; using a variety of strategies to broaden their knowledge and use of a range of vocabulary; having opportunities to further develop their reading fluency; learning strategies to help them comprehend texts; and communicate their comprehension skills through oral and written form.

Week 1 - Model

A model text is shared with the children. Prior to reading the text, images are shared with children and 'graffiti walls' are created to assess children's prior knowledge of the text's subject and to engage them in their subsequent comprehension of the text. Teachers carefully choose texts that link to the text type being taught in the writing cycle wherever possible to further promote links between reading and writing. Children listen to model texts and new vocabulary in the model text is analysed and explored through the use of dictionaries and thesauruses. Reading fluency is modelled and practiced as a whole class. The answering of comprehension questions is modelled and the 'Point, Evidence, Explain' (P.E.E.) prompt (appendix 2) is used to support children

with the structure and formation of written comprehension answers. Practical activities may also be completed during the week that develop children's comprehension skills further for example: drawing a character, setting or diagram after reading a description or empathising with a character through hot seating or role play.

Week 2 - Practise

A practice text of the same genre as the model text is shared with children. Images and graffiti walls are again used to stimulate children's prior knowledge of the text's subject and children explore new vocabulary through games such as 'Taboo'. Children are given time to practise reading the text aloud to fluency in pairs before they tackle written comprehension questions together. Children work collaboratively with a partner to practise using skills learnt to answer reading comprehension questions including implementing the use of the P.E.E prompt to support them with forming written answers. Practical activities may also be completed during the week that develop children's comprehension skills further.

Week 3 - Assess

An assessment text is shared with children. Images and graffiti walls are again used to assess children's prior knowledge of the text's subject before children explore vocabulary using more independent strategies. Children practice reading the text to fluency autonomously before answering comprehension questions about the assessment text independently under test conditions. Time is given to assess and mark written answers with the children so that effective reading comprehension skills can be shared and celebrated to inspire peers.

At Boreham Primary School, we value highly the importance of children accessing reading through handling real books as well as extracts on electronic devices to promote children's enjoyment of reading for pleasure. Therefore in addition to these sessions, a class book is read and explored aloud. Targeted questions are directed to individual pupils to further develop reading comprehension skills. Children become familiar with a range of different question types through the use of 'Canine Helpers' (see appendix 3) which each represent the different assessment criteria for reading comprehension. These are used throughout Key Stage One and Two and are displayed in reading corners in every classroom.

Within whole class reading sessions smaller groups of children may also be taken by a TA for guided group reading activities to support individual pupils who need additional practise to become fluent, expressive readers or more support with comprehension skills. In addition to whole class reading sessions, individual reading will continue throughout Key Stage One and Two for children who require additional support to develop fluency, stamina and comprehension skills.

Teaching Approaches

Modelled Reading: Teachers and/or pupils model the process of reading to the class, including how to read fluently and with expression, how to decipher meaning from texts

and how to express a personal response to text. Modelled reading can take place across the curriculum. Texts are chosen carefully to provide challenge for pupils.

Choral Reading: After modelling fluent reading, children read along as a group with the teacher or another fluent reader as the text is tracked above the words. This could be used when sharing model texts, patterned, predictable texts, poems and songs for example.

Echo Reading: Echo reading works well when re-reading short texts aloud to understand the content and meaning such as introductory topic texts for example. An adult reads a text aloud several times while the children listen and track the text. Children then echo-read, an adult reads a sentence, then all children repeat the sentence back. This may sometimes be followed by a whole class choral read.

Audio-assisted Reading: Children listen to recorded texts read aloud to them when sharing model texts during whole class reading comprehension sessions for example. Children may be encouraged to track words continuously as they listen and read along with the recording to develop fluency.

Partner Reading: During paired reading activities, fluent readers may be partnered with less fluent readers, with children of the same level of fluency or with an adult to provide differentiated support to develop children's fluency and comprehension skills.

Paired Reading: Often used when listening to children read on a 1:1 basis, during interventions or when reading with adult helpers. At first the adult reads the text along with the child. When the child is feeling confident to read alone, the child continues to read on their own. If the child begins to find the text difficult, the adult joins in again without comment. When the child feels confident to read alone again the child then continues on their own and the cycle continues.

Guided reading: Guided reading texts are carefully selected so that children have access to a range of genres and by a range of authors. Initially, teachers may listen to children read independently to assess their decoding ability, fluency and expression. Questions will then be asked to assess and develop understanding and a personal response to the text. Guided reading activities may also be cross-curricular linking to the current topic or theme.

Independent reading: All children from Reception to Year 6 choose independent reading books from the appropriate stage/book band for their ability to read both at home and at school – one book to develop fluency, one book to develop comprehension and one book for enjoyment to be shared at home. Independent reading opportunities at school are provided on a daily basis. Specific independent reading time or 'Our Time To Enjoy Reading' (OTTER) is timetabled to happen at least once a week in KS1 and at least twice a week in KS2. During independent reading time, children are encouraged to develop reading for pleasure through completing response tasks after their reading in a

variety of ways such as: writing down interesting facts, making written responses that link what they have read to their own experiences or sharing recommendations.

Assessment

Teachers assess children's reading skills within whole class reading comprehension sessions, independent OTTER sessions, guided group sessions and interventions as well as in a variety of contexts across the curriculum. Reading a wide variety and breadth of different genres is promoted through the use of Key Stage Reading Matrixes that can be found in children's reading diaries. Children are encouraged to read a book from each genre before moving on to the next coloured band of the school's reading scheme. Assessment is continuous and teaching is adjusted to address the next steps in learning for the children.

Reading Ages

In addition to teacher's knowledge of children's reading accuracy and comprehension ability, reading age assessments are made twice-yearly. These support teachers when assessing children's progress through the school's reading scheme.

Formative Assessment

'Canine Helpers Question Bookmarks' (see appendix 4) are used to support questioning of pupils. These are used to help inform teacher's assessment of children's reading comprehension skills during whole class reading sessions. Question types include: retrieval, inference, understanding of vocabulary, sequencing, predicting, analysis of the author's intent, comparing and contrasting. Marking of written answers and children's application of the P.E.E approach are also evaluated with pupils collaboratively.

Summative Assessment

Assessment records using the band statements for reading are maintained to track each child's progress and every half term children's progress in reading is updated on the target tracker programme. Teachers also use the Rising Stars PIRA termly tests to assess children's understanding and progression in reading.

Review and Monitoring

Subject leaders may monitor their subject through planning scrutinies, book scrutinies, lesson observations, classroom drop-ins, displays, themed days and competitions, as well as through summative assessments on Target Tracker.

Reading Interventions

We aim to provide for all children so that they achieve their full potential and children or groups which are identified as needing further support improve their achievement through TA and SENCO support and interventions. Reading interventions vary depending on children's age and level of ability and may involve phonic based activities in Key Stage 1 and catch-up reading and inference training in Key Stage 2.

Home-School Reading

Children should be reading at home on a regular basis as outlined in the home-school agreement. In Reception children are expected to share books with an adult on a daily basis and in Key Stage 1 children must read for at least 10 minutes, three times a week to an adult. In Key Stage 2 children are expected to read for at least 15 minutes, three times a week either individually or to an adult. Each time an adult at home reads with their child, they should record a comment in the home-school diary. Older pupils should also log in their reading records when they have read at home. Staff respond to parents' questions and record when they listen to children read individually in children's home-school diaries. Key stage 'Genre Matrixes' are also shared with pupils and parents in children's reading diaries to encourage all children to read a wide variety of books to develop their enjoyment, fluency and reading comprehension. Children are entered into a 'Book Draw' every half term to celebrate and promote the importance of reading at home.

Book Corners and the School Library

It is expected that every classroom has a book corner containing a range of genres and that includes current age appropriate children's literature. Efforts are made to ensure book corners are enticing and should promote reading for pleasure. Each class promotes a different age-appropriate author and a selection of books by that author are also available for children to read in each classroom.

The school library contains a range of fiction, non-fiction, poetry and big books and also houses an audio station that can be drawn upon to supplement texts used in class to promote specific topics. Books are arranged using a whole school colour banded system and are regularly organised to ensure they are accessible for all children. Pupil Librarians in year 5 help to maintain the library and promote reading for pleasure throughout the school during Book Week.

Reading for Pleasure

Children are expected to read a wide range of texts for both pleasure and information and events throughout the year are planned to promote this. Such events may include, 'Remain and Read' sessions, author visits, sponsored reads, whole school reading challenges, visits from the 'Travelling Books' fair, celebrations marking World Book/Poetry day, Drop Everything and Read and much more. Children should be provided with as many opportunities both inside and outside of school to engage in reading for pleasure. Each class also is expected to have a high quality 'Class Book' chosen by the teacher to read with the class and used as the basis for modelling reading for pleasure as well as developing reading comprehension skills.

Policy Review

This policy will be reviewed by the English subject leader, on a two-yearly cycle.

Reading Comprehension Cycle

Week 1 (Model Text)

Lesson 1 – Assess Prior Knowledge	Image, Graffiti Wall
Lesson 2 –Explore Vocabulary	Dictionary/Thesaurus work Stand Up, Hand Up, Pair Up, Park It Board
Lesson 3 – Model Reading Fluency and Practice	Choral / Echo Reading as a whole class
Lesson 4 - Comprehension Questions	Copy It, Zap It, Crack It Model how to write a good answer

Week 2 (Practice Text)

Lesson 1 – Assess Prior Knowledge	Image, Graffiti Wall
Lesson 2 – Explore Vocabulary	Paired Vocabulary games eg. Taboo
Lesson 3 – Paired Fluency Practice	Partner and Paired reading, text mark to develop appropriate intonation to aid comprehension
Lesson 4 – Comprehension Questions	Practice applying written comprehension skills with a partner

Week 3 (Assessment Text)

Lesson 1 – Assess Prior Knowledge	Image, Graffiti Wall
Lesson 2 – Explore Vocabulary	Independent strategies eg. Write It, Draw It, Word Type, Explain It
Lesson 3 – Independent Fluency Practice	Independent Fluency Practice, text mark and support given if needed
Lesson 4 – Comprehension Questions	Answer questions independently under timed test conditions

	Writing Genre	Reading Comprehension Cycle					
		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Aut 1	Link cracking comp genre to writing genre	Baseline Testing Read whole class Text	Model Cracking Comp	Practise skills	Timed test conditions	Model Cracking Comp	Practise skills
Aut 2	Link cracking comp genre to writing genre	Timed test conditions	Read whole class text	Model Cracking Comp	Practise skills	Timed test condition	Assessment Week
Spr 1	Link cracking comp genre to writing genre	Assessment Week Read whole class Text	Model Cracking Comp	Practise skills	Timed test condition	Model Cracking Comp	Practise skills
Spr 2	Link cracking comp genre to writing genre	Timed test condition	Model Cracking Comp	Practise skills	Timed Test Condition	Assessment week Read whole class text	
Sum 1	Link cracking comp genre to writing genre	Assessment Week Read whole class text	Model Cracking Comp	Practise skills	Timed test condition	Model Cracking Comp	
Sum 2	Link cracking comp genre to writing genre	Practise skills	Timed test condition	Model Cracking Comp	Practise skills	Timed test condition	Assessment Week

P
Point

Sum up the
main idea in
your
paragraph.

