



## Stower Provost Community School

### Curriculum drivers

The curriculum is underpinned by the school's Curriculum Drivers: [Engage, Develop, Innovate and Express](#). The spiritual, moral, social and cultural development of our pupils and their understanding of the core values of our society are woven through the curriculum.

### English Curriculum Statement

<b>Ownership</b>	LB
<b>Created</b>	October 2021
<b>Approved by Governors</b>	
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## 1. Curriculum Statement

### Intent

At Stower Provost School we believe that a quality English curriculum should develop children's love of reading, writing and discussion. We have a rigorous and well organised English curriculum that provides many purposeful opportunities for reading, writing and discussion. Our curriculum closely follows the aims of the National Curriculum for English 2014 to enable all children to:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- 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
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

These aims are embedded across our English lessons and the wider curriculum. We will provide the means for children to develop a secure knowledge-base in English, which follows a clear pathway of progression as they advance through the primary curriculum. Rigorous assessment and review will ensure that we are able to provide targeted support so that all children experience success in English; we believe that a secure basis in literacy skills is crucial to a high-quality education and will give our children the tools they need to participate fully as a member of society.

### Implementation

#### Writing

Our English projects have been designed to support and enhance children's writing skills across the wider curriculum. There are three or four English packs for each geography and history project, which are tailored to age-appropriate literacy objectives and build upon prior learning. The writing tasks invite children to apply the knowledge they have gained in a history or geography project to a specific text type. In science and some other subjects, a range of technical and informative non-fiction texts are provided to promote ambitious reading across the curriculum.

Each English project includes:

- A writing task chosen from a variety of text types, from non-fiction to fiction and poetry.
- A model text for the teacher to refer to in class.
- A checklist of writing skills.
- A planning sheet to support children's thinking.
- Other resources as appropriate.

The texts used in each project have been mapped out to ensure there is a range of different texts and genres being taught across the year, and that these texts are progressive. EYFS have a separate long-term plan where texts have been mapped out to ensure they have access to a wide range of high quality texts.

For each teaching block, the teachers will consider, in their Medium-term plans:

- Storytime books – to ensure the children are exposed to a wide range of high quality texts
- Shared and Guided Writing sessions to develop and apply their growing literacy skills (This will be met during the RWI sessions for those children who are accessing the phonics scheme (EYFS, Year 1, Year 2))
- Teaching and application of grammar in the context of the book or the non-narrative text type being studied
- Drama opportunities
- Independent writing opportunities (two per half term)

Children will have daily English sessions, and the writing aspects of the National Curriculum will be met during their four of those English sessions (45 - 60 minutes).

### Phonics

We use Read, Write Inc. (RWI) which is a phonics programme that helps all children learn to read fluently and at speed so they can focus on developing their skills in comprehension, vocabulary, and spelling. It also allows them to spell effortlessly so that they can put all their energy into composing what they write.

The Read, Write Inc. sessions teaches the children the following:

#### Reading

Children will:

- learn 44 sounds and the corresponding letters/letter groups using simple picture prompts
- learn to read words using sound blending
- read lively stories featuring words they have learned to sound out
- after meaningful discussion led by an adult, children show that they comprehend the stories by answering questions

#### Writing

Children will:

- learn to write the letters/letter groups which represent the 44 sounds
- learn to write words by saying the sounds and graphemes
- learn to build sentences orally using adventurous vocabulary
- start with simple sentences and develop towards more complex ones by the end of the programme

#### Talking

Children are assessed so they work alongside children at the same level. This allows them to fully participate in all lessons.

They work in pairs so that they:

- answer every question
- practise every activity with their partner
- take turns in talking to each other

The children are assessed by the RWI lead teacher and grouped according to their ability. Small group phonics lessons are taught daily by trained staff and there are consistent expectations across the range of abilities. At the end of each half term the children are assessed to check on their progress and regrouped.

Children learn sounds in school which help them to read and write. They then practise these skills through reading 'Book Bag Books' at home which are specifically pitched to both consolidate learning and provide challenge in an engaging and fun way. Other phonetically decodable books may be set via 'Oxford Owl' and are accessible to read at home and in school. Each child will be provided with their individual log-in information for Oxford Owl by their class teacher.

There are five key principles underpin the teaching in all Read Write Inc. sessions:

**Purpose** – know the purpose of every activity and share it with the children, so they know the one thing they should be thinking about

**Participation** – ensure every child participates throughout the lesson. Partnership work is fundamental to learning

**Praise** – ensure children are praised for effort and learning, not ability

**Pace** – teach at an effective pace and devote every moment to teaching and learning

**Passion** – be passionate about teaching so children can be engaged emotionally

The children are taught the sounds in 3 sets.

Set 1 Sounds are taught in the following order together with rhymes to help children form the letters correctly and instantly recognise sounds ready for blending.

m, a, s, d, t, i, n, p, g, o, c, k, u, b, f, e, l, h, r, j, v, y, w, z, q, x

The children are then taught Set 2 Sounds – the long vowels.

ay: may I play, ee: what can you see, igh: fly high, ow: blow the snow, oo: poo at the zoo, oo: look at the book, ar: start the car, or: shut the door, air: that's not fair, ir: whirl and twirl, ou: shout it out, oy: toy for a boy

When they are very confident with all Set 1 and 2, they are taught Set 3 Sounds.

ea: cup of tea, oi: spoil the boy, a-e: make a cake, i-e: nice smile, o-e: phone home, u-e: huge brute, aw: yawn at dawn, are: share and care, ur: purse for a nurse, er: a better letter, ow: brown cow, ai: snail in the rain, oa: goat in a boat, ew: chew the stew, ire: fire fire!, ear: hear with your ear, ure: sure it's pure?, tion: (celebration), tious / cious: (scrumptious / delicious), e: he me we she be

### Fred Talk

We use pure sounds ('m' not 'muh', 's' not 'suh', etc.) so that your child will be able to blend the sounds into words more easily. Fred is our Read, Write Inc. friend. He can only speak in sounds, so we help him learn to say words instead of sounds. For example, Fred says 'm-a-t' instead of mat. We also teach him not to add 'uh' to our sounds to keep them pure. For example, we say 'c' and not 'cuh'.

### Blending

The children are supported in learning to read words by sound-blending (Fred talk) eg. c-a-t = cat, sh-o-p = shop. Children learn to read words by blending the letter-sounds that are in the Speed Sounds set. The structure of the sessions helps the children to say the pure sounds ('m' not 'muh', 's' not 'suh' etc.) as quickly as they can, and then blend the sounds together to say the whole word.

### Spelling with Fred Fingers

Children are taught to use their fingers to help them write words. The children say the word out loud and break it down into its individual sounds. If a word has 3 sounds children hold up 3 fingers, 4 sounds 4 fingers etc. Children pinch each finger as they say the sounds needed in the word then they write the letters that represent each sound. When using Fred Fingers each finger represents one sound. When children reach yellow Read Write Inc. storybooks, they will learn to trace the letters onto each finger and say the letter names.

### Nonsense words (Alien words)

Research has shown that incorporating nonsense words into teaching reading can be an effective way to establish blending and segmenting skills. However, it is important to ensure that children understand that they are reading nonsense words (and why) so that they are not confused by trying to read the words for meaning. By reading nonsense words children develop their ability to decode individual sounds and then blend them together to read. They are an indicator of early reading skills and work as a quick, reliable, and valid way of assessing children. However, reading nonsense words is only a small part of the Read, Write Inc. phonics teaching.

EYFS - Phonics lessons are taught daily; these lessons start off at 30minutes and will rise to an hour as the year progresses. All children will learn how to 'read' the sounds in words and how those sounds can be written down. Those who are ready, will begin to read simple words within books and write some of these.

Year 1 and above - Phonics lessons are taught daily; these lessons start are an hour long. Children follow the same format as EYFS but will work on complex sounds and read books appropriate to their reading level.

### Spelling

When the children leave the RWI Phonics programme, they move onto Read, Write Inc Spellings. RWI Spelling is an interactive programme which teaches spelling in a fun and engaging way. Each unit is introduced with a short video. It helps children to learn spellings with common patterns and uses rules in order to help them recall spellings as well as teaching exceptions to these rules.

Individual workbooks allow children to practise their spellings and the teaching naturally follows on from the RWI Phonics programme. Therefore, children are already proficient at using dots (for individual sounds) and dashes (for digraphs) and prefixes and suffixes can be added to root words to help them spell with greater accuracy,

understanding and confidence. Log books give children ownership of their spellings and further consolidation at home.

All children will have log books and these are important in helping them to practise the spellings they need to learn from each unit. Each unit explains the rules and gives handy tips and rhymes for remembering these. During the week the children will log the spellings they found tricky. At the beginning of the next unit they will do a speed spell which will assess their ability to spell words with the previous weeks spelling pattern correctly. Again, they will log any words that were misspelt from this activity. The children will receive a log book in Year 2, a new book for Years 3 and 4 and one for Year 5 and 6. The coverage against the National Curriculum can be found in the appendix.

Spelling sessions are taught daily; these lessons are 15 to 20minutes long.

### Grammar

Good grammar is central to good quality writing and forms part of the assessment in writing. Children should be taught to express their ideas in as clear and direct way as possible and so the explicit teaching of grammar should work alongside a rich and stimulating English writing curriculum. The progression of grammar skills is a key set of skills which the children learn about separately in explicit grammar sessions, though they should also work on these skills embedding them in their general writing and exploring the ways in which they enhance the quality of their expression and subject knowledge.

