



## **Roman Road Primary School Policy for English**

**Date: May 2022**

**Review Date: May 2024**

**Led by: Sam Stone, Ann Wood, Ashe Clark**

# Introduction

Roman Road Primary School is a multicultural community, which respects and celebrates the diversity of languages and cultures of all its members. We aim to raise standards in English and to promote the personal development of every child, by providing them with an equal opportunity to develop their skills in speaking, listening, reading for pleasure and writing across the curriculum.

We recognise that each child needs good literacy skills in order to access the curriculum and to enable them to communicate effectively and think critically.

Our curriculum is differentiated to ensure that all children can access the curriculum and make appropriate progress in their learning.

# Aims

We aim to ensure that all pupils, from Foundation through to Year 6, have a full range of opportunities to develop their language and English skills within the curriculum.

This involves giving children opportunities to experience a rich language environment to develop their skills in expressing themselves, and to speak and listen in a range of situations.

Our aims in teaching English at Roman Road Primary School are that all children will:

- Develop a positive and confident attitude towards learning in English □ Speak, read and write with confidence, fluency and understanding, □ Have an interest in books and read for pleasure.
- Have an interest in words and their meanings and develop a growing vocabulary in spoken and written forms.
- Use their power of imagination, inventiveness and critical awareness at every opportunity.
- Learn to work collaboratively and independently
- Acquire a wide vocabulary and an understanding of grammar and linguistic conventions for reading, writing and spoken language
- Appreciate our rich and varied literary heritage
- Write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- Review their own learning using skills and information to manage their own language and literacy development
- Ensure all staff and children are using English as the language of learning □ Have a growing understanding of themselves as authors.
- Learn to value the cultural and linguistic diversity of individuals in the school.

# Teaching and Learning.

We believe that children learn best when:

- Learning activities are well planned, ensuring progress in the short, medium and long term

- Activities enthuse, engage and motivate them, fostering their curiosity and enthusiasm
- Assessment informs teaching so that there is provision for support, repetition and extension of learning for each child, at each level of attainment
- There are strong links between home and school, and the importance of parental involvement in their children's learning is recognised, valued and developed

## Planning and Organisation

- Teaching daily discrete phonics sessions in EYFS and KS1;
- Teaching spelling and handwriting in line with the National curriculum
- Teaching reading daily
- Teaching writing and applying grammar skills through shared, guided, modelled writing and interactive starters;
- Using AfL and adapting plans and provision using a range of teaching and learning strategies;
- The National Curriculum 2014 forms the basis of teaching and learning in KS1 and KS2.
- Long-term overviews for each year group are used as a basis for planning units of work. They cover the full range of writing purposes and genres outlined by the National Curriculum.
- The length of a writing unit is three weeks. It is based around a high quality book based text.
- Teachers provide a balance and variety of activities
- Teachers use a range of teaching strategies to engage and motivate the children including: Whole class; One-to-one; Ability and friendship groups; Setting; Paired work; In-class support and withdrawal support.
- Clear objectives are set for each session and the success criteria are shared with pupils.
- Structured lessons are planned to take into account the different stages of development for all pupils
- Teachers differentiate according to the needs of the pupils
- Data driven intervention programmes are used for targeted support.
- ICT is used where it enhances, extends and complements English teaching and learning.
- Additional adults are used to support the teaching of English. They work under the guidance of the teacher with small groups of children or individuals.
- English is taught every day for one hour to develop speaking, listening and writing.
- Guided reading is taught daily in KS2 using Pearsons Guided Reading Scheme.
- RWI is taught daily in the Foundation Stage and KS1.
- Topics offer children the opportunity to contextualise and apply literacy skills for a wide range of purposes and links are made where appropriate across the curriculum.
- Where there are barriers to this attainment we identify and provide the early intervention strategies needed to support individuals.