- In my opinion...
- Arguably...
- The writer uses...
- Similarly
- Firstly...
- Secondly...
- Both...
- In contrast...
- One of the language features used is...

E
Evidence

Provide Evidence for
the point you are
making.

- For example...
- An example of this is...
- This is shown...
- This can be seen...
- This is demonstrated when...
- We know this because...
- The evidence for this is...

E
Explanation

Why is the quotation
significant?
What effect does the
quotation have on the
reader?
Why has the writer used
this technique?

- This shows
- This suggests...
- This implies...
- This is effective because...
- The writer has chosen this technique because...
- This would make the reader feel...
- This has been used because...

Canine Helpers

Vocabulary Questions

Vocabulary Victor is there to help you work out the meaning of unknown words and phrases using context clues.



Retrieval Questions

Rex Retriever is there to help you to go into a text and just simply retrieve the facts and key details.



Summary Questions

Summarising Sheba is there to remind you to summarise the main point(s) or main event(s) of a paragraph or text.



Inference Questions

Inference Iggy will help you hunt for clues in a text about how someone might be feeling or why something is happening.



Prediction Questions

Predicting Pip tries to see the future and she will help you to work out what might happen next from clues in the text.



Compare, Contrast & Comment Questions

Cassie the Commentator discusses the content of a paragraph/text and compares events and characters. Can you do the same?



Author Choice Questions

Arlo the Author likes to help you to spot examples of ambitious vocabulary and figurative language, and explain how these words/phrases add to the meaning of the text.



Vocabulary Questions with Victor

- What does this word/phrase/sentence tell you about the character/setting/mood?
- By writing..., what effect has the author created? Do you think they intended to?
- What other words/phrases could the author have used here? Why?
- How has the author made you/ this character feel by writing...? Why?

**Inference Questions with Iggy**

- What do you think.... means? Why do you think that? Could it be anything else?
- I think....; do you agree? Why/why not?
- Why do you think the author decided to...?
- Can you explain why....?
- What do these words mean and why do you think that the author chose them?

**Retrieval Questions with Rex**

- Find the... in this text. Is it anywhere else?
- When/where is this story set? Find evidence in the text.
- Find the part of the story that best describes the setting.
- What do you think is happening here? Why?
- Who is telling this story?

**Prediction Questions with Pip**

- Can you think of another story with a similar theme? How do their plots differ?
- Which stories have openings like this? Do you think that this story will develop the same way?
- Why did the author choose this setting? Will that influence the story?

**Summarising Questions with Sheba**

- What is the main point in this paragraph? Is it mentioned anywhere else?
- Sum up what has happened so far in... words/seconds or less.
- Which is the most important point in these paragraphs? Why?
- Do any sections/paragraphs deal with the same themes?

**Compare, Contrast and Comment with Cassie**

- What is similar/different about two characters? Did the author intend that?
- Explain why... did that.
- Describe different characters' reactions to the same event.
- Does this story have a moral?
- Which... is better and why?

**Be an Author with Arlo**

- What does the word... tell you about...? How?
- Find two ways that the author tells you...
 - What do you think the author meant by...?



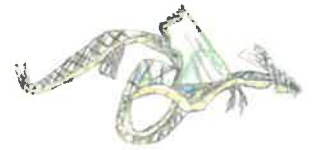
- Which words do you think are most important? Why?
- Which words do you like the most? Why?
 - How has the author made you feel happy/sad angry/frustrated?



BOREHAM PRIMARY SCHOOL

A Friendship School

'Daring to aim high, scale new heights, spread our wings and fly far'



WRITING POLICY NOVEMBER 2020

Staff Consulted: 20.11.20

Approved by governing body: 23.11.20

Next Review Date: November 2022

Boreham Primary School

Writing Policy

Writing Curriculum Statement of Intent

It is our intent at Boreham Primary School to provide pupils with a high-quality education in English that will teach pupils to speak, read and write fluently so that they can communicate their ideas and emotions to others effectively with enthusiasm and confidence. In our writing curriculum, we intend to provide pupils with opportunities to analyse high-quality model texts, as well as practise genre specific writing skills before planning, drafting, editing, performing and evaluating their writing with increasing independence. To be able to do this effectively, Boreham Primary School implements a clear, consistent, whole school 'Writing Cycle' approach. Through our 'Writing Cycle' we aim for pupils to develop an awareness of the audience, purpose and context of each writing genre they learn about, through high-quality teaching that uses exciting stimuli for writing. We ensure close links between reading and writing are made wherever possible and the use of specific, high-quality model texts are used to engage children and inspire them to become creative, fluent writers. Each writing unit aims to develop pupils' increasingly wide knowledge of vocabulary and grammar and provide pupils with opportunities to perform and share their writing, including on our online learning platform 'Seesaw'.

Writing is a crucial part of our whole school curriculum, the ability to write coherently and in a range of styles has a direct effect upon progress in all other areas of the curriculum and is crucial in developing children's self-confidence, motivation and communication skills. It is therefore our intention, to provide all children from Early Years to Year 6 with many opportunities to develop and apply their writing skills across the curriculum for a range of purposes.

Aims and Impact

Through this writing policy Boreham Primary School aims to:

- Develop critical appreciation skills so that the children can read and analyse examples of outstanding prose from fiction and non-fiction books.
- Give children opportunities to see the writing process being modelled by their teacher and take part regularly in activities with the whole class, as a member of a smaller group or individually.
- Provide the children with the skills and strategies necessary to develop into competent and fluent writers in a wide range of genres.
- Give children opportunities to use their own imagination and creativity to emulate the skills of authors and poets in their own writing.
- Understand the sound and spelling system and use this to write and spell accurately.

- Broaden children's vocabulary by analysing and discussing word meanings, exploring synonyms and antonyms and giving children opportunities to develop the range of vocabulary they are using within their own writing.
- Develop a critical appreciation of what they have written through editing and evaluating their own and other's work.
- Build children's enthusiasm and confidence when writing by providing opportunities to share and perform their own writing with an audience.
- Encourage care and ownership of written work across all subjects and within their daily written responses.

The impact of this being that all children become confident, fluent and independent writers with high levels of enjoyment, understanding, precision, quality composition and the ability to effectively capture the reader's interest. Our ultimate aim is to promote children's enjoyment of writing and understanding that writing is a process that often requires refining and is a life-long skill.

Curriculum Implementation

The New Primary Curriculum for Writing is divided into three parts; Transcription (spelling and handwriting), Composition (articulating ideas and structuring them in speech and writing), and Vocabulary, Grammar and Punctuation.

The progression and coverage of Transcription, Composition, Vocabulary, Grammar, and Punctuation skills in each year group is set out in the 'Progression of Skills' document (see Appendix 1). Year group genre maps (see Appendix 2) plan for appropriate coverage of a broad range of writing genres in each year group as suggested in Jonathan Bond's planning kit. Key writing skills are linked to each unit of writing for each year group.

We believe that the teaching of reading and writing should be interlinked. At Boreham Primary School the teaching of writing is delivered through a 'Writing Cycle' based on Pie Corbett's, 'Talk for Writing' approach (see Appendix 3). This approach is based on the principles of how children learn, enabling children to imitate the language they need for a particular topic orally before reading and analysing it. Children then practise features of a particular genre - developing spelling, punctuation and grammar skills, before writing, editing, and performing their own version. At Boreham Primary school, we value the importance of celebrating children's writing and developing children's speaking and listening skills and so time for allowing children to perform their writing is also planned into the school's writing cycle.

To support the teaching of writing, each classroom at Boreham Primary school contains an English working wall that shares the audience and purpose for writing and key vocabulary that is relevant to the grammar, punctuation and spelling skills within the text type being taught. We value the importance of interactive learning environments where children are engaged in observing thought processes and how written ideas can evolve. In addition to a working wall, classrooms contain washing lines which are continuously updated throughout the writing cycle displaying modelled and guided

writing. English helpdesks also provide children with supportive material in relation to spelling, punctuation and grammar, which form part of an enabling environment where children can independently access resources to support their own learning.

Writing in EYFS

Writing Initiatives through continuous provision

- Writing opportunities are always accessible and well signposted in the classroom and through role-play.
- Clipboards and writing resources are available in the outside learning area.
- Children are encouraged to mark make including: writing letters, sunny and tricky words, names, numbers, labels, captions and sentences in all areas of the curriculum.
- Love of reading ethos is developed and opportunities to broaden vocabulary, linking phonetically plausible sounds within their writing as appropriate.
- Children are encouraged to retell and act out familiar stories and create their own stories to inspire writing.

Writing sequence of progression

Autumn Term

- Baseline assessment for writing within the main areas of PD - Moving and Handling, CL and reading and writing.
- Develop and improve gross and fine motor skills and begin pre letter formation activities e.g. dough disco, Write Dance, finger gym, Roll and Write, drawing lines and circles and pencil control activities.
- Practising writing names.
- Phonics teaching - building on Phase 1 Letters and Sounds, single sounds (Phase 2) is taught as well as some digraphs from Phase 3.
- Develop rhyming, alliteration, hearing and saying the initial sound in words thus preparing the children to notice sounds within words ready for writing.
- Learning to read and recognise Phase 2, some Phase 3 phonemes and high frequency words and practising them in phonics and daily handwriting sessions to use some clearly identifiable letters in order to communicate meaning.
- Introduced to Talk for Writing approach, eg. recalling events in stories through story mapping, role play and puppet theatres and become confident with imitation.
- Twice weekly guided writing opportunities to extend children's emergent writing skills in phonics booklets or learning journeys.
- Develop handwriting, ensuring children have effective pencil grip and are forming letters accurately.
- Interventions for phonics and handwriting where needed.

Spring Term

- Continue with Autumn term skills but with greater independence.
- Hears and says sounds in words.

- Begin to segment the sounds in simple words and blend them together.
- Encourage children to apply these known sounds and words into guided and independent writing activities, representing some sounds correctly and in sequence.
- Continue to learn to read and spell common exception words.
- Develop Talk for Writing strategies further, eg. sequencing events, creating zig-zag books, labels, captions, simple sentences and begin to innovate.
- Continue to develop handwriting grip.

Summer Term

- Skills from Autumn and Spring continue.
- Continue to develop Talk for Writing strategies through a range of genres.
- Use and apply phonics knowledge and skills in reading and writing independently.
- Begin writing simple recounts of significant events (1 or 2 simple sentences).
- Write simple sentences, which can be read by themselves and others. Some words are spelt correctly, but are phonetically plausible.
- Write some common exception words correctly.
- Challenge most able pupils to reach exceeding descriptor by encouraging children to access continuous provision writing opportunities and providing differentiated homework activities.
- Increase frequency of weekly writing tasks and include a weekly whole class writing session in order to build structure to develop KS1 readiness.
- Continuing to develop handwriting and can manipulate letter size.

Writing Cycle in KS1 and KS2

Daily English lessons are taught throughout Key stage 1 and 2. Rich and engaging texts are selected to inspire reading and writing in each year group. Text type progression is achieved through reference to Jonathon Bond's Planning Tool Kit and is mapped out on year group genre maps.

Weekly planning structures for the teaching of English in year 1 are based on aspects of the writing cycle, in preparation for year 2. Cold tasks are not taught in year 1 and there is an emphasis on mapping and retelling to analyse and rehearse key features and develop children's understanding of the structure of written texts. Children are given opportunities to practise key spelling, grammar and punctuation skills and time is planned for children to work with an adult to edit their writing with a purple polishing pen. Children work towards producing a piece of writing at the end of a unit of work that imitates the text type they have been learning about with some opportunities for innovation.