The children will have an explicit grammar session once a week as one of the five English sessions (45 - 60 minutes). Children will learn and practise a given skill in an English lesson. It is important that pace and coverage of learning is effective so that the children's learning is equally comprehensive.

### Reading

As the children progress through the RWI Phonics scheme, they will take home books based on their group. For groups A Set 1 Speed Sounds, B Set 1 Speed Sounds, C Set 1 Speed Sounds, the children will take home books only when they are confident blending. When ready we will send home the Set 1 sounds that they have learnt to recap; when they are starting to read sounds in words we will send home word cards. The blending books are similar to the word cards but are in a book form. This then develops into 'ditty sheets' which are short texts that the children have read with their teacher in class.

When children are confident with all of the Set 1 sounds and can blend then they will start with the Red Ditty books. Children use sound-blending (Fred Talk) to read short ditties. They will bring these home once they have read and discussed the book in class. Children will then be challenged to use their developing phonic knowledge to write short sentences.

Within all the books children will have **red** and **green** words to learn to help them to become speedy readers. **Red** words are words that are not easily decodable and challenge words to extend children's vocabulary. **Green** words are linked to the sounds they have been learning and are easily decodable.

The books are banded into a series of colours that indicate how difficult a reading book is. Teachers will refer to the Progression of Phonics document to see which level of book the children should be allocated. The books are used during the RWI sessions and are taken home on a daily basis as celebratory books. If children are in Green, Purple, Pink or Orange group, they will take their books home on a 3-day rolling programme; if the children are in Yellow, Blue or Grey group, they will take their books home on a 5-day rolling programme.

EYFS	
End of term expectations	
Autumn	Set 1
Spring	Ditty Red
Summer	Green Purple
Year 1	
End of term expectations	

Autumn	Pink Orange
Spring	Yellow
Summer	Blue Grey
Year 2 End of term Expectations	
Autumn	RWI Comprehension
Spring	RWI Spelling
Summer	RWI Spelling

For RWI Green, Purple, Pink and Orange books, the first read of a book will be the children reading the Red words, Speedy Green words and Story Green words. The children will then read the book again to aid development of fluency. Finally, the children will complete a third run through, after which they will complete a comprehension task. Children are required to read all Yellow, Blue and Grey books. Once the children move onto reading Blue books, the focus turns to fluency (expression and volume, phrasing, smoothness and pace), and comprehension. The focus of the Grey books is also fluency and comprehension. After completing the Grey books, children will move onto the RWI Spelling program.

After completing the RWI colour banded books, the children become rainbow readers and can select a book from the library or from their own collection. At this stage, staff encourage children to read a wide selection of books by different authors and of different genres and text types. During library time or reading activities, the children complete Book Reviews so they can express their opinions about the books they have read and make any recommendations to other children.

### Guided Reading

Guided reading is our small-group reading instruction which is designed to provide differentiated teaching to students in the school. Guided reading supports children in developing reading proficiency and enables teachers to support children in practising their reading skills, with the smaller group dynamic allowing them to be taught in a way that's more focused on their specific needs, which can accelerate their progress. A guided reading session takes place every day in school. Our guided reading sessions are focused on reciprocal reading, a structured method of guided reading where children are gradually taught to take on group roles to explore and find meaning in texts. Reciprocal reading emphasises teamwork and supports independent comprehension skills.

Reciprocal reading is used to help develop pupils' reading skills, promote deeper thinking and to develop listening and talking skills. When using reciprocal reading roles, pupils are focusing on key information in the text and examining the text more carefully. Reciprocal reading can be used to improve reading comprehension through the use of specific reading strategies: predicting, questioning, clarifying and summarising. Reciprocal reading encourages children to ask questions about the text they are reading and to discuss the text with others; asking questions and group discussion about a text requires a higher level of understanding and engagement. Reciprocal reading is introduced by the teacher modelling the strategies or roles being used. The children will then begin to develop this process in their groups. When children are confident with their roles, they should be able to operate with little teacher intervention. Ideally this allows the teacher to oversee and engage with several reading groups, knowing that the pupils are still developing their understanding and engaging purposefully with a text.

Reciprocal reading is used with reading comprehension exercises. Each student is assigned a different role in the group and performs set tasks.

- The Leader decides who will do what. They are in charge! The Leader introduces the text and must try to ensure everyone is joining in and following.
- The Predictor asks all the readers to make predictions about the text based on information they already know. What do you think will happen? What will happen next? What will this character do now?
- The Clarifier helps the group to identify confusing words, sentences and ideas. They help the group to understand the text. It can be useful to ask each reader to highlight confusing words, sentences and/or passages for discussion as soon as the reading is over.

- The Summariser helps the group to identify the most important ideas in the text and what the text is mainly about. They provide a summary of the text.
- The Questioner asks questions about the text. Guided Reading Questions / Blooms Taxonomy could be helpful in establishing which questions to ask in order to encourage higher-order thinking.
- The Illustrator draws or illustrates what they have read about in a picture, diagram or cartoon.
- Passage Master looks for what they think is the most interesting passage in the story and justifies their selection to the group.
- Feelings Finder finds word or parts of the story which show or describe feelings or emotions.
- Word Finder picks out new or interesting words used by the author and can give their definition.
- Link Maker links between this story and other stories or real-life events.

The children work together, play their different roles, and in the end they gain a more thorough understanding of the reading text, while also gaining valuable teamwork skills.

The reading aspects in EYFS, Year 1, Year 2, and above where necessary, are covered during the daily hour RWI lessons.

The reading aspects in Year 2 and above will be met in guided reading sessions. These sessions are taught daily and should last 20 minutes.

### **Impact**

The organisation of the English Curriculum should create a community of enthusiastic readers and writers who enjoy showcasing their developing literacy knowledge and skills. The curriculum should inspire children to become confident to take risks in their reading and writing, and who love to discuss and share their ideas. The expectations of outcomes of work in both English and writing in other areas of the curriculum evidence the high quality of work and the impact of varied and cross curricular writing opportunities. These expectations enable children to write across a range of forms and adapt their writing successfully, considering the purpose.

## **2. Teaching and Learning**

Our English provision follows the 2014 National Curriculum and is taught through daily English lessons as well as a varied enrichment programme. We recognise that spoken language underpins the development of reading and writing. The quality and variety of language that children hear and speak is vital for developing their vocabulary and grammar and their understanding for reading and writing. Teachers ensure the continual development of children's confidence and competence in their knowledge of spoken language and listening skills. Children are assisted in making their thinking clear to themselves as well as to others and teachers ensure that pupils build secure foundations by using discussion to probe and remedy any misconceptions.

Building on this foundation, we teach English using a range of strategies which include:

- Group Discussion – Children discuss and interrogate new ideas in a small group or whole class setting. They listen to and value each other's ideas whilst taking on board feedback so as to improve their own explanations.
- Partner Talk – Children work in partners to discuss their ideas. They are able to explain their ideas about texts they have read and prepare their ideas before they write.
- Questioning – Teachers use a range of questioning strategies to establish children's current understanding and develop their learning. Higher level questioning is used to elicit a deeper understanding.
- Modelled Writing – Teachers model writing and editing to demonstrate the high expectations they have. They verbally 'think aloud' in order to make the writing process explicit and provide a rich and varied vocabulary for the children to utilise in their own work.
- Shared Writing – Teachers use the ideas from the children to create shared pieces of writing. This enables the children to see the writing process in action as well as having pride and ownership over the finished piece.
- Comparing, Analysing and Evaluating – Children review written texts, speech and drama and compare, analyse and evaluate them. They establish the strengths and weaknesses of different examples and incorporate these ideas into their own work.

In order for children to be successful, independent readers, they need to possess a secure knowledge of word reading and comprehension skills. These are:

- A familiarity with the genre of stories and an ability to make links between stories.
- A good visual memory.
- A good auditory memory.
- A recognition of the letters in the English alphabet.
- A knowledge of the grapheme-phonetic construction of words.
- A familiarity with the syntax (sentence structure and grammatical arrangement) of English text.

This knowledge and these skills are taught explicitly through our phonics programme and are continually referred to during additional reading opportunities in English lessons and wider curriculum subjects.

All English lessons have a clear Learning Intention so that the children understand the expectations of the task. English lessons are effectively differentiated so that all children can achieve and feel empowered by their own accomplishment. Effective differentiation is in place so that all children have the opportunity to meet every learning intention through a variety of ways: having vocabulary word banks, scaffolded worksheets, sentence starters, mixed ability groupings and adult support.

Extended writing opportunities take place across the curriculum. This provides children with the opportunity to demonstrate their literacy knowledge and skills, showing depth and mastery and allows them to write about a familiar topic.

### **3. Assessment**

During the English sessions, children are assessed formatively through questioning and discussion activities. Reading (as Teacher Assessment and through a SATs paper) and writing (as Teacher Assessment) are summatively assessed at the end of each Key Stage. Formal SPaG SATs are also taken at the end of each Key Stage. From Years 1 to 6, children will complete NFER assessment for Reading and Grammar and Punctuation. Teachers will analyse the data and use this to inform their planning. The Standardised scores will be one piece of information to aid teachers in assessing the children. Teachers use these results and half-termly data to group children and target intervention.