# Learning Environment

There will be evidence in the learning environment of:

- Vocabulary banks displayed to support children's learning
- Children being engaged through a wide range of activities and media
- Easily accessible reference material such as ipads, word mats, dictionaries and thesauruses
- English cross-curricular work
- Opportunities for children to explore language through speaking, listening and drama activities
- Children being encouraged to discuss their work in partner and group situations.
- Reading and writing skills being modelled
- All class will have an attractive book corner

# Spoken Language

The National Curriculum states that pupils should be 'taught to speak clearly and convey ideas confidently in Standard English'. We aim for our children to speak with clarity, confidence and expression, and to take account of their audience, purpose and differing situations.

We aim for our children to:

- Justify ideas and opinions with reasons
- Ask questions to check understanding
- Evaluate and build on the ideas of others
- Explore ideas through paired, group and class discussion.
- Select the appropriate register for effective communication
- Speculate, hypothesise and explore ideas
- Listen attentively to others and to take turns
- Talk and listen in formal and informal settings
- Use role-play and drama activities to explore situations e.g. hot-seating
- Listen to a range of poetry and rhyme
- Share experiences, ideas or describe events/objects
- To take part in performances including class assemblies to which parents are invited

# Reading

In EYFS, reading is encouraged in a variety of ways:

- Book areas inside and outside the classroom have a variety of good quality books that are engaging and are accessible to every child.

- There are meaningful opportunities to share and enjoy a wide range of poems, rhymes, storybooks and non-fiction books. Core fiction and nonfiction books are used to plan for children's interests, needs and class topics and staff share their love of reading enthusiastically with the children.
- Reading includes the teaching of systematic, synthetic phonics. Children in our early years setting follow a structured RWI phonics programme each day for 30 minutes.
- Every child reads and is listened to by an adult at least once a week. Children read and take home decodable books, which are carefully matched to the children's phonic knowledge.
- Stories, poems, rhymes and non-fiction are chosen for reading to develop children's vocabulary, language comprehension and love of reading.
- Reading journals are sent home, which relays children's reading progress between home and school and include teachers and parents' comments.
- Involving parents in understanding the importance of early reading, and how to support their children at home through parents' workshops, newsletters, home/school reading books/journals etc.
- Providing opportunities for children to use props from familiar stories in our role-play area so children can act out their favourite stories.

## Reading in Key Stage 1

In order for children to achieve their age-expected levels we prioritise the learning and teaching of reading, including phonics and reading for pleasure, through a variety of approaches.

Most children in Year 1 and 2 take part in a daily 35 minutes teaching of systematic, synthetic Phonics lessons to help improve word reading skills and strategies to engage with texts. Our children read the Read Write Inc storybooks. Children are given decodable RWI Storybooks as well as Book Bag Books, which are matched to their phonics knowledge to take home to read, so that they can practice reading independently and to help them make faster progress in reading. The children in year 2, who have completed the phonics programme, have daily guided reading/comprehension sessions for 35minutes with their class teacher. Children are taught reading strategies in order to progress with their reading. Focus reading skills are based on teachers' assessment and the children's next steps identified after Pupils progress meeting with the reading leader.

Children are listened to read at least once a week by an adult and their books are changed according to their reading level. Children take home at least two reading books a week.

## READING in Key Stage 2

Most children in Years 3 to 6 take part in daily Guided Reading session. The weakest readers and those new to English, continue with RWI phonics programme. Year 6 focuses on reading and written comprehension strategies in order to prepare them for SATs. Most children in Years 3 to 5 follow the Bug Club Comprehension programme. The programme focuses on developing children's, vocabulary, core comprehension skills and encourages discussion around a stimulating array of new whole texts. Each week's teaching provides activities for small groups

of children to complete on a daily basis, in sessions lasting up to 30 minutes. The progression of activities across five days helps to develop children's comprehension strategies and deepen their comprehension of the week's key text. Session works as follows:

Day 1: children read whole text for fluency and accuracy and identify unfamiliar words.

Day 2: children reread text, identify unfamiliar words and clarify meaning.

Day 3: Children discuss three key questions in a group with the teacher, using varied learning strategies to comprehend the text

Day 4: children critically evaluate text read, make connections and complete tasks in their workbooks, embedding strategies learnt.

Day 5: Children complete a follow up writing activity linked to the text, again practicing key strategies, making connections and backing their opinions with evidence.