Assess

Children complete 'Cold Tasks' in year 2 onwards. A stimulus and context are given and planning time is provided. Genre checklists are completed to set specific differentiated targets. Children can refer to these checklists throughout a writing unit to support the development of their writing.

Analyse

Children in KS1 map and retell the text orally to support their understanding of the structure of a text type, this is also optional in year 3 and 4. In KS1 and years 3 and 4 children use coloured pencils to identify key features of a text. Children continue to do this in years 5 and 6 as well as recording evidence of key features.

Imitate

Once a text has been analysed, grammar and punctuation pertinent to the text type are taught through skills lessons where children have the opportunity to complete short burst writing practicing key features of a text type. Guided writing is produced with the children as thought processes and writing choices are modelled. Next steps are provided throughout this phase and self, teacher and peer assessment is given.

Innovate

Prompts are provided to support pupil's planning of their own version of a text type. Teacher's use their digression to give individual's varying degrees of choice when planning. Pupils then draft and edit their own version independently.

Publish, Perform and Evaluate

Pupils are given time to publish their edited draft to produce their 'hot task'. Peer, self and teacher assessment is completed against genre assessment checklists to evaluate children's writing. Children are then given opportunities to perform their writing aloud through class swaps or the use of ipad recordings which can be shared on seesaw. Hot tasks are displayed on the 'Writing Wall of Fame' in each classroom and a 'Writer of the Cycle' is celebrated on working walls at the end of each writing unit.

The Importance of Developing Vocabulary

At Boreham Primary school we value the importance of expanding children's knowledge and understanding of vocabulary. Every week, a 'Word of the Week' is chosen from our vocabulary resource 'Mrs Wordsmith'. Teacher's carefully select words which link with their current unit of writing and explore the word, engaging children in the use of dictionaries and thesauruses to discover synonyms and antonyms. Children are encouraged to use the 'word of the week' in their independent writing and are rewarded for applying their knowledge of new vocabulary by using it in the correct context.

The Role of the Class Teacher and Support staff

- All teaching staff are responsible for following our writing policy.
- All teaching staff will model good writing behaviour and encourage the children to do the same.
- All teaching staff will ensure provision of appropriate literature is made for any child with Special Educational Needs.
- All teaching staff will set appropriate individual targets for each child and keep up to date with record keeping and assessment.
- All teaching staff will model how good writing behaviour looks across a range of subjects.

- All teaching staff will encourage all children to learn the value of a life-long love of writing for different purposes.

Definition of independence

In order to ensure there is no confusion regarding what 'independent writing' is, the following statements have been generated to guide staff and pupils alike. Outcomes can only be assessed as independent if the following applies:

Writing is independent if it:

- Emerges from a quality text, topic, visit, or curriculum experience, in which pupils have had a range of opportunities to explore and discuss what is to be written about.
- Enables pupils to apply their learning independently, possibly with an element of choice, for example writing from the perspective of a chosen character.
- Has been independently edited and / or redrafted by the pupil. This may be in response to self, peer, or group evaluation.
- Is produced by pupils who have independently drawn on classroom resources such as working walls, writing washing lines, dictionaries, thesauruses, word banks, classroom displays, books or websites for support or ideas.
- Is informed by the WALT and genre checklists which are not over detailed and do not over-aid pupils.

Assessment of writing and moderation

Core changes from Standards and Testing Agency

- A more flexible approach - teachers can now use their discretion to ensure that, on occasion, a particular weakness does not prevent an accurate judgement of a pupil's attainment overall being made. The overall standard of attainment, set by the 'pupil can' statements, remains the same.
- Revised 'pupil can' statements - a greater emphasis on composition, while statements relating to the more 'technical' aspects of English writing (grammar, punctuation and spelling) are less prescriptive. All changes are in line with the attainment targets for the Key Stage 2 programme of study.

Teachers assess children's writing skills in a variety of contexts across the curriculum.

Formative Assessment

Assessment is continuous and teaching is adjusted to address the next steps in learning for the children. Assessment for learning strategies are woven into the school's writing cycle. After each cold task, genre checklists are completed to set specific differentiated targets for each pupil. Pupils are given targets to work on throughout the writing cycle for a specific unit and time is planned for children to edit and improve their writing. At the end of the writing cycle for each unit taught, children self and peer assess each other's work against the genre checklist. Teachers use the genre checklists to support their assessment of a child's writing and the progress made

between cold and hot tasks. Pupils in Key Stage 2 are also given time to self-assess their work using the acronym PACE, to evaluate their presentation, achievement, concentration and effort on a weekly basis.

Summative Assessment

Assessment records using the band statements for writing are maintained to track each child's progress and every half term children's progress in writing is updated on the target tracker programme which highlights attainment based only on the taught objectives thus far. For years 2 and 6 the framework checklist also aids assessment. In addition, 'Garlick Grid' sheets (see appendix 4) are used to support internal moderation of writing. Grammar, Punctuation and Spelling tests are also conducted at the beginning and end of each term to help identify areas to focus on within writing lessons and assess pupils' progress and application of writing skills.

Review and Monitoring

Subject leaders may monitor their subject through planning and book scrutinies, lesson observations, classroom drop-ins, analysis of termly testing, displays, themed days and competitions, as well as through summative assessments on Target Tracker at the end of each term and in pupil progress meetings.

Policy Review

This policy will be reviewed by the English subject leader, on a two-yearly cycle.

Boreham Primary School English Curriculum: Progression of Skills

EYFS

Speaking and Listening	Reading	Writing	Handwriting and Spelling
<ul style="list-style-type: none"> • I can hear and say the initial sound in words. (thus preparing the children to notice sounds within words ready for writing). • I can name and sound the letters of the alphabet • I can recognise rhyme and alliteration. • I can hear and say sounds in words. • I can listen to stories and accurately anticipate key events • I can give my attention to what others say • I can respond to what I hear with relevant comments, questions or actions. • I can use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes, poems or during role-play. • I can express myself effectively, showing awareness of listeners' needs. • I can use past, present and future forms accurately when talking about events that have happened or are to happen in the future. • I can develop my own narratives and explanations by connecting ideas or events. • I can use Talk for Writing strategies such as recalling and sequencing events in stories through story mapping, role play and puppet theatres and become confident with imitation. 	<ul style="list-style-type: none"> • I can develop pleasure in reading, motivation to read, vocabulary and understanding • I can hear and say sounds in words. • I can say a sound for each letter in the alphabet and at least 10 digraphs. • I can segment the sounds in simple words and blend them together. • I can read words consistent with my phonic knowledge by sound-blending. • I can use phonic knowledge to decode regular words and read them aloud accurately. • I can read high frequency words. • I can read aloud simple sentences and books that are consistent with my phonic knowledge, including some common exception words. • I can read some common irregular words. 	<ul style="list-style-type: none"> • I can write recognisable letters, most of which are correctly formed. • I can write my name. • I can use and apply my phonics knowledge and skills in guided and independent reading and writing. • I can represent some sounds correctly and in sequence in words in my writing. • I can write captions and labels. • I can use Talk for Writing strategies through a range of genres, including: text mapping, sequencing events, write simple sentences to retell a text and begin to innovate. • I can write simple recounts of significant events (1 or 2 simple sentences). • I can write simple phrases and sentences that can be read by others. 	<ul style="list-style-type: none"> • I can hold a pencil effectively to be able to form letters accurately. • I can begin to form all lower-case letters in the correct direction, starting and finishing in the right place • I can begin to form digits correctly • I can recognise and use single sounds in words. • I can recognise and use digraphs in words. • I can spell phonemes I have learnt in my writing correctly. • I can spell words by identifying sounds in them and representing the sounds with a letter or letters. • I can spell some words correctly and make phonetically plausible attempts at others, using some correct sounds and in sequence.

Boreham Primary School English Curriculum: Progression of Skills

	<ul style="list-style-type: none"> • I can answer 'how' and 'why' questions in response to what I have read. • I can demonstrate understanding of what has been read to me by retelling stories and narrative using my own words and recently introduced vocabulary. 		<ul style="list-style-type: none"> • I can read and write some common exception words correctly. • I can manipulate letter size.
Year 1			
Speaking and Listening <ul style="list-style-type: none"> • I can listen and respond appropriately • I can ask relevant questions 			

Boreham Primary School English Curriculum: Progression of Skills

<ul style="list-style-type: none"> I can maintain attention and participate I can sequence and retell a variety of texts 	<ul style="list-style-type: none"> I can name the letters of the alphabet in order I can perform and share my writing
Reading	
<div style="display: flex; justify-content: space-between;"> <div style="width: 48%;"> <p>Word Recognition</p> <ul style="list-style-type: none"> I can apply phonic knowledge and skills as the route to decode words I can respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes I can read accurately by blending sounds in unfamiliar words containing GPCs that have been taught I can read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word I can read words containing taught GPCs and ss, -es, -ing, -ed, -er and -est endings I can read other words of more than one syllable that contain taught GPCs I can read words with contractions for example, I'm, I'll, we'll, and understand that the apostrophe represents the omitted letter(s) I can read aloud accurately books that are consistent with my developing phonic knowledge and that do not require me to use other strategies to work out words I can re-read books to build up my fluency and confidence in word reading. </div> <div style="width: 48%;"> <p>Comprehension</p> <ul style="list-style-type: none"> I can develop pleasure in reading, motivation to read, vocabulary and understanding I can listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which I can read independently I can link what I read or hear read to my own experiences I can become very familiar with key stories, fairy stories and traditional tales, sequencing and retelling them and considering their particular characteristics using Talk for Writing Strategies I can recognise and join in with predictable phrases I can appreciate rhymes and poems, and recite some by heart I can discuss word meanings and link new meanings to those already known I can understand both the books I can already read accurately and fluently and those I listen to by drawing on what I already know or on background information and vocabulary provided by the teacher I can check that the text makes sense as I read and correct inaccurate reading I can discuss the significance of the title and events I can make inferences on the basis of what is being said and done I can sequence events in texts and predict what might happen next on the basis of what has happened so far I can identify features of different text types I can participate in discussion about what is read to me, taking turns and listening to what others say I can explain clearly my understanding of what is read to me. </div> </div>	
Year 1	
Writing	
Composition	Vocabulary, Grammar and Punctuation
Handwriting and Spelling	