The assessments sheets can be found in each of the children's writing books and assessments of the children's writing are made against these statements. This assessment sheet indicates the progress that the children have made and targets are able to be set through identifying the statements that have not been highlighted. These assessments can be found in the appendix. Teachers need to provide at least 2 opportunities for children to complete an independent writing task per half-term (Unless there is a really short half-term where at least 1 piece of writing will be expected).

Assessment for Learning is embedded in English lessons and children are active in reviewing the successes in their work and identifying, with support from their teacher, target areas for development to ensure a continuous and individualised approach to improving their work

Deep marking of writing will inform the teacher about targets to be set for writing and provide pupils with follow-up/response tasks.

Phonic knowledge will be assessed by the Reading Leader on a half termly basis, with this data being tracked through the Ruth Miskin Portal. The data enables children to be grouped at their challenge point and what we need to teach next.

Spelling knowledge will be assessed on a half termly basis, with this data being tracked on the Assessment Tracker spreadsheet. The children will also have an end of year test to complete, and progress will be tracked.

As a staff team, writing moderations will take place at the end of every term using the STA Teacher Assessment Exemplification materials.

### **4. Planning and Resources**

Planning will be the responsibility of the class teachers and, where needed, support from the subject leader will be available. The teachers make use of the English curriculum books and text type document to identify which texts they are using and the non-narrative text type along with the poetry they have to plan for. For phonics and spelling, we make use of the RWI schemes, and the lesson plans and resources can be found in the Handbooks.

### **5. Organisation**

For those classes accessing the daily RWI Phonics sessions, there will be additional daily English lessons (EYFS, Year 1 and 2). During the hour long RWI Phonics session, those classes whose children have moved off the phonics scheme



will use the time for the RWI Spelling programme and guided reading sessions. During the English lesson, discrete literacy knowledge and skills are woven through to make sure that children are able to develop mastery of the National Curriculum objectives. These range from word level knowledge such as using expanded noun phrases to sentence level skills where children are able to demonstrate their knowledge of increasingly complex sentence structures.

We have dedicated in class reading time every day, for the children to read to themselves, either from a library book, a book from home or if they are a rainbow reader, their chosen book. This dedicated time is called ERIC Time (Everyone Reads In Class) and Eric the Squirrel is the mascot for this time, as squirrels can climb higher and higher and books are the branches that help them climb. The first dedicated session is between 8:40 and 8:50 every morning as the children come in to school. Teachers are welcome to have to more ERIC Time during the day.

Here is an example timetable:

Class	Monday	Tuesday	Wednesday	Thursday	Friday
	9:05 – 10:05	9:05 – 10:05	9:05 – 10:05	9:05 – 10:05	9:05 – 10:05
Hazel	RWI	RWI	RWI	RWI	RWI
Beech	RWI	RWI	RWI	RWI	RWI
Chestnut	RWI Spelling Guided Reading Comprehension	RWI Spelling Guided Reading Comprehension	RWI Spelling Guided Reading Comprehension	RWI Spelling Guided Reading Comprehension	RWI Spelling Guided Reading Comprehension
Oak	RWI Spelling Guided Reading Comprehension	RWI Spelling Guided Reading Comprehension	RWI Spelling Guided Reading Comprehension	RWI Spelling Guided Reading Comprehension	RWI Spelling Guided Reading Comprehension
	English Session	English Session	English Session	English Session	English Session
Hazel (EYFS)	Talk Through Stories	Talk Through Stories	Talk Through Stories	Talk Through Stories	Talk Through Stories
Hazel (Year 1)	English / Writing	English / Writing	English / Writing	English / Writing	Grammar
Beech	Grammar	English / Writing	English / Writing	English / Writing	English / Writing
Chestnut	Grammar	English / Writing	English / Writing	English / Writing	English / Writing
Oak	English / Writing	English / Writing	English / Writing	English / Writing	Grammar

## 6. EYFS

In EYFS, children will be accessing the RWI programme daily, which exceeds the requirements of the EYFS Statutory Framework. The children will participate in daily literacy lessons; these sessions will be based on Talk Through Stories and will be mapped to support their wider learning. For example, Handa's Surprise might be used to add depth to a topic on Amazing Animals. In EYFS, these texts are explored further through focus activities led by an adult.

Across the EYFS, literacy knowledge and skills are also developed through the continuous provision in the environment. The classroom has resources available to be selected by the children to support their emergent reading and writing skills. These vary from phonics sounds cards to mini-books. A well-resourced book corner highlights the importance of reading to the children, and the writing tables have activities based around the skills being taught that week.

## 7. KS1 and KS2

English Lessons

In Years 2 – 6, assuming all children will have completed the RWI Phonics, English lessons take place 5 times per week and are taught to the whole class by the class teacher. They are effectively differentiated to ensure that every

child can access the learning intention and high expectations are had for all pupils. These lessons cover knowledge and skills in reading, writing, spelling and grammar and discussion.

### Phonics

Children in Year 1 and, where necessary, Year 2 should be accessing daily Phonics sessions. Children in Years 2-6 should be accessing daily Spelling sessions, when not accessing Phonics. Any children in Years 5 and 6 that need further support in Phonics will receive daily Fresh Start sessions.

### Guided Reading

The children take part in weekly Guided Reading sessions. Teachers will follow the Guided Reading format so that the session has a reading focus taken from the National Curriculum objectives. Key words will be practised and discussed with the children at the start and during the session and questions relating to the reading focus will be asked (with a stronger emphasis on inference) or a task set.

## 8. Equal Opportunities

Whole school policy on equal opportunities will be adhered to in the English curriculum. The curriculum is available to every child and all children take part in the activities, making a positive contribution to the life of the school. The books chosen for the Class Readers will include books written by a range of different authors and will include characters from different cultures and backgrounds.

## 9. Inclusion

Children with special educational needs or disabilities will be differentiated for and supported appropriately, to ensure development of skills and equal access to the English curriculum. All children will be supported through differentiation, adaptation or adult support, to enable equal access to learning in English. Individual programmes will be used and/or adapted where needed to support children.

## 10. Role of the Subject Leader

The English lead will:

- Monitor the teaching and learning of English (Reading, Writing, Spelling and Phonics) across the school, to support and guide the practice of teachers, ensuring a high quality, broad and stimulating English curriculum.
- Monitor and evaluate the effectiveness of English teaching and learning, and liaise and consult with external agencies where appropriate.
- Support and facilitate opportunities that support the continued professional development of teachers in the teaching and learning of English.
- Oversee and maintain resources to support the English curriculum.

## 11. Parents

We recognise how crucial the home/school link is for supporting children to have the highest standards of achievement in English.

Parents are introduced to phonics and reading as their children join the school in EYFS. There are then further opportunities for parents to attend phonics meetings to support the children through their phonics journey. We encourage parents to spare the time to come into school to listen to the children read.

Homework is a crucial component in a successful English home/school link and is organised as follows.

EYFS and KS1 (and KS2 where necessary)

- 'I read' books which are carefully levelled to match children's growing phonic knowledge so children can read them with accuracy, fluency and comprehension. The Storybooks include a range of engaging stories such as fairy tales, myths and legends, rhyming stories and familiar settings. Activities at the start of the books help children to practise the sounds and words they will encounter in the story. Questions to talk about at the end of the story provide an extra opportunity for developing children's comprehension. These books are taken home as a

celebratory read, the children will have read them at least three times at school and will read them confidently and capably to you.

- The children will also bring home a matching Book Bag Book. These are a wide selection of fully decodable reading books for children to take home, to support their Read Write Inc. Phonics learning in the classroom. All Book Bag Books include notes for parents and carers on how to help their child at home with phonics.
- 'We read' book which is taken from the library/book corner for the adult to read to them at home.

The reading of the 'I read' and Book Bag books need to be recorded in the children's reading records.

## KS2

- When the children have completed their Phonics journey, they will then move on to becoming a 'Rainbow Reader' and can choose, with guidance at the start, their own library book or book from the book corner.
- The children will bring home one spelling activity to be completed at home each week and one English activity which could consist of a reading comprehension, short writing task or a grammar task.

In addition to these homework tasks, children may also be asked to complete English activities at home to address areas that they find particularly challenging. This could include additional spelling or handwriting homework.

Each class has a recommended reads list; these lists will be sent home at the beginning of each year. These books are carefully selected and will change from year to year as they are updated and kept relevant. These books can be borrowed from the school library, class library or public library. When the children have read the books they tick them off the list. At the end of the school year, or earlier, the children return their recommended reads list and will receive their reading certificate based on the number of recommended books and books of their own choice that they have read.

In EYFS, to gain their Bronze Certificate, the children need to have read 10+ books from the suggested list and 6 of their own choice. To gain their Gold Certificate, the children need to have read 20 books from the suggested list and 10 of their own choice.

In Year 6, to gain their Bronze Certificate, the children need to have read 5+ books from the suggested list and 2 of their own choice. To gain their Gold Certificate, the children need to have read 15 books from the suggested list and 8 of their own choice.