## Writing

In the EYFS the Early Learning Goals are followed

These are the activities which are provided in our provision to enable children to achieve the writing objectives:

- mark making area both indoor and outdoor with a variety of mark making tools such as pencils, felt pens, chalk, colour pencils, pens, highlighters, stamps etc. and mark making canvases such as paper, card, whiteboards etc.
- children are given lots of opportunity to freely mark make during child initiated play
- we will also have adult led writing and reading activities
- we provide magnetic letters and boards
- Through ICT - IWB, we allow our children to draw on the IWB, ipad
- we develop fine motor skills through activities such as opening and closing jars, screws, threading, painting, play-dough
- RWI
- pencil - control session where children are taught explicitly how to create shapes, marks and images on paper using pencil
- homework
- We have a core book every week throughout the year. We use our core book to plan specific lessons around writing and reading. eg: retelling the story, role-playing, describing characters, creating own ending etc
- Story time - we have story time where the class teacher reads a story at the end of the day, every day to help develop reading, vocabulary etc and therefore writing as well. The books read will be a variety of fiction and non-fiction books and we try to select books around the children's interest.
- reading books are sent home

- We hold a parent phonic session in the autumn term during which we talk and show parents how reading and writing is taught in foundation stage.
- We use ICT to look for information about the topics we are learning about, particularly during mini-beast topic
- When the children are ready, we introduce writing books - children write in exercise books and lesson are more structured as a year 1 literacy lesson.

## Writing in KS1 and KS2

The 2014 Curriculum divides writing skills into two dimensions:

- Transcription (spelling and handwriting)
- Composition (articulating ideas in speech and writing)

We recognise that both these elements are essential to success. We teach a daily, one hour English lesson in KS1 and KS2 which includes daily word and sentence level work, guided group or independent activities and whole-class sessions based on a high quality text for a three week unit of work. The first week explores the text and focusses on reading, role play and exploration of the characters. The second week focusses on oracy and discussion, The third week focusses on planning, writing and editing.

Our aims are to ensure that the children:

- Know that writing is a process over which they have control.
- Enjoy playing with language and write for pleasure.
- Explore ideas through paired, group or class discussion.
- Are exposed to high quality texts during their three week English unit of work.
- Develop the stamina and skills to write at length
- Use speaking, planning, drafting and editing as part of the writing process.
- Aspire to independent writing that is clear, imaginative and of high quality.
- Write appropriately for specific real or imaginary audiences, including narratives, explanations, descriptions, comparisons, summaries and evaluations
- Write in a variety of genres eg narrative, poetry, playscripts, instructions, biographies, discussions, explanations, diaries, recounts
- Write clearly, legibly and accurately with attention to punctuation, spelling and grammar.
  - Write sentences using a range of different structures

Teachers will:

- Provide a role model by sharing their own writing processes
- Provide opportunities for modelled and shared writing
- Provide opportunities for collaborative writing

- Support pupils with the writing process eg use of writing frames
- Teach the structure of a sentence
- Teach specific grammatical skills discretely
- Scaffold and develop children to becoming independent writers.
- Use Guided Writing to develop planning, individual writing and editing skills.
- Assess and plan for the specific needs of pupils in their class to ensure there is progression.
- Offer structured feedback both orally and using the schools AFL Policy.

## Spelling and Handwriting

Our aim is for all children to develop a wide and varied vocabulary and be able to use these words in context.

Spelling and vocabulary teaching is:

- Ongoing
- Progressive and systematic
- Making links from known words
- Developing understanding of shades of meaning
- Subject specific - accurate mathematical and scientific words
- Learning Spelling lists/key words based on spelling rules
- Using dictionaries and thesauruses
- Using high quality texts to explore vocabulary choices and the effect they have
- Vocabulary wall displaying the new and interesting words that have been explored in class

We use the Nelson Handwriting Scheme to teach handwriting for 30 minutes weekly. It is a natural cursive progression from the formation of letters taught in RWI.