Boreham Primary School English Curriculum: Progression of Skills

<ul style="list-style-type: none"> I can write sentences by saying out loud what I am going to write about using the 'think it, say it, write it, check it' method. I can compose a sentence orally before writing it I can sequence sentences to form short narratives I can re-read what I have written to check that it makes sense I can discuss what I have written with the teacher or other pupils I can read my writing aloud clearly enough to be heard by my peers and other adults in my classroom. I can use basic adverbials for 'when' (eg. First, Next, Then, After that) I use word banks to support my word choices I can write sentences in order to create short narratives and non-fiction texts 	<ul style="list-style-type: none"> I can leave spaces between words I can join words and clauses using 'and'. I may attempt to use other conjunctions. I can start sentences using a capital letter. I can use a full stop accurately. I can use a question mark or exclamation mark. I can use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'. I can use adjectives to describe and add detail to my sentences. I make sure that my word choices are relevant to my writing. I can use simple sentence structures. I can use compound sentence structures. 	<p>Spelling</p> <ul style="list-style-type: none"> I can spell words containing each of the 40+ phonemes already taught I can spell common exception words I can spell the days of the week I can name the letters of the alphabet in order I can use letter names to distinguish between alternative spellings of the same sound I can spell words that use suffixes -s or -es for plurals or 3rd person I can use the prefix un- to negate (eg. unkind, untidy) I can using -ing, -ed, -er and -est where no change is needed in the spelling of root words for example, helping, helped, helper, eating, quicker, quickest I can spell unknown words using my phonemes I can write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far. <p>Handwriting</p> <ul style="list-style-type: none"> I can sit correctly at a table, holding a pencil comfortably and correctly I can form all lower-case letters in the correct direction, starting and finishing in the right place I can form capital letters I can form digits 0-9 I can understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways)
Year 2		

Speaking and Listening

- I can articulate and justify answers I can initiate and respond to comments I can use spoken language to develop understanding
- I can perform and share my writing and read aloud what I have written with appropriate intonation to make the meaning clear

Boreham Primary School English Curriculum: Progression of Skills

- I can sequence and retell a variety of texts

Reading		
Word Recognition	Comprehension	
<ul style="list-style-type: none"> • I can continue to apply phonic knowledge and skills to decode words until automatic decoding has become embedded and reading is fluent • I can read accurately by blending the sounds in words that contain the graphemes I have been taught so far, especially recognising alternative sounds for graphemes • I can read accurately words of two or more syllables that contain graphemes I have been taught so far • I can read words containing common suffixes • I can read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word • I can read most words quickly and accurately when they have been frequently encountered • I can read aloud books closely matched to my improving phonic knowledge, sounding out unfamiliar words accurately and automatically • I can re-read books to build up my fluency and confidence in word reading 	<ul style="list-style-type: none"> • I can develop pleasure in reading, motivation to read, vocabulary and understanding • I can discuss and express views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently • I can discuss the sequence of events in books and how items of information are related • I become increasingly familiar with and can retell a wider range of stories, fairy stories and traditional tales • I can read non-fiction books that are structured in different ways • I can recognise simple recurring literary language in stories and poetry • I can discuss and clarify the meanings of words, linking new meanings to known vocabulary I can discuss my favourite words and phrases • I can continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear • I can understand both the books that I can already read accurately and fluently and those that I listen to by drawing on what I already know or on background information and vocabulary provided by the teacher • I can check that the text makes sense as I read and correct inaccurate reading • I can make inferences on the basis of what is being said and done • I can answer and ask questions • I can sequence events in texts and predict what might happen next • I can analyse the features of different text types • I can participate in discussion about books, poems and other works that are read to me and those that I can read independently, taking turns and listening to what others say • I can explain and discuss my understanding of books, poems and other material, both those that I listen to and those that I read independently. 	
Year 2		
Writing		
Composition	Vocabulary, Grammar and Punctuation	Handwriting and Spelling

Boreham Primary School English Curriculum: Progression of Skills

<ul style="list-style-type: none"> I can write sentences by saying out loud what I am going to write about using the think it, say it, write it, check it' method. I can write narratives about personal experiences and those of others (real and fictional) I can write about real events recording these simply and clearly I can write poetry I can plan my writing, noting ideas, key words, new vocabulary I can write under headings (as introduction to paragraphs) I can use more ambitious vocabulary in my writing I can make simple additions, revisions and corrections to my own writing by evaluating my writing with the teacher and other pupils I can re-read to check that my writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form I can proof-read to check for errors in spelling, grammar and punctuation for example, ends of sentences punctuated correctly I can evaluate my own and other's writing 	<ul style="list-style-type: none"> I can continue to use full stops, capital letters, exclamation marks and question marks accurately. I can use commas to separate items in a list I can use apostrophes for contracted forms I can use apostrophes for singular possession eg. the girl's book I can recognise, write and punctuate statements correctly. I can recognise, write and punctuate questions correctly. I can recognise, write and punctuate exclamations correctly. I can recognise, write and punctuate commands correctly. I can use adjectives to form expanded noun phrases to describe and specify for example, the blue butterfly I can use adverbs I can use the present and past tenses correctly and consistently including the progressive form I can use co-ordinating conjunctions (eg or, and, but, so) I can use subordinating conjunctions (eg when, if, that, because) I can begin to use speech marks 	<p>Spelling</p> <ul style="list-style-type: none"> I can segment spoken words into phonemes and represent these by graphemes. I can spell compound words I can spell multi-syllabic words I can spell words using silent letters I can spell common exception words from the year 2 spelling list I can use apostrophes to spell common contractions (eg. don't, won't, I'll, I'm) I can use apostrophes for singular possession eg. the girl's book I can spell homophones and near homophones (there/their/they're) I can add suffixes to spell longer words, including -er, -est, -ly, -ment, -ness, -ful, -less. I can write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far. <p>Handwriting</p> <ul style="list-style-type: none"> I can form lower-case letters of the correct size relative to one another I can write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters I can use spacing between words that reflects the size of the letters. I can start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
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Year 3

Boreham Primary School English Curriculum: Progression of Skills

Speaking and Listening

- I can give structured descriptions
- I can sequence and retell a variety of texts
- I can participate actively in conversations
- I can perform and share my writing with increasing fluency
- I can consider and evaluate different viewpoints

Reading

Word Recognition

- I can apply known phonics strategies to help me read unfamiliar words
- I apply my knowledge of root words, prefixes and suffixes to read aloud and understand the meaning of unfamiliar words
- I can read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word
- I know that some words may have a similar pronunciation but may be written differently
- I draw on the pronunciation of other similar known words to read unfamiliar words
- I can read a good number of words on the year 3/4 word list

Comprehension

- I can develop positive attitudes to reading and an increased understanding of what I have read
- I enjoy reading a range of narratives and can compare similarities and differences between fictional books that I have read
- I recognise words and language that show the setting of a book - historical, cultural or social
- I explain why a writer has chosen to use specific words or language
- I discuss meaning of specific or unusual words used by authors to create effects
- I record words or language from reading to use in my own writing and can understand and discuss their meaning
- I use the context of unfamiliar words to explain their meaning
- I check the meaning of any unfamiliar words through questioning, discussion or use of dictionaries
- I know that characters' actions can tell the reader about their thoughts, feelings and motives
- I infer characters' thoughts, feeling and motives from their actions
- I use clues from a text to predict what might happen next and can give reasons for my predictions
- I ask questions to deepen my understanding of a text
- I can give a personal response to a text and can listen others' responses
- I use evidence from a text to support my personal response
- I can identify the theme of a wide range of books
- I know that there are different kinds of fiction and non-fiction books
- I can use a non-fiction book to find and record information
- I identify and explain how the organisation and layout of a text helps me understand it
- I understand that narratives can have differently structured plots

Boreham Primary School English Curriculum: Progression of Skills

- I read different forms of poetry
- I understand that there can be more than one interpretation of a poem
- I watch and discuss performances of poems
- I understand that the meaning of poems can be enhanced through performance
- I can read poems aloud and to perform, showing understanding through intonation, tone, volume and action
- I can sequence events in model texts
- I can analyse the features of different text types with increasing awareness of why they have been used

Year 3		
Writing		
Composition	Vocabulary, Grammar and Punctuation	Handwriting and Spelling
<ul style="list-style-type: none"> I can begin to carefully structure a wider range of text types 	<ul style="list-style-type: none"> I can continue to use full stops, capital letters, exclamation marks and question marks accurately. 	Spelling

Boreham Primary School English Curriculum: Progression of Skills

<ul style="list-style-type: none"> I can discuss models of writing in more detail, taking account of purpose and audience. I can identify structure, grammatical, features and use of vocabulary for effect in texts. I plan my writing by discussing and recording ideas I compose sentences using a wider range of grammatical structures (eg. using a wider range of coordinating and subordinating conjunctions). I can organise and use paragraphs around a theme (supported by planning, then becoming independent). In non-fiction writing I can use organisational devices such as headings and subheadings I can write a narrative with a clear structure, setting, characters and plot. In narrative writing I can write more developed resolutions and endings I can make improvements by proposing changes to grammar and vocabulary to improve consistency (eg. accurate use of tenses and pronouns in sentences) in my own and other's work I can evaluate my writing through self-assessment and by assessing my writing with my peers 	<ul style="list-style-type: none"> I can use a wider range of sentences with more than one clause by using a wider range of coordinating and subordinating conjunctions in my writing (when, if, although, because) I can recognise and use determiners 'a', 'an' and 'the' appropriately I can use the perfect form of verbs instead of simple past (eg. he has worked hard, I have written it down) I can use adverbs effectively in my writing I use conjunctions, adverbs and prepositions to express time, place and cause (next, soon, so, before, after, during, because of) I can use carefully selected ambitious vocabulary to add detail and engage the reader I can add detail to my writing by using more adventurous expanded noun phrases before and after the noun and with the use of adverbials I can use inverted commas for direct speech I can use commas to mark clauses and phrases I can use commas in a list I can use subordinate clauses I can maintain the correct tense in my writing 	<ul style="list-style-type: none"> I spell words with additional prefixes and suffixes and understand how to add them to root words (eg. super, anti, auto) I spell correctly words families based on common words (eg. solve, solution, solver) I can identify the root word in longer words I recognise and spell additional homophones (eg. heel, heal, hell, which, witch) I use apostrophes for possession with increasing accuracy including plural possession I can spell some identified commonly misspelt words from the Year 3 and 4 word list I use the first two or three letters in a word to check its spelling in a dictionary <p>Handwriting</p> <ul style="list-style-type: none"> I can improve the legibility, consistency and quality of my handwriting I use the diagonal and horizontal strokes needed to join letters I understand which letters, when adjacent to one another, are best left unjoined and apply this to my own handwriting I can use joined handwriting
Year 4		
Speaking and Listening		
<ul style="list-style-type: none"> I can articulate and justify common opinions I can sequence and retell a variety of texts 	<ul style="list-style-type: none"> I can speak audibly in standard English I can perform and share my writing with increasing fluency and expression 	<ul style="list-style-type: none"> I can gain, maintain and monitor interest of listeners
Reading		
Word Recognition		

Boreham Primary School English Curriculum: Progression of Skills

- I use knowledge of unusual phoneme/grapheme correspondences to help me read unfamiliar words
- I know when phonic strategies will help me to read a word and when they will not
- I apply knowledge of root words, prefixes and suffixes to help me read aloud and to understand the meaning of unfamiliar words
- I know that many words may have a similar pronunciation but may be written differently
- I draw on the pronunciation of other similar known words to read unfamiliar words
- I can read the vast majority of words on the year 3/4 word list
- I can read further common exception words, noting the unusual correspondences between spelling and sound and where these occur in the word