## 12. Appendix

National Curriculum English programmes of study Year 1		
Writing – transcription	<i>Read Write Inc. Phonics</i>	<i>Read Write Inc. Get Writing!</i>
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>spell (words containing each of the 40+ phonemes already taught, common exception words, days of the week)</li> </ul>	<p>The <i>Read Write Inc. Speed sounds</i> lessons follow a careful progression, with sounds being introduced sequentially in a structured and systematic way. The broad order follows three sets:</p> <ul style="list-style-type: none"> <li>* Set 1 teaches the most common sound-letter correspondences: m a s d t / i n p g o / c k u b / f e l h sh r / j v y w / th z ch qu x ng nk</li> <li>* Set 2 Speed sounds teaches alternative vowel sounds: ay ee igh ow oo oo ar or air ir ou oy</li> <li>* Set 3 Speed sounds is made up of alternative spellings of Set 2 sounds: ea oi e a-e i-e o-e u-e aw are ur er ow ai oa ew ire ear ure</li> </ul> <p>The Speed sounds are taught using cards and are the key focus sounds that children learn. As they move up the levels, more unusual correspondences that they need to learn are pointed out to them as alternatives on the Complex Speed Sound chart as part of the reading activities for the storybooks, e.g. ph is not taught using a sound card but as an alternative to the more common spelling 'f'.</p> <p>These have a special focus throughout the programme, to ensure children learn to read and spell them with confidence.</p>	<p>There are 9 Get Writing! activities for each of the <i>Read Write Inc. Phonics</i> books making spelling a fundamental part of <i>Read Write Inc. Get Writing!</i></p> <ol style="list-style-type: none"> <li>1. Play 'Fred Rhythms' to learn to spell the words – encoding</li> <li>2. Play 'Fred Fingers' to memorise the spelling – encoding</li> <li>3. Carry out a spelling check – encoding</li> <li>4. Take a spelling test – encoding</li> <li>5. Hold a sentence – encoding</li> <li>6. Build a sentence – language comprehension and encoding</li> <li>7. Edit for spelling and punctuation – language comprehension and encoding</li> </ol>
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>name the letters of the alphabet in order</li> </ul>	Pink/Orange Level.	Yellow level.
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>Add prefixes and suffixes</li> </ul>	Children's awareness of prefixes and suffixes is developed in the storybook activities for each book.	Children will use some words with prefixes and suffixes where appropriate in their own writing after seeing them modelled by the teacher.

Pupils should be taught to: <ul style="list-style-type: none"> <li>apply simple spelling rules as outlined in English Appendix 1.</li> </ul>	See Appendix 1: Spelling Year 1 below.	
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Writing – vocabulary, grammar and punctuation	Read Write Inc. Phonics	Read Write Inc. Get Writing!
Pupils should be taught to: <ul style="list-style-type: none"> <li>develop their understanding of the concepts set out in English Appendix 2 by [...] Using a capital letter for names of people, places, days of the week, and the personal pronoun 'I'.</li> </ul>	'I' taught as alternative to Set 2 as part of the storybook activities.  Days of the week taught as part of weekly activities in <i>Read Write Inc. Spelling</i>	Children are taught to use capital letters at the start of sentences, for names and for the word 'I'.

National Curriculum English Appendix 1: Spelling Year 1				
English Appendix 1: Spelling Year 1 content	Curriculum example words (from English - Appendix 1: Spelling)	Read Write Inc. Phonics	Read Write Inc. Get Writing!	Read Write Inc. Spelling
<i>The sounds /f/, /l/, /s/, /z/ and /k/ spelt ff, ll, ss, zz and ck</i>	<b>off, well, miss, buzz, back</b>	Taught as alternatives to Set 1 sounds as part of the storybook activities.	Throughout.	Quick recap: Pre-programme Activity 2 huff, bell, pass, buzz, duck.
<i>The /ŋ / sound spelt n before k (bank, sunk)</i>	<b>bank, think, honk, sunk</b>	Since nk and ng are very frequent sound combinations, nk and ng are taught together as part of Set 1.	Throughout.	Quick recap: Pre-programme Activity 2 bank.
<i>Division of words into syllables</i>		Children's awareness of syllable breaks is developed in the storybook activities for each book.	-	Quick recap: Pre-programme Activity 2; pre-programme Activity 5 question 2. If you feel children need further practice, work through Pre-programme Special focus 2 (available online).
<i>-tch (fetch, hutch)</i>	<b>catch, fetch, kitchen, notch, hutch (rich, which, much, such)</b>	Taught as alternative to Set 1 ch as part of the storybook activities.	Throughout.	Quick recap: Pre-programme Activity 2 catch.

<i>The /v/ sound at the end of words (have, live)</i>	<b>have live give</b>	Taught as alternative to Set 1 v as part of the storybook activities.	Throughout.	Quick recap: Pre-programme Activity 2 give.
<i>Adding s and es to words (plural of nouns and the third person singular of verbs)</i>	<b>cats, dogs, spends, rocks, thanks catches</b>	Throughout fiction and non-fiction.	Children will use plural nouns and third person singular verbs ending with s and es where appropriate in their writing.	Quick check: Pre-programme Activity 5 question 4. If children need further practice, work through Pre-programme Special focus 4 and Special focus 5 (available online).
<i>Adding the endings –ing, –ed and –er to verbs where no change is needed to the root word</i>	<b>hunting, hunted, hunter, buzzing, buzzed, buzzer, jumping, jumped, jumper</b>	Throughout fiction and non-fiction.	Not explicitly taught, but children will use these forms where appropriate in their own writing after seeing them modelled by the teacher.	Quick check: Pre-programme Activity 5, questions 5 and 6. If you feel children need further practice, work through Pre-programme Special focus 7 and Special focus 8 (available online).
<i>Adding –er and –est to adjectives where no change is needed to the root word</i>	<b>grander, grandest, fresher, freshest, quicker, quickest</b>	Throughout fiction and non-fiction.	Not explicitly taught, but children will use these forms where appropriate in their own writing after seeing them modelled by the teacher.	Quick check: Pre-programme Activity 5, questions 5 and 6. If you feel children need further practice, work through Pre-programme Special focus 6 (available online).
<i>ai, oi (rain, oil)</i>	<b>rain, wait, train, paid, afraid oil, join, coin, point, soil</b>	Speed sound set 3.	Yellow Level onwards.	Quick recap: Pre-programme Activity 2 train spoil.
<i>ay, oy (day, enjoy)</i>	<b>day, play, say, way, stay boy, toy, enjoy, annoy</b>	Speed sounds set 2.	Pink Level onwards.	Quick recap: Pre-programme Activity 2 day boy.
<i>a-e (made, safe)</i>	<b>made, came, same, take, safe</b>	Speed sound set 3.	Yellow Level onwards.	Quick recap: Pre-programme Activity 2 make.
<i>e-e (these, complete)</i>	<b>these, theme, complete</b>	-	-	Quick recap: Pre-programme Activity 2 theme.
<i>i-e (five, ride)</i>	<b>five, ride, like, time, side</b>	Speed sound set 3.	Grey level.	Quick recap: Pre-programme Activity 2 kite.
<i>o-e (home, hope)</i>	<b>home, those, woke, hope, hole</b>	Speed sound set 3.	Blue and Grey Level.	Quick recap: Pre-programme Activity 2 smoke.

<i>u-e (June, rude)</i>	<b>June, rule, rude, use, tube, tune</b>	Speed sound set 3.	Grey Level.	Quick recap: Pre-programme Activity 2 rude.
<i>ar (car, garden)</i>	<b>car, start, park, arm, garden</b>	Speed sound set 2.	Orange Level onwards.	Quick recap: Pre-programme Activity 2 car.
<i>ee (see, green)</i>	<b>see, tree, green, meet, week</b>	Speed sound set 2.	Pink Level onwards.	Quick recap: Pre-programme Activity 2 see.
<i>ea (/i:/) (sea, each)</i>	<b>sea, dream, meat, each, read (present tense)</b>	Speed sound set 3.	Blue and Grey Level.	Quick recap: Pre-programme Activity 2 dream.
<i>ea (/ɛ/) (bread, instead)</i>	<b>head, bread, meant, instead, read (past tense)</b>	Speed sound set 3.	Blue and Grey Level.	Quick recap: Pre-programme Activity 2 head.
<i>er (/ɜ:/) (her, person)</i>	<b>(stressed sound): her, term, verb, person</b>	Speed sound set 3.	Grey Level.	Quick recap: Pre-programme Activity 2 verb.
<i>er (/ə/) (better, sister)</i>	<b>(unstressed schwa sound): better, under, summer, winter, sister ir</b>	Not taught as the unstressed schwa because many sounds can be pronounced this way in natural spoken English. Sounds are individually taught if stressed.	-	-
<i>ir (girl, third)</i>	<b>girl, bird, shirt, first, third</b>	Speed sound set 2.	Blue and Grey Level.	Quick recap: Pre-programme Activity 2 whirl.
<i>ur (turn, burst)</i>	<b>turn, hurt, church, burst, Thursday</b>	Speed sound set 3.	Grey Level.	Quick recap: Pre-programme Activity 2 burn.
<i>oo (/u:/) (food, soon)</i>	<b>food, pool, moon, zoo, soon</b>	Speed sound set 2.	Pink Level onwards.	Quick recap: Pre-programme Activity 2 zoo.
<i>oo (/ʊ/) (book, good)</i>	<b>book, took, foot, wood, good</b>	Speed sound set 2.	Orange Level onwards.	Quick recap: Pre-programme Activity 2 look.
<i>oa (boat, goal)</i>	<b>boat, coat, road, coach, goal</b>	Speed sound set 3.	Grey Level onwards.	Quick recap: Pre-programme Activity 2 boat.
<i>oe (toe, goes)</i>	<b>toe, goes</b>	Taught as alternative to Set 3 o-e as part of the storybook activities.	Blue Level onwards.	Quick recap: Pre-programme Activity 2 toe.
<i>ou (out, sound)</i>	<b>out, about, mouth, around, sound</b>	Speed sound set 2.	Orange Level onwards.	Quick recap: Pre-programme Activity 2 shout.