## Assessment

Assessments are ongoing and are made in line with the school assessment policy

Teachers use effective assessment for learning in Writing so that pupils know what they need to do to achieve the next steps/target. This includes using a traffic light system for marking and pupils' self assessment.



Two extended pieces of writing are completed every half term and assessed using the new writing criteria. Targets are then set for the following term.

Marking is in line with the school marking and feedback policy.

Analysis of assessment data is used to set targets.

Children are informed of their own targets for learning.

Children are encouraged to review their progress through self, peer (KS 2) and teacher assessment

Progress and attainment in Reading is assessed termly.

Weekly guided reading records are kept by class teachers.

Phonics- Children in Reception and KS1 assessed half-termly and regrouped homogeneously.

We also assess reading attainment and progress with termly standardised reading tests using - National Test Style (NTS) these termly tests enables our school to track pupil progress term by term. The test feature a range of different text types - stories, poems and non-fiction and include questions covering inference, comprehension and language, structure and presentation.

## Homework and Parent Partnership

- Parents are encouraged to listen to their children read at home.
- KS1 should read for at least 10 minutes a day and KS2 must read for at least 15 minutes a day. Parents are expected to sign the daily homework diary.
- Opportunities termly for parents to discuss their children's progress with their teacher. □ Termly newsletters provide information about the English curriculum.
- Weekly spellings are set and tested. Pupils are expected to practice them at home every day.
- Homework offers opportunities for research and writing as well as practicing grammar skills.
- Each class has a class assembly once a year to which parents are invited.

## Resources

A wide range of resources is currently available in school. These include children's reference books, teachers, resources, books/notes, audio equipment and access to Active White Board, laptops, ipads, TV/internet programmes. Resources are shared between all staff. Reading books are banded and kept in classrooms.

The English Co-ordinator receives information and resources that arrive in school and distributes them accordingly. The English Co-ordinator is responsible for ensuring that resources are maintained and monitored. Resource purchasing is in accordance with normal school procedures and comes from the English budget.

We have a school library which all children visit and have an opportunity to choose another home reading book.

## Equal Opportunities, Special needs and providing for children with English as an Additional Language.

All teaching and non-teaching staff are responsible for ensuring that the pupils in their care, irrespective of race, gender, ethnicity, language group, disability, religious beliefs, social circumstances and ability, have equal access to the whole curriculum and have an equal opportunity to undertake all aspects of work in Literacy in order to maximise progress.

We aim to do this by:

- Taking the individual needs of children into account
- Using language which is appropriate to each child's ability
- Choosing books, worksheets, posters, tapes etc., which display positive images of both gender and race equality and represent the different backgrounds of our pupils avoiding stereotypes
- Choosing resources which are user friendly and easily accessible to all children
- Showing in our planning how tasks are differentiated and targeted for children of differing abilities
- Ensuring that recording and assessment is fair and gives equal value to different activities and avoids stereotypical assumptions.
- Teachers will use the EAL key to ensure EAL children can access the curriculum.

# Monitoring and evaluation

- The Senior Leadership Team and the English Coordinators for Writing and Reading monitor English.
- Priorities are identified and the SLT and English Coordinator construct an action plan that forms part of the School Development Plan.
- Monitoring will clearly identify when, who and what is to be monitored and how this will take place e.g. classroom observation, planning scrutiny, book monitoring and work sampling.
- Inset is provided throughout the year to keep in line with current developments.

Contributions by:

Writing Lead: Ann Wood

Reading Lead: Ashe Clark

Appendix 1- Reading Progression

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
--	------	--------	--------	--------	--------	--------	--------