Comprehension

- I can develop positive attitudes to reading and an increasing understanding of what I have read
- I enjoy reading a range of narratives and can compare similarities and differences between fictional books that I have read
- I ask questions to deepen my understanding of a text - between and beyond the lines
- I adapt my own response in the light of other's responses
- I infer meaning using evidence from events, description and dialogue
- I can skim read to find specific key words or information on a page or in a paragraph
- I actively seek the meaning of any words or language not understood
- I use a dictionary, questioning or discussion to check or find the meaning of new words
- I understand that a reader needs to engage with a text to understand it fully
- I can identify how the writer creates specific responses from the reader by using evidence from the text
- I infer characters' feelings, thoughts and motives from their actions and justify my inferences with evidence from the text
- I make predictions based on the text and use evidence from the text to support my predictions
- I summarise the main idea of a text in a sentence
- I find evidence that shows what the theme is in a wide range of books
- I can explain the meaning of words in context
- I can explain how the author uses vocabulary to create effective settings
- I can explain how vocabulary used helps to create a specific atmosphere, mood or feeling and can explain why specific language has been used
- I can empathise with a character
- I record words or language from reading to use in my own writing and can understand and discuss their meaning
- I understand that writers open stories in different ways
- I can compare different story openings
- I know that the plot of a story can develop in different ways
- I recognise words and language that show the setting of a book - historical, cultural or social
- I can make comparisons between the books that I read

Boreham Primary School English Curriculum: Progression of Skills

<ul style="list-style-type: none"> • I can retrieve and record information from non-fiction • I read a wide range of poetry • I recognise and name different types of poems that have been introduced to me • I explain the effect created by the poet's choice of words and language • I can identify examples of patterned language in poems and explain its effect and why a poet might use it • I discuss how the meaning of poems can be enhanced through performance • I can read poems aloud and to perform, showing understanding through intonation, tone, volume and action • I know how and where to find specific information needed in a non-fiction book and can use the organisation and layout of the text to help me find the information I need • I record key words and information found • I know that the layout of books can vary according to the purpose of a book • I discuss the meaning of unfamiliar words identified • I can sequence events in model texts • I can analyse the features of different text types with increasing awareness of why they have been used

Year 4		
Writing		
Composition	Vocabulary, Grammar and Punctuation	Handwriting and Spelling
<ul style="list-style-type: none"> • I can write for a wide range of narratives and non-fiction, taking account of purpose and audience. • I can use a consistent and appropriate structure, grammatical, features and wide range of vocabulary for effect in texts. • I can plan my writing independently 	<ul style="list-style-type: none"> • I use a wider range of conjunctions (eg. such as, although, however, despite, as well as) • I use the correct article 'a' or 'an' • I use appropriate nouns or pronouns within and across sentences to support cohesion and avoid repetition • I use expanded noun phrases with modifying adjectives and prepositions. 	Spelling <ul style="list-style-type: none"> • I spell words with additional prefixes and suffixes and understand how to add them to root words (eg. -tion, -ous, -sion, -ian) • I recognise and spell additional homophones (eg. accept/except, whose/who's, whether/weather, piece/peace)

Boreham Primary School English Curriculum: Progression of Skills

<ul style="list-style-type: none"> I can consistently use and organise paragraphs around a theme I open paragraphs with topic sentences and adverbials My narrative writing is organised into clear sequences with more than a basic beginning, middle and end. I can write a narrative with a clear structure to create more detailed setting, characters and plot to fully engage the reader I can write exciting opening paragraphs in narrative writing by using effective description to engage the reader with the setting and characters I can write developed endings in narrative writing appropriately relating to the beginning or a change in character I include key vocabulary and grammar choices that link to the style of writing (eg. technical, scientific or historical vocabulary) I can write from memory simple dictated sentences that include vocabulary and punctuation taught. I can make improvements by proposing changes to grammar and vocabulary to improve consistency (eg. accurate use of tenses and pronouns in sentences) I can proof read my own and others' work to check all my sentences are correctly punctuated. I can evaluate my writing through self-assessment and by assessing my writing with my peers 	<ul style="list-style-type: none"> I use fronted adverbials of place, time and manner including the use of a comma (eg. Later that day.) I open my sentences in a variety of ways to create effects I can use a range of sentences with more than one clause by positioning subordinate clauses in different places within a sentence. I use adverbs and prepositions to express time, place and cause I build cohesion within paragraphs through controlled use of tenses, subordinating and coordinating conjunctions I use standard English for verb inflections instead of spoken forms ('we were' instead of 'we was' or 'I did' instead of 'I done') I use commas for fronted adverbials I use inverted commas for speech and include a comma after the reporting clause (eg The conductor shouted, "Sit down!") I can maintain tense throughout my writing 	<ul style="list-style-type: none"> I use and punctuate the plural 's' and possessive 's' correctly (eg. The girls were playing football. The girls' football boots. The girl's football boots) I can spell identified commonly misspelt words from the Year 3 and 4 word list I use the first two or three letters in a word to check its spelling in a dictionary <p>Handwriting</p> <ul style="list-style-type: none"> I can improve the legibility, consistency and quality of my handwriting I use the diagonal and horizontal strokes needed to join letters I understand which letters, when adjacent to one another, are best left unjoined and apply this to my own handwriting I can sufficiently space my lines of writing so that the ascenders and descenders do not touch
<p>Speaking and Listening</p> <ul style="list-style-type: none"> I can give structured explanations I can consider and evaluate different viewpoints I can perform and share my writing with increasing fluency and expression 	<p style="text-align: center;">Year 5</p> <ul style="list-style-type: none"> I can speak audibly in standard English I can use appropriate register I can build on others' ideas and opinions in discussions 	
<p>Word Recognition</p>	<p style="text-align: center;">Reading</p>	

Boreham Primary School English Curriculum: Progression of Skills

- I apply knowledge of root words, prefixes and suffixes to help me read aloud and to understand the meaning of unfamiliar words
- I read further exception words noting the unusual correspondences between spelling and sound, and where these occur in the word
- I attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words
- I can read a good number of the words on the year 5/6 word list

Comprehension

- I can maintain positive attitudes towards reading and understanding of texts and participate in discussions about books that I read independently or are read to me
- I enjoy reading a wide range of fiction and non-fiction
- I can explain why I enjoyed a book or poem and who might also enjoy it
- I evaluate the usefulness of a non-fiction book to research questions raised
- I record effective vocabulary from reading to use in my own writing
- I can make inferences by reading between and beyond the lines and draw inferences from different parts of a text
- I can justify inferences with evidence from the text such as character's feelings, thoughts and motives from their actions at different points in the text
- I can make predictions from evidence found and implied
- I summarise the main ideas drawn from a text as well as key information from different parts of a text that support the main ideas
- I actively seek the meaning of any words or language not understood with increasing independence
- I use a dictionary, questioning or discussion to check or find the meaning of new words with increasing independence
- I ask questions to deepen and improve my understanding of a text further
- I re-read to ensure I understand a text
- I know that the context in which a book is written can affect a text. For example, a classic text reflects how an audience of that time will react
- I understand that the writer moves events forward through a balance of dialogue, action and description
- I can explain how dialogue is used to develop character
- I understand and can find examples of language that writers use for precise effect; this may include precise nouns, precisely chosen adjectives, well developed noun phrases, similes, metaphors and personification
- I understand that a writer uses different sentence structures and techniques to create effects
- I use strategies to explore the meaning of figurative language
- I can explore the structures and techniques used. For example short sentences, rhetorical questions and ellipsis
- I know that there is a range of narrative genres and can name them which includes classic and traditional stories, myths and legends, poems and play scripts and know that they are structured in different ways
- I compare and evaluate the effectiveness of different versions of texts
- I explain how books written in different contexts can have similar themes and can compare them
- I give a personal point of view about a text and give reasons for my viewpoint using evidence from the text
- I listen to other's opinions and question other's ideas about a text

Boreham Primary School English Curriculum: Progression of Skills

- I know that non-fiction texts are structured to guide the reader to information and can explain how the structure helps guide the reader to specific information
- I can retrieve and record information from non-fiction
- I explore how events are viewed from another perspective
- I understand that narratives can be written from different points of view - narrator, character
- I explain the writer's viewpoint with evidence from the text
- I use skimming and scanning to find the information I need
- I can make organised notes on the information I need and present my findings
- I find examples of fact and opinion in texts and explain why one is fact and the other is opinion
- I use point, evidence and explanation (PEE) to respond to questions about texts
- I can sequence events in model texts
- I can analyse the features of different text types with increasing awareness of why they have been used to create specific effects
- I can record examples of effective techniques and structures from reading to use in my writing

Year 5		
Writing		
Composition	Vocabulary, Grammar and Punctuation	Handwriting and Spelling
<ul style="list-style-type: none"> • I can write for a range of purposes and audiences • I can plan my writing independently • I make vocabulary choices that are effective and appropriate for a range of audiences and purposes including to inform, entertain and persuade • I organise my writing into paragraphs to show different information or events (TIP TOP - Time, Place, Topic, Person Speaking) • I link ideas within and across paragraphs (using adverbs and adverbials for time (when), place (where), how (as/with)) 	<ul style="list-style-type: none"> • I ensure correct and consistent use of tense through a piece of writing • I start sentences in different ways (ed, ing, double ly openers, adverbials of time eg. When the dawn broke, adverbials of place eg. In a nearby village Adverbials of manner eg. as quick as a flash • I use a thesaurus for alternative word choices • I use stylistic devices to create effects in writing (simile, metaphor, personification) • I can use a wide range of modal verbs (eg. might, should, will, must) or adverbs (perhaps, surely) to indicate degrees of possibility 	<p>Spelling</p> <ul style="list-style-type: none"> • I form verbs with prefixes (eg. dis, de, mis, over and re) • I can spell more complex words with silent letters (knight, psalm, solemn) • I can convert nouns and adjectives into verbs by using suffixes such as: ate, ise, ify • I can use homophones correctly in the right context (alliar/alter, serial/cereal, draft/draught, desert/dessert,

Boreham Primary School English Curriculum: Progression of Skills

<ul style="list-style-type: none"> • I can write effective settings that create atmosphere and indicate a change and character descriptions with awareness of the reader • I develop characters through action, description and dialogue (develop narration to include description of action through well-chosen adjectives, verbs and adverbs to advance the action) • I add well-chosen detail to interest the reader by using more exciting expanded noun phrases • I can manipulate models from my reading and integrate them effectively into my writing • I can continue to use organisational and presentational devices to structure a text (eg. headings and bullet points, underlining) • I manage shifts in time and place and effectively guide the reader through my writing • I can suggest changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning • I proof read and edit my work for spelling, punctuation and grammatical errors • I can evaluate my writing through self-assessment and by assessing my writing with my peers 	<ul style="list-style-type: none"> • I use relative clauses beginning with a relative pronoun (who, which, where, when, whose, that) • I use the perfect form of verbs to mark relationships of time and cause (eg she has gone on holiday) • I use commas for clauses to clarify meaning or avoid ambiguity • I use colons to introduce a list • I use inverted commas and other punctuation to accurately indicate direct speech • I use brackets, dashes or commas to indicate parenthesis • I can choose words for deliberate effect and use them thoughtfully and with precision 	<p>stationary/stationery. principle/principal)</p> <ul style="list-style-type: none"> • I can spell identified commonly misspelt words from the Year 5 and 6 word list • I use the first three or four letters in a word to check its spelling in a dictionary <p>Handwriting</p> <ul style="list-style-type: none"> • I consistently use joined handwriting, sustain legibility and effectively space lines of writing so that ascenders and descenders do not touch
Year 6		
<p>Speaking and Listening</p> <ul style="list-style-type: none"> • I can use questions to build knowledge • I can use spoken language to speculate, hypothesise and explore • I can perform and share my writing fluently and with a range of expression 	<ul style="list-style-type: none"> I can articulate arguments and opinions I can use appropriate register and language I build on others ideas and opinions in discussion 	
<p>Word Recognition</p> <ul style="list-style-type: none"> • I apply knowledge of root words, prefixes and suffixes to help me read aloud and to understand the meaning of unfamiliar words • I read further exception words noting the unusual correspondences between spelling and sound, and where these occur in the word • I attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words • I can read the vast majority of the words on the year 5/6 word list 	Reading	