<i>ow (/aʊ/) (now, brown)</i> <i>ow (/əʊ/) (own, show)</i> <i>ue (blue, rescue)</i> <i>ew (new, drew)</i>	<b><i>now, how, brown, down, town own, blow, snow, grow, show blue, clue, true, rescue, Tuesday new, few, grew, flew, drew, threw</i></b>	Set 2 ow. Set 3 ow. ue taught as alternative to Set 3 ew.	Pink onwards for Set 2 ow; Yellow onwards for Set 3 ow, ew and alternative ue.	Quick recap: Pre-programme Activity 2 blow, brown, blue, chew.
<i>ie (/aɪ/) (tie, dried)</i>	<b><i>lie, tie, pie, cried, tried, dried</i></b>	Speed sounds set 3.	Blue Level onwards.	Quick recap: Pre-programme Activity 2 tie.
<i>ie (/i:/) (chief, thief)</i>	<b><i>chief field thief</i></b>	Taught as alternative to Set 2 ee.	Blue and Grey Level.	Quick recap: Pre-programme Activity 2 chief.
<i>igh (high, right)</i>	<b><i>high, night, light, bright, right</i></b>	Speed sound set 2.	Pink Level onwards.	Quick recap: Pre-programme Activity 2 high.
<i>or (for, horse)</i>	<b><i>for, short, born, horse, morning</i></b>	Speed sound set 2.	Pink Level onwards.	Quick recap: Pre-programme. Activity 2 for
<i>ore (more, shore)</i>	<b><i>more, score, before, wore, shore</i></b>	Taught as alternative to Set 2 as part of the storybook activities.	Yellow Level onwards.	Quick recap: Pre-programme Activity 2 snore.
<i>aw (saw, yawn)</i>	<b><i>saw, draw, yawn, crawl</i></b>	Speed sound set 3.	Yellow Level onwards.	Quick recap: Pre-programme Activity 2 law.
<i>au (author, dinosaur)</i>	<b><i>author, August, dinosaur, astronaut</i></b>	Taught as alternative to Set 3 aw as part of the storybook activities.	Grey Level onwards.	Quick recap: Pre-programme Activity 2 author.
<i>air (fair, pair)</i>	<b><i>air, fair, pair, hair, chair</i></b>	Speed sound set 2.	Pink Level onwards.	Quick recap: Pre-programme Activity 2 fair given as example.
<i>ear (dear, year)</i>	<b><i>dear, hear, beard, near, year</i></b>	Speed sound set 3.	Yellow Level onwards.	Quick recap: Pre-programme Activity 2 ear given as example.
<i>ear (/ɛə/) (bear, pear)</i>	<b><i>bear, pear, wear</i></b>	-	-	Quick recap: Pre-programme Activity 2 bear.
<i>are (/ɛə/) (dare, care)</i>	<b><i>bare, dare, care, share, scared</i></b>	Speed sound set 3.	Yellow Level onwards.	Quick recap: Pre-programme Activity 2 care.
<i>Words ending –y (/i:/ or /ɪ/) (happy, funny)</i>	<b><i>very, happy, funny, party, family</i></b>	Speed sound set 3.	Yellow Level onwards.	Quick recap: Pre-programme Activity 2 happy.



<i>New consonant spellings ph and wh (dolphin, where)</i>	<b>dolphin, alphabet, phonics, elephant when, where, which, wheel, while</b>	ph taught as alternative for Set 1 f; wh taught as alternative for Set 1 w.	Ditties.	Quick recap: Pre-programme Activity 2 which, photo.
<i>Using k for the /k/ sound (kit, skin)</i>	<b>Kent, sketch, kit, skin, frisky</b>	K taught as alternative sound for Speed sound set 1 ch.	Throughout.	Quick recap: Pre-programme Activity 2 skin.
<i>Adding the prefix -un</i>	<b>unhappy, undo, unload, unfair, unlock</b>	Not explicitly taught.	Not explicitly taught, but children will use these forms where appropriate in their own writing as modelled by the teacher.	Quick check: Pre-programme Activity 5, question 3. If you feel children need further practice, work through Pre-programme Special focus 3 (available online).
<i>Compound words</i>	<b>football, playground, farmyard, bedroom, blackberry</b>	Not explicitly taught.	Not explicitly taught, but children will use these forms where appropriate in their own writing after seeing it modelled by the teacher.	Quick check: Pre-programme Activity 5, question 1. If you feel children need further practice, work through Pre-programme Special focus 1 (available online).
<i>Common exception words</i>	<b>the, a, do, to, today, of, said, says, are, were, was, is, his, has, I, you, your, they, be, he, me, she, we, no, go, so, by, my, here, there, where, love, come, some, one, once, ask, friend, school, put, push, pull, full, house, our</b>	The majority of these words are practised as Red words in Phonics. From Yellow level onwards of <i>Get Writing!</i> Activities 1, 2, 3 and 4 particularly focus on the spelling of Green and Red words (Red words being high frequency words with a low frequency grapheme. These have a special focus throughout the programme, to ensure children learn to read and spell them with confidence).	The majority of these words are practised as Red words in Phonics. From Yellow level onwards of <i>Get Writing!</i> Activities 1, 2, 3 and 4 particularly focus on the spelling of Green and Red words (Red words being high frequency words with a low frequency grapheme. These have a special focus throughout the programme, to ensure children learn to read and spell them with confidence).	Practised as Red words in activities in every unit of the programme in Year 2. These words are available to print and make into cards in the Red words Word bank.

National Curriculum English Appendix 1: Spelling Year 2	
National Curriculum English programmes of study Year 2	<i>Read Write Inc. Spelling</i>
Reading – word reading	
Pupils should be taught to:	
Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded.	Throughout Year 2 programme.
Read accurately by blending the sounds in words that contain the graphemes taught so far.	Throughout Year 2 programme.
Read accurately words of two or more syllables that contain the same graphemes as above.	Throughout Year 2 programme.
Read words containing common suffixes.	<i>Practice Book 2A</i> Unit 3, Unit 4, Unit 5, Unit 8, Unit 9, Unit 12, Unit 13, Unit 14. <i>Practice Book 2B</i> Unit 2, Unit 3, Unit 4, Unit 6, Unit 7, Unit 11, Unit 12, Unit 13, Unit 15.
Read further common exception words.	<i>Practice Book 2A</i> Special focus 1: Red words. <i>Practice Book 2A</i> Special focus 3: Red words. <i>Practice Book 2B</i> Special focus 1: Red words.
Writing – transcription	
Pupils should be taught to:	
Spell by:	
<ul style="list-style-type: none"> <li>Segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly.</li> </ul>	Throughout programme.
<ul style="list-style-type: none"> <li>Learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones.</li> </ul>	Throughout programme.
<ul style="list-style-type: none"> <li>Learning to spell common exception words.</li> </ul>	Word banks online. <i>Jumping Red words</i> – every unit.
<ul style="list-style-type: none"> <li>Learning to spell more words with contracted forms.</li> </ul>	<i>Practice Book 2A</i> Special focus 5: Contractions and apostrophes (p.40). <i>Practice Book 2B</i> Special focus 6: Contractions and apostrophes (p.43).
<ul style="list-style-type: none"> <li>Learning the possessive apostrophe (singular).</li> </ul>	<i>Practice Book 2A</i> Special focus 7: Possessive apostrophes (p.54). <i>Practice Book 2B</i> Special focus 7: Possessive apostrophes (p.43).
<ul style="list-style-type: none"> <li>Distinguishing between homophones and near-homophones.</li> </ul>	<i>Practice Book 2A</i> Special focus 2: Homophones (p.19).
Add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly .	<i>Practice Book 2B</i> Unit 13: Adding the suffix –ment (p.44). <i>Practice Book 2B</i> Unit 6: Adding the suffix –ness 1 (p.19) and adding the suffix –ness 2 (p.23). <i>Practice Book 2B</i> Unit 11: Adding the suffix –ful (p.37). <i>Practice Book 2B</i> Unit 12: Adding the suffix –less (p.40). <i>Practice Book 2A</i> Unit 5: Adding the suffix –ly (p.20).
Apply spelling rules and guidance, as listed in English appendix .	See grid below.
Write from memory simple sentences dictated by the teacher that include words using the gpcs, common	Dictation activities in every unit, throughout the programme.