Phonics and Decoding	<p><b>Read individual letters by saying the sounds for them</b> Blend sounds into words. <b>Read some letter groups that each represent one sound</b> Read simple phrases and sentences made up of words with known letter-sound correspondence <b>Say a sound for each letter of the alphabet and at least 10 digraphs.</b> Read words consistent with their phonic knowledge</p>	<p>Apply phonic knowledge skills as the route to decode <b>To blend sounds in unfamiliar words using the GPCs taught</b> Respond speedily giving correct sound to graphemes for all 40+ phonemes <b>Read taught words containing GPCs.</b> Read words containing – s,es,-ing, -ed and – est endings. <b>Read words with contractions</b></p>	<p>Automatic decoding should become embedded and reading fluent <b>Read accurately by blending the sounds in words that contain taught graphemes.</b> Accurately read most words of two or more syllables. <b>Read most words containing common suffixes</b></p>	<p>Use phonics knowledge to quickly and accurately decode <b>Apply growing knowledge of root words and prefixes including in-, im-, il-, ir-, dis- mis-, un-re-, sub-inter- super-anti- and auto</b> Apply knowledge of suffixes including – ation, -lu, ous-, -ture, sure, -sion, tion, -ssion and -cian</p>	<p>Read most words fluently and attempt to decrease new words with increasing speed and skill <b>Apply their knowledge of root words, prefixes and suffixes/word endings to read aloud</b></p>	<p>Read most words fluently and attempt to decrease new words with increasing speed and skill, recognising their meaning with contextual clues. <b>Apply their growing knowledge of prefixes and suffix/word endings</b></p>	<p>To read fluently with full knowledge of all Y5/Y6 common exception words, root words, prefixes, suffixes/word endings and decode unfamiliar words rapidly and use contextual clues to decipher meaning.</p>
Common exception words	<p><b>Read a few common exception words matched to the phonics programme.</b> Read some common irregular words</p>	<p>Read Y1 common exception words, noting unusual correspondences between spelling and sounds and where these occur in words</p>	<p>To read most common Y1 and Y2 common exception words , noting unusual correspondences between spelling and sounds and where these occur in words</p>	<p>To begin to read Y3 and Y4 common exception words</p>	<p>To begin to read Y3 and Y4 common exception words noting unusual correspondences between spelling and sounds and where these occur in words</p>	<p>To read most Y5/Y6 exception words noting unusual correspondences between spelling and sounds and where these occur in words</p>	

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Fluency</p>	<p><b>Blend sounds into words, so that they can read short words made up of letter- sound correspondences.</b>  Read simple phrases and sentences made up of words with known letter- sound correspondences and, where necessary, a few exception words  <b>Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</b>  Read aloud simple sentences and books consistent with phonics knowledge</p>	<p>To accurately read texts that are consistent with their developing phonic knowledge, that do not require them to use other strategies to work out words.  <b>To reread texts to build up confidence in word reading and fluency</b></p>	<p>Teaching comprehension skills should be taking precedence over word reading and fluency specifically- any word reading should support the development of vocabulary.</p>				
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Understanding and correcting inaccuracies</p>	<p><b>Listen to and talk about stories to build familiarity and understanding.</b>  Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocab.  <b>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words</b></p>	<p><b>To check that a text makes sense to them as they read and to self-correct</b></p>	<p>To show understanding by drawing on what they already know or on background information and vocabulary provided by the teacher <b>To check that the text makes sense to them as they read and to correct inaccurate reading.</b></p>				