Boreham Primary School English Curriculum: Progression of Skills

Comprehension

- I can maintain positive attitudes towards reading and understanding of texts and participate in discussions about books that I read independently or that are read to me
- I enjoy reading a wide range of narrative genres including: classic and traditional stories, flashbacks, poems, playscripts and non-fiction texts
- I ask questions to improve and deepen my understanding of a wide variety of texts further
- I re-read to deepen my understanding of a text
- I question others' ideas about a text
- I actively seek the meaning of any words or language not understood with increasing independence
- I use a dictionary, questioning or discussion to check or find the meaning of new words with increasing independence
- I can explain how the style and vocabulary are linked to the purpose of the text, using evidence
- I evaluate the usefulness of different non-fiction texts by comparing how different writers present the same information
- I can explain the characteristics of a writer's style using evidence from a text
- I can explain how the word and language choices support the writer's purpose using evidence
- I can comment on the effectiveness of the writer's use of language structures and techniques
- I know that non-fiction texts may include a creative, fictional element
- I can retrieve and record information from non-fiction
- I can explain how the choices a writer has made about the structure of a text support its purpose
- I can make predictions using knowledge of the conventions of different genres and text types
- I understand that non-fiction text types may present the same information with different viewpoints
- I can explain the different layers of meaning in a text and how they contribute to the reader's overall understanding of characters and themes
- I make predictions from information found and implied
- I summarise the main ideas drawn from a text as well as information from different parts of a text in sentences and identify key details that support the main ideas
- I use strategies to explore the meaning of figurative language and other words in context
- I can explain how the techniques used create feelings, atmosphere, mood or messages
- I know that the context in which a book was written can affect a text. For example, a classic text reflects how an audience of that time will react
- I can explain how the context of a text reflects the reaction of the audience it was written for
- I identify themes in books that have different cultural, historical or social contexts
- I compare and contrast themes in a range of books, using evidence from a range of texts
- I make connections between texts which may not initially seem similar and can explain why there are connections using evidence from texts
- I can explain the similarities and differences between different versions of texts
- I can give a personal point of view about a text and explain this using evidence from the text
- I understand that the writer may have a viewpoint and can explain the writer's point of view using evidence from the text
- I can explain the effect of the author's point of view on the reader

Boreham Primary School English Curriculum: Progression of Skills

- I identify and explain implied points of view using evidence from the text
- I understand that a narrative can be told from different points of view - narrator, character
- I can explore how events are viewed from another perspective
- I understand the difference between fact and opinion and find examples in texts
- I use point, evidence and explanation (PEE) to respond to questions about texts
- I can sequence events in model texts
- I can analyse the features of different text types with increasing awareness of why they have been used to create specific effects
- I record examples of techniques and structures from reading to use in my own writing

Year 6		
Writing		
Composition	Vocabulary, Grammar and Punctuation	Handwriting and Spelling
<ul style="list-style-type: none"> • I can write for a range of purposes and audiences • I can plan my writing independently • I use paragraphs correctly so that each one has a clear topic and has a signal of change in time, place or event (TIP TOP) • I adapt the grammar and vocabulary used in my writing to suit the audience and purpose (choose the appropriate register, structure, layout) 	<ul style="list-style-type: none"> • I can use the correct tense throughout a piece of writing • I use imaginative vocabulary choices precisely and appropriately to create impact and enhance meaning • I use pronouns and synonyms to build cohesion and avoid repetition in my writing • I use modal verbs appropriately to suggest degrees of possibility • I add precision, detail and qualification using prepositional phrases and adverbs • I use a range of cohesive devices including adverbials within and across sentences and paragraphs (pronouns, fronted adverbials, conjunctions, similes, -ing, -ed, double -ly adverb openers, repetition) 	<p>Spelling</p> <ul style="list-style-type: none"> • I use and apply a range of spelling strategies eg. mnemonics, highlight words within words, common letter strings/patterns • I ensure I use the correct homophone • I spell most words with silent letters • I change verbs into nouns by adding suffixes (eg. tion, sion, ment)

Boreham Primary School English Curriculum: Progression of Skills

<ul style="list-style-type: none"> • I create atmosphere and describe settings effectively by using antonyms and synonyms to enhance description • I use a thesaurus to develop word understanding and build a bank of antonyms and synonyms • I describe and integrate dialogue to convey character and advance the action • I add detail to my writing by using expanded noun phrases to add precision, detail and qualification • I can manipulate models from my reading and integrate them effectively into my writing • I can use further organisational and presentational devices to structure a text and guide the reader (eg. headings, sub-headings, columns, bullet points and underlining) • I proof read and edit my work to check for spelling, punctuation and grammatical errors to ensure a high level of accuracy • My published work shows evaluative and reflective thinking which is evidenced by thoughtful and effective changes made to create effects and impact the reader • I effectively draft my work so that I enhance the meaning and adapt my grammar choices for effect 	<p>of key words for effect, prepositional phrases, tenses are secure, ellipses in narratives)</p> <ul style="list-style-type: none"> • I ensure I use correct subject verb agreement in singular and plural • I use a wide range of clause structures, sometimes varying their position within the sentence • I use structures typical of formal speech including the subjunctive (eg. If I were, Were they to come, he is your friend isn't he?) • I use the passive voice to present information with a different emphasis (eg. I broke the window of the greenhouse. The window of the greenhouse was broken by me) • I can use commas to correctly mark phrases and clauses for clarity • I make correct use of the full range of punctuation expected at KS2 including: full stops, commas, question marks, exclamation marks, inverted commas, brackets, colons to start lists, apostrophes for contraction/possession • I can use punctuation for parenthesis including brackets, dashes and commas • I can punctuate bullet points to list information • I can use hyphenated words • I use colons and semi-colons to link clauses • I can use semicolons to separate items in a list • I can distinguish between the language of speech and narration and choose the appropriate structure • I can exercise an assured and conscious control over levels of formality particularly through manipulating grammar and vocabulary to achieve this 	<ul style="list-style-type: none"> • I make sure I can spell the vast majority of words that appear in the Year 5 and 6 word list • I use the first three or four letters in a word to check its spelling in a dictionary • I use a dictionary to check the meaning of new vocabulary <p>Handwriting</p> <ul style="list-style-type: none"> • I consistently use joined handwriting at speed, sustain legibility and effectively space lines of writing so that ascenders and descenders do not touch
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Year EYFS Genre Map

Autumn 1 TOPIC: OUR WONDERFUL WORLD	
Fiction <i>Texts focusing on families, eg:</i> <i>Gingerbread Man</i> <i>Goldilocks and the Three Bears</i> <i>3 Little Pigs</i> <i>Billy Goats Gruff</i> <i>Little Red Hen (harvest)</i> <i>Sally and the Apple</i>	Non-fiction <i>Domestic pets</i> <i>Keeping fit and healthy</i> <i>Re-cycling- looking after our environment</i>
Traditional rhymes and songs Focus -emergent writing with variety of media/resources/continuous provision inside and outside the classroom -developing fine and gross motor skills to develop finger strength -phonics- single phonemes/segmenting and blending orally -speaking and listening/conversation rules -retelling familiar stories/sequencing stories/create own stories - puppets, drama, songs, T4W actions -develop accurate pencil grip/control/accurate letter formation of taught phonemes, plus writing vc/cvc words with support -simple labels/captions/sentences with support	
Autumn 2 TOPIC: BATS AND BEDTIME	
Fiction <i>Owl Babies</i> <i>Can't you sleep little bear?</i>	Non-fiction <i>Nocturnal animals</i> <i>Light and Dark/reflective surfaces, light sources</i> <i>Festivals- Christmas, Christenings, weddings, Diwali</i>
Focus- - phonics-digraphs/common exception words -write cvc words with support -speaking and listening; retelling familiar stories-T4W-orally sequencing stories -simple sentences with support -recording simple information/labels/captions with support	

<p><u>Spring 1: WHERE DOES SOUND COME FROM?</u></p> <p><u>Fiction</u></p> <p><i>Peace at Last</i> <i>Mr Big</i></p> <p><u>Focus-</u></p> <ul style="list-style-type: none"> - phonics- digraphs -simple sentences/ news recount -zig zag books-T4W -children's alternative versions -descriptive labels/captions/sentences 	<p><u>Non-fiction</u></p> <p><i>Ear defenders/noise pollution</i> <i>Hearing/anatomy of the ear</i> <i>Hearing loss/hearing aids</i> <i>Musical instruments</i></p>
<p><u>Spring 2: WHO LIVES IN NURSERY RHYME LAND?</u></p> <p><u>Fiction</u></p> <p><i>Nursery Rhymes</i> <i>Owl and the Pussycat</i> <i>Humpty Dumpty</i> <i>Little Lumpty</i></p> <p><u>Focus-</u></p> <ul style="list-style-type: none"> -phonics- digraphs/trigraphs/common exception words -poetry reciting/T4W -imitation and children's alternative versions -simple descriptive sentences 	<p><u>Non-fiction</u></p> <p><i>Easter</i> <i>Springtime</i></p>

Summer 1: WHAT HAPPENS DOWN WHERE THE MINIBEASTS ROAM?	
<u>Fiction</u> <i>The Very Hungry Caterpillar</i> <i>The Very Busy Spider</i> <i>The Bad tempered Ladybird</i>	<u>Non-fiction</u> <i>Minibeasts</i> <i>Seeds, plants, flowers/ gardening</i> <i>Van Gogh - sunflowers</i>
Focus- -author focus -independent sentences/zig zag books -mini stories T4W -children's alternative versions -labelling -instructions	
Summer 2: WHAT CAN YOU SEE UNDER THE SEA?	
<u>Fiction</u> <i>Sharing a Shell</i> <i>Rainbow Fish</i> <i>Smiley Shark</i> <i>Lighthouse Keeper's Lunch</i>	<u>Non-fiction</u> <i>Sea creatures</i> <i>Holidays past and present- beach huts/changing huts</i> <i>Ice creams</i> <i>Features of the seaside</i> <i>Matisse</i> <i>Grace Darling</i>
Focus- -phonics- trigraphs/common exception words -independent sentences -labelling - T4W -children's alternative versions -simple stories-intro to time connectives -numbered instructions	

Year 1 Genre Map

Autumn 1- Toy story	
Fiction: Kipper's Toy Box Genre: Losing Story GPS focus: Leave spaces between words	Non-fiction: Toy Car Genre: Instructions GPS focus: Capital letter and full stops
Autumn 2- Celebrations	
Fiction: The snowman Genre: <u>Adventure story</u> GPS focus: Capital letters for people and exclamation marks	Non-fiction: Fireworks Genre: <u>Poems using the senses. Poems on a theme</u> GPS focus: pronoun I
Spring 1 - Superheroes	
Fiction: Superworm Genre: Short Burst Writing: Description GPS focus: Using 'and' to join sentences together	Non-fiction: Genre: GPS focus:
Spring 2- Crazy Creatures	
Fiction: The Mixed Up Chameleon Genre: <u>Wishing Tale</u> Short Burst Writing Character GPS focus: Pronoun 'I'	Non-fiction: Creatures Genre: <u>Non-Chronological Report</u> GPS focus: Form singular and plural nouns
Summer 1- Farm to fork	
Fiction: Jack and The Beanstalk Genre: <u>Traditional fairy tales</u> GPS focus: prefixes and suffixes	Non-fiction: Toy Car Genre: <u>Instructions</u> Instructions on how to make a toy car GPS focus: Form and use compound nouns
Summer 2- Pirates	
Fiction: Jack and the Beanstalk Genre: <u>Traditional and fairy tales</u> GPS Focus: Recap on everything used throughout the year (capital letters, full stops and finger spaces are ongoing).	Non-Fiction: Genre: <u>Writing a Recount</u> Menus, Invitations GPS Focus: Recap on everything used throughout the year (capital letters, full stops and finger spaces are ongoing).