exception words and punctuation taught so far.	
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English Appendix 1: Spelling Year 2 content	Read Write Inc. Spelling
The /dʒ/ sound spelt as ge and dge at the end of words, and sometimes spelt as g elsewhere in words before e, i and y.	Year 2A Unit 10 The <b>j</b> sound.
The /s/ sound spelt c before e, i and y.	Year 2A Unit 2 Soft <b>c</b> .
The /n/ sound spelt kn and (less often) gn at the beginning of words.	Year 2A Unit 6 The <b>n</b> sound spelt <b>kn</b> and <b>gn</b> .
The /r/ sound spelt wr at the beginning of words.	Year 2B Unit 1 The <b>r</b> sound spelt <b>wr</b> .
The /l/ or /əl/ sound spelt –le at the end of words.	Year 2B Unit 8 Words ending in <b>–le</b> .
The /l/ or /əl/ sound spelt –el at the end of words.	Year 2B Unit 9 Words ending in <b>–el</b> .
The /l/ or /əl/ sound spelt –al at the end of words.	Year 2B Unit 10 Words ending in <b>–al</b> .
Words ending –il.	Year 2B Special Focus 3 Words ending in <b>–il</b> and words where <b>s</b> makes the <b>zh</b> sound.
The /aɪ/ sound spelt –y at the end of words.	Year 2A Unit 7 The <b>igh</b> sound spelt <b>y</b> .
Adding –es to nouns and verbs ending in –y.	Year 2B Unit 15 Adding the suffix <b>–es</b> (where the root word ends in <b>y</b> ).
Adding –ed, –ing, –er and –est to a root word ending in –y with a consonant before it.	Year 2A Unit 13 Adding the suffix <b>–ed</b> (2) (swapping <b>y</b> for <b>i</b> ). Year 2B Unit 3 Adding the suffixes <b>–er</b> or <b>–est</b> (2) (swapping <b>y</b> for <b>i</b> ).
Adding the endings –ing, –ed, –er, –est and –y to words ending in –e with a consonant before it.	Year 2A Unit 4 Adding the suffix <b>–y</b> (2) (to words ending in <b>e</b> ). Year 2A Unit 9 Adding the suffix <b>–ing</b> (2) (to words ending in <b>e</b> or <b>ie</b> ). Year 2A Unit 14 Adding the suffix <b>–ed</b> (3) (dropping <b>e</b> to add <b>–ed</b> , and revision of doubling final consonant and swapping <b>y</b> for <b>i</b> ). Year 2B Unit 2 Adding the suffixes <b>–er</b> or <b>–est</b> (1) (words where no change is needed; words ending in <b>e</b> ).

National Curriculum English programmes of study Year 3/	Read Write Inc. Spelling
<b>Reading - word reading</b>	
<b><i>Pupils should be taught to:</i></b>	
Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet.	Throughout Year 3 and Year 4 programme
Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.	Throughout Year 3 and Year 4 programme

English Appendix 1: Spelling Years 3 and 4 content	Read Write Inc. Spelling
Adding suffixes beginning with vowel letters to words of more than one syllable	Year 6 Unit 4 Suffixes (4) <i>(adding suffixes beginning with a vowel)</i>
The /ɪ / sound spelt y elsewhere than at the end of words	Year 3 Special focus 3 The short <i>i</i> sound spelt with the letter <b>y</b>
The /ʌ/ sound spelt ou	Year 4 Special focus 1 The short <i>u</i> sound spelt <b>ou</b>
More prefixes	Year 3 Unit 1 (dis-, in-) Adding the prefixes <b>dis-</b> and <b>in-</b> Year 3 Unit 2 (im-) Adding the prefix <b>im-</b> to root words beginning with <b>m</b> or <b>p</b> Year 3 Unit 11 (re-) Adding the prefix <b>re-</b> Year 3 Unit 12 (anti-) Adding the prefix <b>anti-</b> Year 3 Unit 13 (super-) Adding the prefix <b>super-</b> Year 3 Unit 14 (sub-) Adding the prefix <b>sub-</b> Year 4 Unit 1 (mis-) Adding the prefix <b>mis-</b> Year 4 Unit 3 (auto-) Adding the prefix <b>auto-</b> Year 4 Unit 5 (inter-) Adding the prefix <b>inter-</b> Year 4 Unit 10 (il-, un-, mis-, dis-) Adding <b>il-</b> and revising <b>un-, in-, mis-</b> and <b>dis</b> Year 4 Unit 12 (ir-) Adding <b>ir-</b> to words beginning with <b>r</b>
The suffix –ation	Year 3 Unit 6 Adding <b>-ation</b> to verbs to form nouns
The suffix –ly	Year 3 Unit 4 Adding the suffix <b>-ly</b> <i>(to adjectives to form adverbs)</i> Year 4 Unit 4 Adding the suffix <b>-ly</b> <i>(to adjectives to form adverbs)</i>
Words with endings sounding like /ʒə/ or /tʃə/	Year 3 Unit 5 Words ending in <b>-ture</b> Year 4 Unit 2 Words ending in <b>zhuh</b> spelt <b>-sure</b>
Endings which sound like /ʒən/	Year 4 Unit 9 Words ending in <b>zhun</b> spelt <b>-sion</b>
The suffix –ous	Year 3 Unit 3 Adding the suffix <b>-ous</b> Year 4 Unit 7 Words ending in <b>-ous</b>
Endings which sound like /ʃən/, spelt –tion, –sion, –ssion, –cian	Year 3 Unit 9 Adding the suffix <b>-ion</b> <i>(to root words ending in t or te)</i> Year 3 Unit 10 Adding the suffix <b>-ian</b> <i>(to root words ending in c or cs)</i> Year 4 Unit 13 Adding the prefix <b>super-</b> Year 4 Unit 14 Adding the prefix <b>sub-</b>
Words with the /k/ sound spelt ch (Greek in origin)	Year 3 Unit 7 Words with the <b>c</b> sound spelt <b>ch</b>

Words with the /ʃ/ sound spelt ch (mostly French in origin)	Year 3 Unit 8 Words with the <b>sh</b> sound spelt <b>ch</b>
Words ending with the /g/ sound spelt –gue and the /k/ sound spelt –que (French in origin)	Year 4 Unit 11 The <b>c</b> sound spelt <b>-que</b> and the <b>g</b> sound spelt <b>-gue</b>
Words with the /s/ sound spelt sc (Latin in origin)	Year 4 Unit 8 Words with the <b>s</b> sound spelt <b>sc</b>
Words with the /eɪ/ sound spelt ei, eigh, or ey	Year 4 Unit 6 Words with the <b>ay</b> sound spelt <b>ei, eigh, ey</b>
Possessive apostrophe with plural words	Year 4 Special focus 3 Possessive apostrophes with plural words
Homophones and near-homophones	Year 3 Special focus 2 Homophones Year 3 Special focus 4 Homophones Year 4 Special focus 2 Homophones Year 4 Special focus 4 Homophones
Years 3 and 4 word list	Year 3 Special focus 1 Orange words (which include all the words on the National Curriculum words list for Years 3/4) are on printable display copies in the online materials. These words are used in a variety of activities, such as <i>Jumping orange words</i> , <i>Dictation</i> and <i>Words to log and learn</i> .

National Curriculum English Appendix 1: Spelling Year 5/6	
National Curriculum English programmes of study Year 5 & 6	<i>Read Write Inc. Spelling</i>
<b>Reading - word reading</b>	

<b>Pupils should be taught to:</b>	
Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet.	Throughout Year 5 and Year 6 programmes
<b>Writing - transcription</b>	
Spelling (see English Appendix 1)	
<b>Pupils should be taught to:</b>	
Use further prefixes and suffixes and understand the guidance for adding them.	See detailed coverage of Spelling Appendix 1 below.
Spell some words with 'silent' letters, e.g. knight, psalm, solemn.	Year 5 Unit 1. Year 5 Unit 4. Year 6 Unit 8.
Continue to distinguish between homophones and other words which are often confused.	Year 5 Special focus 2. Year 5 Special focus 5. Year 5 Special focus 8. Year 5 Special focus 3. Year 5 Special focus 6. Year 6 Special focus 10. Year 6 Special focus 12.
Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1.	See detailed coverage of Spelling Appendix 1 below.
Use dictionaries to check the spelling and meaning of words.	Dictionary challenges are included in the Year 5 and Year 6 Practice Books.
Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.	
Use a thesaurus.	Thesaurus challenges are built into some Word changer activities in Year 5 and Year 6 Practice Books.

English Appendix 1: Spelling Years 5 and 6 content	Read Write Inc. Spelling
Endings which sound like /ʃəs/ spelt -cious or -tious.	Year 5 Unit 10 Words ending in <b>shus</b> spelt <b>-cious</b> Year 5 Unit 11 Words ending in <b>shus</b> spelt <b>-tious</b>
Endings which sound like /ʃəl/.	Year 5 Unit 12 Words ending in <b>shul</b> spelt <b>-cial</b> or <b>-tial</b>
Words ending in -ant, -ance/-ancy, -ent, -ence/-ency.	Year 5 Unit 6 Words ending in <b>-ent</b> Year 5 Unit 7 Words ending in <b>-ence</b> Year 5 Unit 9 Words ending in <b>-ant, -ance</b> and <b>-ancy</b>
Words ending in -able and -ible.	Year 5 Unit 2 Words ending in <b>-ible</b> Year 5 Unit 3 Words ending in <b>-able</b>
Words ending in -ably and -ibly.	Year 5 Unit 5 Words ending in <b>-ibly</b> and <b>-ably</b> Year 6 Unit 10 Words ending in <b>-ible</b> and <b>-able</b>
Adding suffixes beginning with vowel letters to words ending in -fer.	Year 6 Unit 4 Suffixes (4) (adding suffixes beginning with a vowel)
Use of the hyphen.	Year 6 Special focus 9 Hyphens
Words with the /i:/ sound spelt ei after c.	Year 5 Unit 8 The <b>ee</b> sound spelt <b>ei</b>

	Year 6 Unit 9 The spellings <b>ei</b> and <b>ie</b>
Words containing the letter-string ough.	Year 5 Special focus 1 Words that contain the letter-string <b>ough</b> Year 6 Special focus 1 Words containing the letter-string <b>ough</b>
Words with 'silent' letters.	Year 5 Unit 1 Words with silent letter <b>b</b> Year 5 Unit 4 Words with silent letter <b>t</b> Year 6 Unit 8 Silent letters ( <i>silent k, g, l, n</i> )
Homophones.	Year 5 Special focus 2 Homophones Year 6 Special focus 3, 6, 12 Homophones and other words that are often confused
Years 5 and 6 word list.	Year 5 Special focus 1 (Orange words) Year 5 Special focus 3 (Orange words) Year 5 Special focus 4 (Orange words) Year 5 Special focus 6 (Orange words) Year 5 Special focus 7 (Orange words) Year 5 Special focus 9 (Orange words) Year 5 Special focus 10 (Orange words) Year 5 Special focus 11 (Orange words) Year 5 Special focus 12 (Orange words) Year 6 Special focus 2 (Orange words) Year 6 Special focus 4 (Orange words) Year 6 Special focus 5 (Orange words) Year 6 Special focus 7 (Orange words) Year 6 Special focus 8 (Orange words) Year 6 Special focus 11 (Orange words)  Orange words (which include all the words on the National Curriculum words list for Years 5/6) are on printable display copies in the online materials. These words are used in a variety of activities, such as Jumping orange words, Dictation and Words to log and learn.