Comparing, contrasting and commenting	<p><b>Compare and contrast characters from stories including figures from the past.</b> Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. <b>Listen attentively and respond to what they hear with relevant questions, comments and actions</b></p> <p>Offer explanation for why things might happen, making use of introduced vocabulary# <b>Anticipate key events in the story,</b> Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p>	<p>Listen to and discuss a wide range of fiction, non-fiction and poetry and a level beyond that at which they read independently. <b>To link what they have read to their own experiences.</b> To retell familiar stories in increasing detail. <b>To join in with discussions about a text.</b></p>	<p>To participate in discussions about books, poems and other works beyond their reading level and those they can read independently. <b>Explain their understanding and express their views.</b> Become increasingly familiar with a wide range of stories, fairy stories and traditional tales. <b>Sequence events in books and explain how items of information are related.</b> Recognise simple recurring literary language in stories and poetry. <b>Ask and answer questions about a text.</b> Make links</p>	<p>Recognise, listen to and discuss a wide range of fiction, poetry, plays, non-fiction. <b>Use appropriate terminology when discussing texts.</b></p>	<p><b>Discuss and compare texts from a wide variety of genres and writers.</b> Read for a range of purposes. <b>Identify themes and conventions.</b> Refer to authorial style, overall themes and features. <b>Identify how language, structure and presentation combine to meaning.</b> Identify main ideas drawn from more than one paragraph and summarise these.</p>	<p><b>Read a wide range of genres, identifying text types</b> Participate in discussions about books that are read to them and those they can read themselves, building on their own and others' ideas and challenging views courteously. <b>Identify main ideas drawn from more than one paragraph.</b> Recommend texts to peers.</p>	<p><b>To read for pleasure, discussing, comparing and evaluating in depth across a range of genres.</b> Recognise complex themes <b>Explain and discuss their understanding of what they have read, including through formal presentation and debates.</b> Draw out key information in a text. <b>Distinguish between statements of fact and opinion.</b> Provide reasoned justifications for their views. <b>Compare characters, settings and themes within a text and across more than one text.</b></p>
Words in context and authorial choice.	<p><b>Learn new vocabulary and use it throughout the day.</b> Retell the story, once they have developed a deep familiarity with the text. <b>Use new vocabulary in different contexts.</b> Offer explanations for why things might happen, making use of recently introduced new vocabulary.</p>	<p>To discuss word meaning and link new meanings to those already known.</p>	<p>To discuss and clarify the meanings of new words, linking new meanings to known vocabulary. <b>To discuss favourite words and phrases.</b></p>	<p>To check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. <b>To discuss authors' choice of words and phrases for effect.</b></p>	<p><b>Discuss vocabulary use to capture readers' interest and imagination.</b></p>	<p><b>To discuss vocabulary used by the author to create effect including figurative language.</b> To evaluate the use of author's language and explain how it has created an impact on the reader.</p>	<p>To analyse and evaluate the use of language, including figurative language and how it is used for effect, using technical terminology such as metaphor, simile, analogy, imagery, style and effect.</p>

Inference and Prediction.	<b>Offer explanations for why things might happen, making use of recently introduced vocab.</b> Anticipate key events	To begin to make simple inferences. <b>To predict what might happen on the basis of what has been read so far.</b>	<b>To make inferences on the basis of what is being said and done.</b> To predict what might happen on the basis of what has been read so far.	To ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives. <b>To justify predictions using evidence from the text.</b>	<b>To draw inference from characters' feelings, thoughts and motives that justifies their actions, supporting their views with evidence from the text.</b> To justify predictions from details stated and implied.	<b>To draw inferences from characters' feelings, thoughts and motives.</b> To make predictions based on details stated and implied, justifying them in detail with evidence from the text.	To consider different accounts of the same event and discuss viewpoints (both of authors and of fictional characters) <b>To discuss how characters, change and develop through the text by drawing inferences based on indirect clues.</b>
Poetry and performance.	<b>Learn rhymes, poems and songs.</b> Sing in a group or on their own, increasingly matching the pitch and following the melody <b>Develop storylines in pretend play.</b>	Recite simple poems	<b>Continue to build up a repertoire of poems learnt by heart</b>	To prepare and perform poems and play scripts that show some awareness of audience. <b>To begin to use appropriate intonation and volume.</b>	<b>To discuss some different forms of poetry and play scripts</b> To prepare and perform poems with appropriate techniques to show awareness of audience.	<b>To continually show an awareness of audience when reading out loud.</b>	To confidently perform texts using a wide range of devices to engage the audience and for effect.
Non-Fiction	<b>Engage in non-fiction books.</b> Talk about selected nonfiction to develop a deep familiarity with new knowledge and vocab. <b>Offer explanations of why things might happen</b>		<b>Recognise that non-fiction books are often structured in different ways,</b>	To retrieve and record information from nonfiction texts.	<b>To use all organisational devices available within a non-fiction text to retrieve, record and discuss info.</b> To use dictionaries to check the meaning of words.	<b>To use knowledge of texts and organisation devices to retrieve, record and discuss inform from fiction and nonfiction texts.</b>	To retrieve, record and present information from non-fiction texts. <b>To use nonfiction materials for purposeful information retrieval and in contexts where pupils are genuinely motivated to find out information.</b>