Year 2 Genre Map

Autumn 1 – STREET DETECTIVES		
Fiction: Funnybones Genre: Nice story to begin with Short Burst Writing: How to catch a skeleton SPAG: Adjectives, expanded noun phrases	Focus: Punctuation	Non-fiction: Plan a route Genre: Instructions SPAG: Statements, questions, exclamations and commands.
Autumn 2 – KNIGHTS, KINGS AND CASTLES		
Fiction: George and the Dragon Genre: Quest Tale Short Burst Writing: Letter to Santa SPAG: Adverbs, commas in a list		Non-fiction: Diary of a King, Queen, Knight, Dragon Genre: Diaries/Recounts Non-Chronological Report SPAG: Apostrophes for possession, past tense
Spring 1 – THE GREAT FIRE OF LONDON		
Poetry: London's Burning Genre: Fire poems Short Burst Writing: Description, SPAG: Suffixes and plural spellings		Non-fiction: The Great Fire of London SPAG: Conjunctions, Past and present tense. Genre: News Reports/Recount (READ, WRITE, PERFORM) Focus: Conjunctions,
Spring 2 – MUCK, MESS AND MIXTURES		
Fiction: Rumpelstiltskin Genre: Warning Tale Short Burst Writing: Descriptions of Monster SPAG: Contractions, expanded noun phrases	Focus: Paragraphs	Non-fiction: The Bedroom Tidying Machine Genre: Explanation Texts SPAG: Adverbs, Time adverbials, imperatives.
Summer 1 – SAFARI		
Fiction: The Enormous Crocodile Genre: Beat the Baddie story Short Burst Writing: Settings description SPAG: Different types of sentences, suffixes	Focus: Paragraphs	Non-fiction: Information Text/holiday brochure Genre: Persuasive writing SPAG: Apostrophes for possession, present tense
Summer 2 – IT'S A KIND OF MAGIC		
Fiction: The Magic Finger Genre: Change Story Short Burst Writing: Invitation to Hogwarts SPAG: Conjunctions, expanded noun phrases.	Focus: Speech	Non-fiction: Magic Spells Genre: Instructions SPAG: Time adverbials, commas in a list, past tense. Poetry: Nonsense Poems

Year 3 Genre Map

Autumn 1 – Stone Age - The Stone Age Boy	
Fiction Genre – Adventure Story- The Stone Age Boy GPS focus: recognise and explain conjunctions, pronouns	Non-fiction Genre: Instructions - How to be a good friend GPS focus: Adverbs to express time, prepositions
Autumn 2 – Stone Age – Stig of the dump	
Fiction Genre: Structured Rhyming poems – The Sound Collector GPS focus: verses, rhyming couplets	Non-fiction Genre: Non Chronological Report- Stone Age GPS focus: Headings, conjunctions.
Spring 1 – Volcanoes and earthquakes	
Fiction Genre: Story from another culture GPS focus: Simple and compound sentences, speech	Non-fiction Genre: Newspaper report – Volcanoes or earthquakes GPS focus: Adverbs
Spring 2 – Iron Man	
Fiction – Iron Man Genre: Adventure Story	Non-fiction Genre: Explanation text- How plants grow GPS Focus: Prepositions of time
Summer 1 – Ancient Greeks	
Fiction: Genre: Greek Myth GPS Focus: Speech, Main clause, Sentence types	Non - Fiction Genre: Diary entry- Day in the life of an Ancient Greek civilian. GPS Focus:
Summer 2 – Ancient Greeks	
Non-fiction Genre: Postcards (Read, Write and Perform) GPS:	Non-fiction Genre: Explanation Text GPS focus: Personal pronouns, has/have before verb

Year 4 Genre Map

Autumn 1 Romans	
Fiction : <i>Romans on the Rampage</i> Genre : Adventure Story. Short Burst Writing : https://www.literacyshed.com/adventures-are-the-pits.html GPS Focus : <i>Speech Punctuation, Sentence Starters, Sentence Types</i>	Non-fiction : Roman way of life Genre : Non-chronological report GPS Focus : Apostrophes to show possession
Autumn 2 The Romans	
Fiction : <i>Romulus and Remus</i> Genre : <i>Myths and Legends</i> Short Burst Writing : Literacy Shed tiny dragon GPS Focus : <i>Fronted adverbials, conjunctions.</i>	Poetry : Selection of Michael Rosen Poems Genre : Performance Poetry GPS Focus : Similes, Metaphors, Alliteration
Spring 1 (Pole to Pole)	
Non-fiction : <i>Diary entry about a polar exploration (Robert Falcon Scott) / Ernie Shackleton</i> Genre : <i>Diary entry.</i> Short Burst Writing : https://www.literacyshed.com/23-degrees-5-minutes.html . https://www.literacyshed.com/arctic-circle.html GPS Focus : <i>Verb forms, expanded noun phrases, paragraphs</i>	Non-fiction : <i>Newspaper report about a polar exploration.</i> Genre : <i>Newspaper report.</i> GPS Focus : Adverbials, commas for subordinate clauses
Spring 2 Chocolate	
Fiction : <i>Charlie and the Chocolate Factory.</i> Genre : <i>Stories in different settings</i> Short Burst Writing : https://www.literacyshed.com/adventures-are-the-pits.html GPS Focus : <i>Speech Punctuation, Exclamation Marks, Sentence Types</i>	Non-fiction : How to make chocolate cakes Genre : Instructions GPS Focus : Identify determiners
Summer 1 Saxons and Normans	
Fiction : Legend of Thor Genre : Fantasy story Short Burst Writing : https://www.literacyshed.com/onceinalifetime.html GPS Focus :	Non Fiction : Vikings Explanation Genre : Explanation Text – Viking Longship Short Burst Writing : GPS Focus : Description
Summer 2 Saxons and Normans	
Fiction : 1066 – I was there Genre : Stories in unfamiliar settings (recount) Short Burst Writing : https://www.literacyshed.com/onceinalifetime.html GPS Focus : Description	Non-fiction : Discussion / Persuasive argument / Class Debate Genre : Discussion and Debate (Was William right to invade?) GPS Focus : Vocabulary