Year 1 Writing Expectations	Date Achieved	Date Achieved	Date Achieved
<b>Working towards the expected standard</b>			
I am beginning to start my sentence with a capital letter and finish with a full stop.			

I am beginning to segment words into phonemes and represent these with graphemes, spelling some correctly.			
I spell a few Year 1 common exception words correctly (Years 1 and 2 curriculum word list).			
I am beginning to form lower case letters correctly starting and finishing in the right place.			
I am beginning to show the ascenders and descenders clearly in my words.			
I am beginning to use finger spaces between my words.			
I am beginning to start my writing in the correct place on the page.			
<b>Working at the expected standard</b>			
<b>To achieve this standard, you will need to demonstrate the above skills, first</b>			
Some of my sentences have a capital letter and full stop in the correct places.			
I am beginning to understand how to use questions marks and exclamation marks.			
I am beginning to use different sentences types in my writing ( <i>e.g. statements, questions, exclamations and commands</i> )			
I am beginning to use expanded noun phrases in my writing (determiner + adjectives + noun) ( <i>e.g. My mum was sitting on the huge red carpet</i> ).			
I am beginning to use the past and present tense correctly.			
I use words like <i>or, but, and</i> , to improve my sentences			
I segment words into phonemes and represent these with graphemes, spelling some correctly			
I spell many of the Year 1 common exception words (Year 1 and 2 curriculum word list)			
I spell a few words that are contracted ( <i>e.g. didn't, won't</i> )			
I am beginning to correctly add suffixes to a few words <i>e.g -ment, -ness, -ful, -less, -ly</i> .			
In some of my writing, I beginning to use diagonal and horizontal strokes needed to join my letters.			
Most of the time my capital letters and digits are the correct size and in the correct place compared to my lower case letters			
I use the finger spaces between words.			
I am beginning to use an apostrophe to show possession <i>e.g. Tom's hat</i> .			
<b>Working at greater depth</b>			
<b>To achieve this standard, you will need to demonstrate <u>all</u> of the above skills, first.</b>			
I use the full range of punctuation taught in Year 1			
I spell most of the Year 1 common exception words (Year 1 and 2 curriculum word list).			
I spell some words that are contracted.			
I am beginning to add suffixes to spell most words correctly in my writing <i>e.g -ment, -ness, -ful, -less, -ly</i>			
I am beginning to use the diagonal and horizontal strokes needed to join my letters in some of writing.			
Teacher judgement of writing			

Year 2 Writing Expectations	Date Achieved	Date Achieved	Date Achieved
<b>Working towards the expected standard</b>			
I usually start my sentence with a capital letter and finish with a full stop.			



I can segment words into phonemes and represent these with graphemes, spelling some correctly			
I can spell some common exception words			
I can form lower case letters correctly starting and finishing in the right place			
My letters show the ascenders and descenders clearly.			
I use finger spaces between my words.			
I can start my writing in the correct place on the page			
<b>Working at the expected standard</b>			
<b>To achieve this standard, you will need to demonstrate the above skills, first</b>			
Most of sentences have a capital letter and full stop in the correct, I am beginning to use questions marks and exclamation marks			
I am using different sentences types in my writing <i>e.g. statements, questions, exclamations and commands</i>			
I can use expanded noun phrases in my writing to describe and specify <i>e.g. my mum was sitting on the huge red carpet</i>			
I can use the past and present tense mostly correctly and consistently			
I can use words like <i>or, but, and, when, if, that</i> and <i>because</i> to improve my sentences			
I can segment words into phonemes and represent these with graphemes, spelling many correctly			
I can spell many common exception words			
I can spell some words in their contracted form			
I can add suffixes to some words correctly in my writing <i>e.g -ment, -ness, -ful, -less, -ly</i>			
I can use the diagonal and horizontal strokes needed to join my letters in some of writing			
My capital letters and digits are the correct size and in the correct place compared to my lower case letters			
I can use the correct spacing between words that reflects the size of my letters			
I can use an apostrophe to show possession e.g. Tom's hat.			
<b>Working in greater depth</b>			
<b>To achieve this standard, you will need to demonstrate <u>all</u> of the above skills, first.</b>			
I can use the full range of punctuation taught in Key Stage 1 mostly correctly			
I can spell most common exception words			
I can spell most words with contracted form			
I can add suffixes to spell most words correctly in my writing <i>e.g -ment, -ness, -ful, -less, -ly</i>			
I can use the diagonal and horizontal strokes needed to join my letters in some of writing			

Year 3 Writing Expectations	Date Achieved	Date Achieved	Date Achieved
<b>Working towards the expected standard</b>			
I can write to the margin.			
I am starting to plan some ideas for writing.			
I am starting to think about my characters and settings.			
I am starting to use co-ordinating and subordinating conjunctions.			

Some of the time, I can correctly use: <i>capital letters to begin a sentence <u>and</u> for proper nouns</i>			
<i>full stops to finish a sentence</i>			
<i>question marks for a question</i>			
<i>commas for lists</i>			
<i>apostrophes for contractions (e.g don't, can't, won't)</i>			
I can write simple sentences - contain a verb (e.g. <i>I went to the shop</i> )			
I am beginning to use 'a' and 'an' correctly.			
I am beginning to spell words correctly (Years 1 and 2 curriculum word list).			
I am beginning to spell some words correctly (Years 3 and 4 curriculum word list).			
*With support, I am beginning to join my letters so that they are legible.			
<b>Working at the expected standard</b>			
<b>To achieve this standard, you will need to demonstrate the above skills, first</b>			
I am beginning to write paragraphs: <i>around a theme (point, evidence, explain)</i>			
<i>that are indented on the first line (and do not leave a line)</i>			
I am beginning to use compound sentences – includes co-ordinating conjunctions (FANBOYS) e.g. <i>I like bananas <u>and</u> apples.</i>			
I am beginning to use complex sentences – includes a subordinating conjunction (e.g. When, if, because and although) <i>Mr Green is happy because he saw Manchester United win.</i>			
I am beginning to use appropriate pronouns to avoid repetition of nouns.			
I am beginning to use apostrophes for singular and plural possession (e.g. <i>girl's dress, girls' toilet</i> ).			
I am beginning to use fronted adverbials to develop my sentences.			
I am beginning to use commas after a fronted adverbial.			
I am beginning to add prefixes and suffixes to develop my word choices.			
I am beginning to use speech marks (inverted commas) to punctuate direct speech.			
I am beginning to add detail to my writing through the use of: <i>Adverbs (to explain the verb)</i>			
<i>Prepositions (e.g. under, above, behind, down)</i>			
<i>expanded noun phrases (determiner + adjectives + noun)</i>			
I am beginning to use the correct tense throughout a piece of writing.			
I am beginning to use 'was' and 'were' correctly (e.g. <i>We were, I was, You were</i> ).			
I am to beginning to recognise the spelling of various homophones.			
I am beginning to check my spelling in a dictionary.			
I am beginning to spot some spelling and punctuation errors in my own and others' writing.			
I am beginning to spell most words correctly (Years 3 and 4 curriculum word list).			
*I am beginning to maintain neatness, fluency and speed in handwriting.			
<b>Working at greater depth</b>			
<b>To achieve this standard, you will need to demonstrate <u>all</u> of the above skills, first.</b>			
I am using the above skills, most of the time, across all subjects.			
I always maintain neatness, fluency and speed in handwriting.			
Teacher judgement to evidence greater depth.			

Year 4 Writing Expectations	Date Achieved	Date Achieved	Date Achieved
<b>Working towards the expected standard</b>			
I can write to the margin.			
I am beginning to plan a piece of writing.			
I am beginning to develop my characters and settings.			
I am beginning to use subordinating and co-ordinating conjunctions.			