## Appendix 2- Whole School Grammar Outline

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><b>Word Structure/Modification:</b></p> <p>Regular <b>plural noun suffixes</b> <i>-s</i> or <i>-es</i> (e.g. <i>dog, dogs; wish, wishes</i>)</p> <p><b>Suffixes</b> that can be added to <b>verbs</b> (e.g. <i>helping, helped, helper</i>)</p> <p>How the <b>prefix</b> <i>un-</i> changes the meaning of <b>verbs</b> and <b>adjectives</b> (negation, e.g. <i>unkind</i>, or undoing, e.g. <i>untie the boat</i>)</p>	<p><b>Word Structure/Modification:</b></p> <p>Formation of <b>nouns</b> using <b>suffixes</b> such as <i>-ness, -er</i></p> <p>Formation of <b>adjectives</b> using <b>suffixes</b> such as <i>-ful, -less</i></p> <p>Use of the <b>suffixes</b> <i>-er</i> and <i>-est</i> to form comparisons of <b>adjectives</b> and <b>adverbs</b></p>	<p><b>Word Structure/Modification:</b></p> <p>Formation of <b>nouns</b> using a range of <b>prefixes</b>, such as <i>super-, anti-, auto-</i></p> <p>Use of the <b>determiners</b> <i>a</i> or <i>an</i> according to whether the next <b>word</b> begins with a consonant or a vowel (e.g. <i>a rock, an open box</i>)</p> <p>Word families based on common words</p>	<p><b>Word Structure/Modification:</b></p> <p>The grammatical difference between <b>plural</b> and <b>possessive</b> <i>-s</i></p> <p>Standard English forms for <b>verb inflections</b> instead of local spoken forms (e.g. <i>wewere</i> instead of <i>we was</i>, or <i>I did</i> instead of <i>I done</i>)</p>	<p><b>Word Structure/Modification:</b></p> <p>Converting <b>nouns</b> or <b>adjectives</b> into <b>verbs</b> using <b>suffixes</b> (e.g. <i>-ate; -ise; -ify</i>)</p> <p><b>Verb prefixes</b> (e.g. <i>dis-, de-, mis-, over- and re-</i>)</p>	<p><b>Word Structure/Modification:</b></p> <p>The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (e.g. <i>said</i> versus <i>reported, alleged,</i> or <i>claimed</i> in formal speech or writing)</p>



<p><b>Sentence Construction and Punctuation</b> How words can combine to make sentences</p> <p>Joining Words and Joining sentences using <i>AND</i></p> <p><b>Children should be able to give clear definition of simple sentence and understand this.</b> <i>One key idea (One Noun, One Verb, One clause.)</i></p>	<p><b>Sentence Construction and Punctuation</b> Subordination (<i>when, if, that, because</i>) and coordination (<i>or, and, or, but</i>) and introduction of compound sentences for effect.</p> <p>Expanded noun phrases for description and specification. (he was shouting)</p> <p>Sentences with different forms (<i>statement, question, exclamation,</i></p>	<p><b>Sentence Construction and Punctuation</b> Expressing time and cause using conjunctions (<i>when, so, before, after, while, because</i>) adverbs (<i>then, next, soon, therefore</i>) and prepositions (<i>before, after, during, in because</i>)</p> <p>Use of inverted commas to punctuate direct speech.</p> <p>Introduce subordinate</p>	<p><b>Sentence Construction and Punctuation</b> Appropriate choice of pronoun or noun within a sentence to avoid ambiguity and repetition.</p> <p>Fronted Adverbials (e.g. Later that day, I heard the bad news)</p> <p>Use of inverted commas to punctuate direct speech</p> <p>Apostrophes to mark singular</p>	<p><b>Sentence Construction and Punctuation</b> Relative clause beginning with <i>who, which, where, why, whose, that,</i> or an omitted relative pronoun.</p> <p>Indicating degrees of possibility using modal verbs (<i>might, should, will, must</i>) or adverbs (<i>perhaps, surely</i>)</p> <p>Complex sentences.</p> <p>Brackets, dashes</p>	<p><b>Sentence Construction and Punctuation</b> Use of the passive voice to affect presentation of information in sentences (I broke the window in the greenhouse vs The window in the greenhouse was broken)</p> <p>Expanded noun phrases to convey complicated information concisely (<i>the boy that jumped over the fence is</i></p>
--	--	---	---	--	--