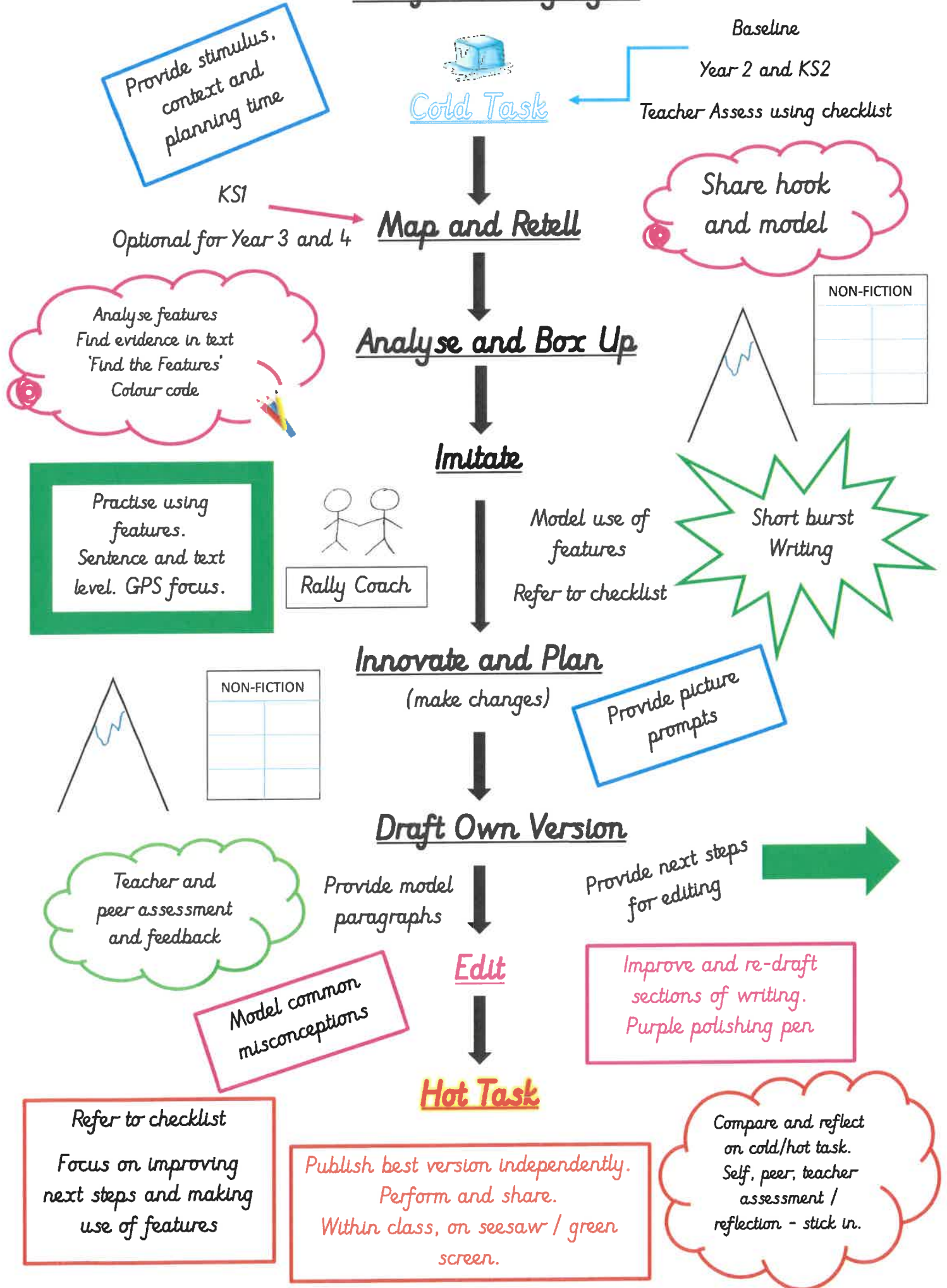
Year 5 Genre Map

Autumn 1 – Egyptians	
Fiction Genre: Portal story Short burst writing: write story with speech improvements GPS Focus: Speech, fronted adverbials, pronouns, description History cross curricular: portal story using an Egyptian jewel/artefact	Non-fiction Genre: Explanation – The shirt making machine/children's own interest/ Egyptian focus GPS focus: parenthesis Short burst writing: Science cross curricular: explanation text about materials separating
Autumn 2 – Egyptians	
Fiction Genre: Winter wonderland poem GPS Focus: Modal adverbs, similes, personification History Cross curricular: Egyptian poem Spring 1 – Earth Matters/ Flatford Mill	Non-fiction Genre: Persuasive Text- persuade someone to go to Egypt GPS: hyphenated words, relative clauses, colon for a list, Geography cross curricular: persuasive leaflet to visit Egypt
Fiction Genre: Suspense Story Short Burst Writing: a day in the life of.... (children's own experiences) GPS Focus: informal language, contractions, modal verbs, short sentences, ellipses Spring 2 – Earth Matters/ Flatford Mill	Non-fiction: Planet Earth Animal Documentary (<i>Read, Write, Perform</i>). Genre: Explanation / Documentary GPS focus:
Fiction Genre – Author study (JK Rowling) GPS focus: Modal verbs, semi-colons, colons, dashes Short burst writing: Summer 1 – Space - Aquila	Non-fiction Genre: Recount/diary - Flatford Mill GPS Focus: dashes, brackets, commas for parenthesis Science Cross curricular: diary entry/recount of being an animal (life cycle)
Fiction Genre – Modern Fiction Suspense story – Alien Landing by Pie Corbett / Science Fiction <i>Read, Write Perform</i> Short Burst Writing: Suspenseful opening to waking up in a strange place GPS focus: extended expanded noun phrases. Summer 2 – Space -	Non-fiction Genre: Persuasive formal letter - Tim Peake write to class / class write to Tim Peake to persuade him they can become an astronaut GPS focus: formal language Short Burst Writing:
Fiction Genre: Structured Poetry - Observational space, fireworks, sky at night GPS focus: figurative language, personification	Non-fiction Genre: Persuasive formal letter - Tim Peake write to class / class write to Tim Peake to persuade him they can become an astronaut GPS focus: formal language

Year 6 Genre Map

Autumn 1 World War 2	
Non-fiction Genre - Biography CT: Write about the life of a famous person you know / Focus Work: <i>Anne Frank (model)</i> / HT: Autobiography – My Life So Far... History Cross Curricular: Anne Frank Diary Entries Short burst writing: <i>Anne Frank - adverbial of time sentence starters</i> GPS focus: Adverbs, brackets, dashes, commas (parenthesis)	Fiction Genre – Stories with issues or dilemmas CT: Roads End (model) / Focus work: Rose Blanche picture book (model) / HT: Write a story based on a child living during WW2 with a dilemma of your own Short burst writing: Conversation between Rose and the children at the concentration camp History Cross Curricular: Letter from perspective of Rose Blanche GPS focus: Word Classes, Types of clause, hyphens, ellipsis, fronted adverbials
Autumn 2 World War 2	
Non-fiction Genre: Stand alone Recount – Trip to Royal Albert Hall for Barnardos Concert / A day in the life of William Beech (an evacuee) RE Cross Curricular: Recount GPS focus: Adverbials, punctuation brackets, dashes, commas, colons, semi-colons	Fiction Genre – Narrative techniques – Portal Story Doors Talk for Writing Unit CT: Write a portal story (memories) / Focus work: Portal Story Model, Doors Talk for Writing Unit / HT: Portal story of their own Short burst writing: Character description / Portal new setting description (based on WWII The Piano scenes) GPS focus: Word classes, type of clause, hyphens
Spring 1 Healthy Body, Healthy Mind	
Non-fiction Genre: Persuasive Travel Report CT: Own holiday experience / Focus work: St Lucia (model) HT: Design an exotic island of your choice and write a persuasive travel report – create leaflets Short Burst Writing: Research and write sections of Travel To St Lucia Holiday Guide GPS focus: Modal verbs, semi-colons, colons, dashes, passive voice	Non-fiction Genre - Newspaper report CT: Excitable Edgar Causes Chaos (JL Christmas advert) / Focus Work: Storm Ciara (Model) / HT: Write about a current news issue (will require time for thorough research, type up) Short burst writing: <i>The Lighthouse</i> (Literacy Shed) Using passive voice; direct, reported speech GPS focus: Direct and reported speech, expanded noun phrases, passive voice
Spring 2 Healthy Body, Healthy Mind	
Non-Fiction Author Study – Katherine Rundell – The Explorer Genre: Stand alone Explanation - How To Survive In The Rainforest Science/PSHE Cross Curricular: How To Stay Healthy (based on Crucial Crew) GPS focus: Adverbials, relative clauses, brackets, dashes, passive voice, semi-colons, colons, modal verbs	Fiction Genre: Narrative – Adventure Story CT: Setting description waking up on a desert island / Focus work: Kensuke's Kingdom Michael Morpurgo / HT: Adventure story based on waking up on a desert island Short Burst Writing: Informal letter – lost at sea GPS focus: Adverbials, relative clauses, brackets, dashes, dialogue, semi-colons, colons, modal verbs
Summer 1 1960s/ Flower Power	
Grammar Focus: Revision of all areas Word classes Tenses etc.	Non-Fiction Genre: Persuasive argument CT: Write a persuasive argument about looking after our environment / Focus Work: Sports Manager's Read, Write, Perform pack / HT: Write a persuasive argument on a topic of your choice – mobile phones, uniform, smoking etc. Short Burst Writing: Formal Letter to Mr Bowyer / Local MP / Sport's Manager GPS focus: Subordinating and coordinating conjunctions, subordinating clauses, modal verbs.
Summer 2 1960/ Flower Power	
Fiction Genre: Classic poetry – <i>The Jabberwocky</i> CT: Write a poem about your favourite creature / Focus work: The Jabberwocky / HT: Create dragon / mystical creature of your own and write a poem about them Short Burst: Dragon Description of appearance/character and setting description of its habitat GPS focus: Headings, sub-headings, bullet points, numbered points. Objectives covered earlier in the year.	Non-fiction Genre: Stand alone recount – Our week at Mersea GPS focus: Headings, sub-headings, bullet points, numbered points. Speaking & Listening: Year 6 Production / Assembly / Church Service

Talk for Writing Cycle



English Assessment Grid

EYFS Writing Assessment								
Name:								
Emerging 40-60 months	Gives meaning to marks they make as they draw write and paint (Can be a picture, or marks which the children have drawn/ written- and they can give meaning and explain the marks made)							
	Begins to break the flow of speech into words (child verbalises sentences/ captions/ phrases before writing)							
	Continues a rhyming string							
	Hears and says initial sounds in words (children can write words using initial sounds)							
	Can segment sounds in simple words and blend them together (verbally and written)							
	Links sounds to letters - naming and sounding letters of the alphabet							
	Uses some clearly identifiable letters to communicate meaning representing some sounds correctly and in sequence							
	Writes own name Writes captions and labels							
Early Learning Goal Expected	Attempts to write short sentences in meaningful contexts.							
	Use phonic knowledge to write words in way that match their spoken sounds							
	Write some irregular common words							
	Write simple sentences that can be read by themselves and others							
	Some words are spelt correctly others are phonetically plausible							
	Some use of finger spaces							
	Letters formed in a cursive font (un-joined)							
Greater Depth Exceeding	Children can spell phonetically regular words of more than 1 syllable							
	Some use of capital letters							
	Some use of full							
	Finger spaces							
	Spell many irregular HFW (Tricky words - Phase 2,3 - Y1 CEW) Use key features of narrative in their own writing (once upon a time, the end, they lived happily ever after) Writing may have a clear beginning, middle and end Letters formed in a cursive and consistent font (un-joined)							

English Assessment Grid

Year 1 Writing Assessment

English Assessment Grid

[illegible]

English Assessment Grid

Year 2 – End of Key Stage 1 Statutory Assessment									
Name:									
The pupil can write a narrative about their own and others' experiences (real and fictional), after discussion with the teacher:									
Working toward the expected standard	Demarcate some sentences with capital letters and full stops								
	Segmenting into spoken words and representing using some correct graphemes								
	Spell some common exception words								
	Forming lower case in the correct direction								
	Forming lower case in the correct size relative to other letters								
	Using space between words								
	Capital letters and full-stops								
Working at the Expected Standard	Demarcating most sentences with:								
	And some use of								
	Using sentences with different forms in their writing:								
	Question marks								
	Exclamation marks								
	Statements								
	Questions								
	Exclamations								
	Commands								
	Using some expanded noun phrases to describe and specify								
	Using present and past tense mostly correctly and consistently								
	Using co-ordination (or / and / but)								
	Using some sub-ordination (when / if / that / because)								
	Segmenting words into phonemes and representing these by graphemes, spelling many correctly								
	Spelling many common exception words								
	Spelling some words with contracted forms								
	Adding suffixes to spell some words correctly in their writing, e.g. -ment, -ness, -ful, -less, -ly								
	Using the diagonal and horizontal strokes needed to join letters in some of their writing								
	Writing capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters								
	Using spacing between words that reflects the size of the letters								
Working at Greater Depth	Commas to separate items in a list								
	Apostrophes to mark singular possession in nouns								
	Using the full range of punctuation taught as ks1 mostly correctly including:								
	Spelling most common exception words								
	Some contracted forms								
	Adding suffixes to spell most words correctly in their writing, e.g. -ment, -ness, -ful, -less, -ly								
	Using the diagonal and horizontal strokes needed to join letters in most of their writing								

English Assessment Grid

Year 6- End of Key Stage 2 Statutory Assessment

Year 6- End of Key Stage 2 Statutory Assessment									
Name:									
Working towards the expected standard	The pupil can write for a range of purposes and audiences (including writing a short story)								
	Uses paragraphs to organise ideas								
	Describing setting and characters								
	Using some cohesive devices within and across sentences and paragraphs								
	Using different verb forms mostly accurately								
	Using co-ordinating and subordinating conjunctions								
	Using mostly correctly	Capital letters							
		Full stops							
		Question marks							
		Exclamation marks							
Commas for lists									
Apostrophes for contraction/possession									
Spelling most words correctly (year 3 and 4)									
Spelling some words correctly (year 5 and 6)									
Producing legible, joined handwriting									
Creating atmosphere, and integrating dialogue to convey character and advance the action									
Selecting vocabulary and grammatical structures that reflect the level of formality required mostly correctly									
Working at the expected standard	Using a range of cohesive devices, including adverbials, within and across sentences and paragraphs								
	Using passive and modal verbs mostly appropriately								
	Using a wide range of clause structures, sometimes varying their position within the sentence								
	Using adverbs, preposition phrases and expanded noun phrases effectively to add detail, qualification and precision								
	Using mostly correctly	inverted commas							
		commas for clarity							
	punctuation for parentheses								
	Making some correct use of	semi-colons							
		Dashes							
		Colons							
hyphens									
Spelling most words correctly (year 5 and 6)									
Maintaining legibility, fluency and speed in handwriting through choosing whether or not to join specific letters									
Creating atmosphere, and integrating dialogue to convey character and advance the action									
Selecting vocabulary and grammatical structures that reflect the level of formality required mostly correctly									
Using a range of cohesive devices, including adverbials, within and across sentences and paragraphs									
Using passive and modal verbs mostly appropriately									
colons to mark the boundary between independent clauses									
Working greater depth									