Most of the time, I can correctly use: <i>capital letters to begin a sentence <u>and</u> for proper nouns</i>			
<i>full stops to finish a sentence</i>			
<i>question marks for a question</i>			
<i>commas for lists</i>			
<i>apostrophes for contractions (e.g. don't, can't, won't)</i>			
I use simple sentences - contains a verb (e.g. I went to the shop).			
I use 'a' and 'an' correctly.			
I spell most words correctly (Years 1 and 2 curriculum word list).			
I spell some words correctly (Years 3 and 4 curriculum word list).			
*With support, I can join my letters so that they are legible.			
<b>Working at the expected standard</b>			
<b>To achieve this standard, you will need to demonstrate the above skills, first</b>			
I organise paragraphs around a theme (point, evidence, explain).			
I use compound sentences – includes co-ordinating conjunctions (FANBOYS) <i>e.g. I like bananas <u>and</u> apples.</i>			
I use complex sentences – includes a subordinating conjunction (e.g. When, if, because and although) <i>Mr Green is happy because he saw Manchester United win</i>			
I choose appropriate pronouns to avoid repetition of nouns.			
I use apostrophes for singular and plural possession ( <i>e.g. girl's dress, girls' toilet</i> )			
I use fronted adverbials to develop my sentences.			
I use commas after a fronted adverbial.			
I add prefixes and suffixes to develop my word choices.			
I use speech marks (inverted commas) to punctuate direct speech.			
I can add detail to my writing through the use of: <i>Adverbs (to explain the verb)</i>			
<i>Prepositions (e.g. under, above, behind, down)</i>			
<i>expanded noun phrases (determiner + adjectives + noun)</i>			
I use the correct tense throughout a piece of writing.			
I use 'was' and 'were' correctly (e.g. We were, I was, You were).			
I am to beginning to recognise the spelling of various homophones.			
I am beginning to check my spelling in a dictionary.			
I can spot some spelling and punctuation errors in my own and others' writing.			
I can spell most words correctly Years 3 and 4 curriculum word list).			
*I am beginning to maintain neatness, fluency and speed in handwriting			
<b>Working at greater depth</b>			
<b>To achieve this standard, you will need to demonstrate <u>all</u> of the above skills, first.</b>			
I am using the above skills, most of the time, across all subjects.			
I always maintain neatness, fluency and speed in handwriting			
Teacher judgement to evidence greater depth			

Year 5 Writing Expectations	Date Achieved	Date Achieved	Date Achieved
<b>Working towards the expected standard</b>			
I can write to the margin.			
I am beginning to use paragraphs to organise my ideas (point, evidence, explain).			
I am beginning to use <u>some</u> devices to link sentences and paragraphs ( <i>e.g. repetition of a word/ phrase</i> ).			
I am starting to accurately use different verb forms ( <i>past, present and future</i> ).			
I can use: <i>capital letters at the beginning of sentences and for proper nouns</i>			
<i>full stops to end a sentence</i>			
<i>question marks for a question</i>			
<i>exclamation marks when exclaiming</i>			
<i>commas when listing three or more things</i>			
<i>apostrophes for contraction and possession</i>			
I can show some evidence of using a range of co-ordinating (FANBOYS) and subordinating conjunctions.			
I am beginning to know the difference between an independent and subordinate clause.			
I can spell <u>most</u> words correctly (Years 3-4 curriculum word list).			
I can spell <u>a few</u> words correctly (Years 5-6 curriculum word list).			
My writing is legible and joined up.			
<b>Working at the expected standard</b>			
<b>To achieve this standard, you will need to demonstrate the above skills, first.</b>			
I am beginning to create atmosphere using <u>imaginative description of setting</u> and <u>convincing characterisation</u> .			
I am beginning to use: Compound sentences – contains a co-ordinating conjunction ( <i>e.g. I like apples and pears</i> ).			
Complex sentences – contains a subordinating conjunction ( <i>e.g. While on holiday, I read a great book</i> ).			
I am beginning to use some devices to build cohesion within and across sentences and paragraphs (pronouns, determiners, adverbial phrases and conjunctions).			
I can sometimes choose vocabulary and grammar appropriate to a written task ( <i>e.g. question tags, subjunctive verbs</i> ).			
I am beginning to demonstrate some different clause structures (subordinate, independent, relative, adverbial).			
I am beginning to use passive verbs appropriately (explaining how someone or something has an action done to them) <i>e.g. The flowers were watered by James</i> .			
I am beginning to use modal verbs ( <i>e.g. should, would, could, might, etc.</i> ) and auxiliary verbs ( <i>have</i> ) <i>e.g. I would have gone to the party were it not for my broken arm</i> .			
I am beginning to add detail, explanation and precision in my writing through the use of: <i>Adverbs (explain the verb)</i>			
<i>prepositional phrases (groups of words that contain a preposition and its object)</i>			
<i>expanded noun phrases (determiner + adjectives + noun)</i>			
I am beginning to use: <i>inverted commas (for speech)</i>			

commas (for meaning)			
brackets and dashes to show parenthesis (an afterthought or explanation)			
I have started to correctly use: Semi colons (within lists <u>and</u> to mark the boundary between independent clauses)			
Colons (must be preceded by a full independent clause)			
Colons (to introduce a list, where the list <u>does not</u> start with a verb)			
Hyphens to avoid ambiguity (e.g. man-eating shark, re-cover)			
I can spell <u>some</u> words correctly (Years 5 and 6 curriculum word list).			
I can maintain neatness, fluency and speed in handwriting.			
<b>Working in greater depth</b>			
<b>To achieve this standard, you will need to demonstrate <u>all</u> of the above skills, first.</b>			
I can alter the formality of writing, by selecting precise vocabulary and grammar.			
Most of the time, I can correctly use the full range of punctuation taught at KS2.			
I apply my developed writing skills in cross-curricular ways.			
In narrative, I can describe settings, characters and atmosphere			
I can integrate dialogue in narratives to convey character and advance the action			
I can select precise vocabulary and grammatical structures that reflect the level of formality required mostly correctly			
I know how to make writing succinct by using precise grammar and punctuation to engage the reader, sometimes showing and not telling			
using the full range of punctuation taught correctly and appropriately			
Teacher judgement of writing style.			

Year 6 Writing Expectations	Date Achieved	Date Achieved	Date Achieved
<b>Working towards the expected standard</b>			
I can write to the margin.			
I can use paragraphs to organise my ideas (point, evidence, explain).			
I can use <u>some</u> devices to link sentences and paragraphs (e.g. <i>repetition of a word/ phrase</i> )			
Most of the time, I can accurately use different verb forms ( <i>past, present and future</i> )			
I can correctly use: <i>capital letters at the beginning of sentences and for proper nouns</i>			
<i>full stops to end a sentence</i>			
<i>question marks for a question</i>			
<i>exclamation marks when exclaiming</i>			
<i>commas when listing three or more things</i>			
<i>apostrophes for contraction and possession</i>			
I am beginning to use a range of co-ordinating (FANBOYS) and subordinating conjunctions.			
I can demonstrate the difference between an independent and subordinate clause.			
I can spell <u>most</u> words correctly (Years 3-4 curriculum word list).			
I can spell <u>some</u> words correctly (Years 5-6 curriculum word list).			
My writing is legible and joined up.			
<b>Working at the expected standard</b>			
<b>To achieve this standard, you will need to demonstrate the above skills, first</b>			
I can create atmosphere using <u>imaginative description of setting</u> and <u>convincing characterisation</u> .			
I can effectively use: Compound sentences – contains a co-ordinating conjunction (e.g. <i>I like apples and pears.</i> )			
Complex sentences – contains a subordinating conjunction (e.g. <i>While on holiday, I read a great book.</i> )			
I can use a <u>range</u> of devices to build cohesion within and across sentences and paragraphs (pronouns, determiners, adverbial phrases and conjunctions).			
I can select vocabulary and grammar appropriate to a written task, most of the time (e.g. question tags, subjunctive verbs).			
I can use a range of clause structures (subordinate, independent, relative, adverbial), sometimes varying their position within a sentence.			
I can use passive verbs appropriately, most of the time (explaining how someone or something has an action done to them) e.g. <i>The flowers <u>were</u> watered <u>by</u> James.</i>			
I can use modal (e.g. should, would, could, might, etc.) and auxiliary verbs (e.g. <i>I <u>would have</u> gone to the party were it not for my broken arm</i> )			
I can add detail, explanation and show precision in my writing through the use of: <i>Adverbs (explain the verb)</i>			
<i>prepositional phrases (groups of words that contain a preposition and its object).</i>			
<i>expanded noun phrases (determiner + adjectives + noun).</i>			
Most of the time, I can correctly use: <i>inverted commas (for speech)</i>			

commas (for meaning)			
brackets and dashes to show parenthesis (an afterthought or explanation)			
I can make some correct use of: Semi colons (within lists <u>and</u> to mark the boundary between independent clauses)			
Colons (must be preceded by a full independent clause)			
Colons (to introduce a list, where the list <u>does not</u> start with a verb)			
Hyphens to avoid ambiguity (e.g. man-eating shark, re-cover)			
I can spell <u>most</u> words correctly (Years 5 and 6 curriculum word list).			
I can maintain neatness, fluency and speed in handwriting.			
<b>Working in greater depth</b>			
<b>To achieve this standard, you will need to demonstrate <u>all</u> of the above skills, first.</b>			
I can alter the formality of writing, by selecting precise vocabulary and grammar.			
Most of the time, I can correctly use the full range of punctuation taught at KS2.			
I apply my developed writing skills in cross-curricular ways.			
I can write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (e.g. literary language, characterisation, structure)			
I can distinguish between the language of speech and writing and choose the appropriate register <sup>[L]</sup> <sub>[SEP]</sub>			
I can exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this			
I can use the range of punctuation taught at key stage 2 correctly (e.g. semi-colons and colons to mark boundaries between clauses, dashes and hyphens) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity			
Teacher judgement of writing style.			