<p>Separation of words with spaces.</p> <p>Capital Letters, Full Stops, question marks and exclamation marks to demarcate sentences.</p> <p>Capital letters for names and personal Pronouns.</p>	<p><i>command)</i></p> <p>Capital letters, full stops, exclamation marks and question marks to demarcate sentences.</p> <p>Commas to separate items on a list.</p> <p>Apostrophes to mark contracted forms in spelling.</p>	<p>clause as a way of expanding description- Must have a firm understanding of different sentence types.</p> <p>NOTE: all of year 2 criteria needs to be consolidated particularly expanded noun phrases.</p>	<p>and plural possession.</p> <p>Use of commas after fronted adverbials.</p> <p>Subordinate clauses to aid description.</p> <p>Complex sentences.</p>	<p>or commas to indicate parenthesis.</p> <p>Use of commas to clarify meaning or avoid ambiguity.</p>	<p><i>over there)</i></p> <p>The difference between structures typical of informal speech and structures appropriate for formal speech and writing</p> <p>Use of the semicolon, colon and dash to mark the boundary between independent clauses (<i>its raining; I'm fed up</i>)</p> <p>Use if the colon to introduce a list</p> <p>Punctuation of bullet points to list information</p> <p>How hyphens can be used to avoid ambiguity (eg <i>man eating shark</i> versus <i>man eating shark</i>, or <i>recover</i> versus <i>re-cover</i>)</p>
--	---	---	---	---	--

<p><b>Text Cohesion:</b> Sequencing sentences to form short narratives.</p>	<p><b>Text Cohesion:</b> Correct choice and consistent use of present and past tense throughout writing.</p> <p>Use of the continuous form of verbs in the present and past tense to mark action in progress (<i>she is shouting</i>)</p>	<p><b>Text Cohesion:</b> Introduction to paragraphs as a way to group related material-use of headings in paragraphs to help group related material.</p> <p>Use of the perfect form of verbs to mark relationship between time and cause (<i>I have written it down so we can</i></p>	<p><b>Text Cohesion:</b> Use of paragraphs to group ideas around a theme. NOTE: more precise than in year 3.</p> <p>Appropriate choice of pronoun or noun across sentences to aid cohesion and aid repetition.</p>	<p><b>Text Cohesion:</b> Devices to build cohesion with a paragraph</p> <p>Linking ideas across paragraphs using adverbials of time, place and number.</p>	<p><b>Text Cohesion:</b> Linking ideas across paragraphs using a wider range of cohesive devices: Semantic cohesion (eg repetition of a word or phrase) grammatical connections (eg. The use of adverbials such as <i>on the other hand, in contrast</i>) and ellipsis.</p>
		<p><i>check what he said</i>)</p>			<p>Layout devices, such as headings, sub headings, columns, bullets, tables.</p>
<p><b>Terminology for Pupils</b> Word, sentence, letter, capital letter, full stop, punctuation, singular, plural, question mark, exclamation mark.</p>	<p><b>Terminology for Pupils</b> Verb, tense (past, present) adjective, noun, suffix, apostrophe, comma, noun phrase, compound, statement, question, exclamation, command.</p>	<p><b>Terminology for Pupils</b> word family, conjunction, adverb, preposition, direct speech, inverted commas (or „speech marks, consonant, vowel, clause, subordinate clause</p>	<p><b>Terminology for Pupils</b> pronoun, possessive pronoun, adverbial, determiner</p>	<p><b>Terminology for Pupils</b> relative clause, modal verb, relative pronoun, parenthesis, bracket, dash, determiner, cohesion, ambiguity</p>	<p><b>Terminology for Pupils</b> active and passive voice, subject and object, hyphen, synonym, colon, semi-colon, bullet points, antonym, ellipsis</p>

