

- English teaching follows the national curriculum programme of study and is made up of 3 separate strands Reading, Writing and SPaG.
- All writing is taught through the use of high-quality fiction and non-fiction texts, chosen by the teacher. Wherever possible the choice of text and genre is linked to the theme for that term.
- Phonics is taught following Read Write Inc. A systematic, synthetic phonics programme.
- Writing is taught following The Write Stuff scheme by Jane Considine, using the FANTASTICs system and the process of sentence stacking to increase children's stamina and skills as a writer.
- Wherever possible, writing is linked to real life contexts and purposes to show children the relevance of writing.
- Spelling, Punctuation and Grammar (SPaG) is embedded within the teaching of writing linked to the genres of writing.
- Reading and writing are taught as a progression of skills and as such, children are taught according to their ability and not their chronological age.
- As well as modelling good reading daily through the sharing of a class book, teachers incorporate reading opportunities across the curriculum. In addition, specific reading lessons give children the opportunity to read out loud and develop and use inference skills to decode texts. This experience informs their writing.
- Reading and writing is assessed on an ongoing basis and the data is used to inform planning and teaching in a cyclical process.

## Writing Genres 2021/2022

Teachers have the choice of the times they teach each genre with each year.

- Each term classes will complete a piece of creative writing, this can be a setting or character description, alternate ending, next chapter or their own story. These should be different each term.
- In addition, teachers will choose 3 additional pieces of writing to teach.
- One piece of writing each term shall be an independent piece of writing used to support teachers assessment.
- By the end of the year all children will have completed 3 pieces of creative writing, and one of each other genre plus
- Genre specific guidance on progression of grammar through each genre is provided in the 'TWS: Progression Through Genres' Document.
- Guidance on vocabulary development is provided through the 'Shades of Meaning' guidance.

	Autumn		Spring		Summer	
T O P I C	<b>The Shang Dynasty</b> (History based)	<b>North &amp; South America</b> (Geography based)	<b>Local History - Hall Place &amp; Victorians</b> (History based)	<b>Mountains</b> (Geography based)	<b>Anglo Saxons</b> (History based)	<b>Safari - compassion with life in another country</b> (Geography based)
E V E N T S	<b>National Children's Book Week</b> (first week of October)  <b>National Poetry Day</b> 7th October	<b>Family Learning Week</b> 16th-31st October	<b>National Storytelling Week</b> 30th Jan - 6th Feb	<b>World Book Day</b> 3rd March  <b>International Children's Book Day</b> 2nd April	<b>National Share a Story Month</b> (May - tbc)	<b>Launch of Summer Reading Challenge</b> (Bexley - July)
G E N R E S	<ul style="list-style-type: none"> <li>● Creative writing - character description, setting description, alternate ending, next chapter, own story, etc.</li> <li>● Traditional tales.</li>   <li>● Poetry</li> <li>● Diary/recount</li> <li>● Non-chronological report</li> <li>● Biography – Fact-file</li> <li>● Instructions</li> <li>● Newspaper</li> <li>● Letter writing</li> <li>● Persuasive writing</li> <li>● Balanced argument</li> </ul>					

## Writing Progression of Skills (including SPaG)

	Word	Sentence	Text	Punctuation	Terminology for pupils
					Handwriting
<b>Year 1</b>	<p>Regular <b>plural noun suffixes</b> –s or –es (e.g. <i>dog, dogs; wish, wishes</i>), including the effects of these suffixes on the meaning of the noun</p> <p><b>Suffixes</b> that can be added to <b>verbs</b> where no change is needed in the spelling of root words (e.g. <i>helping, helped, helper</i>)</p> <p>How the <b>prefix un-</b> 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>How <b>words</b> can combine to make <b>sentences</b></p> <p>Joining <b>words</b> and joining <b>clauses</b> using <i>and</i></p>	<p>Sequencing <b>sentences</b> to form short narratives</p>	<p>Separation of <b>words</b> with spaces</p> <p>Introduction to capital letters, full stops, question marks and exclamation marks to demarcate <b>sentences</b></p> <p>Capital letters for names and for the personal <b>pronoun I</b></p>	<p>letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark</p> <p><b>Handwriting:</b> Begin to form lower case letters in the right place with the lead in stroke. Form digits 0-9 correctly.</p>
<b>Year 2</b>	<p>Formation of <b>nouns</b> using <b>suffixes</b> such as –ness, –er and by compounding (e.g. <i>whiteboard, superman</i>)</p> <p>Formation of <b>adjectives</b> using <b>suffixes</b> such as –ful, –less (A fuller list of <b>suffixes</b> can be found in the year 2 spelling appendix.)</p>	<p><b>Subordination</b> (using <i>when, if, that, because</i>) and <b>co-ordination</b> (using <i>or, and, but</i>)</p> <p>Expanded <b>noun phrases</b> for description and specification (e.g. <i>the blue butterfly, plain flour, the man in the moon</i>)</p> <p><b>How the grammatical patterns in a sentence</b></p>	<p>Correct choice and consistent use of <b>present tense</b> and <b>past tense</b> throughout writing</p> <p>Use of the <b>progressive</b> form of <b>verbs</b> in the <b>present</b> and <b>past tense</b> to mark actions in progress (e.g. <i>she is drumming, he was shouting</i>)</p>	<p>Use of capital letters, full stops, question marks and exclamation marks to demarcate <b>sentences</b></p> <p>Commas to separate items in a list</p> <p><b>Apostrophes</b> to mark where letters are missing in spelling and to mark singular possession in nouns (<i>for example, this girl's name</i>)</p>	<p>noun, noun phrase statement, question, exclamation, command, main clause, subordinating conjunction, coordinating conjunction, compound, adjective, verb, adverb, suffix, tense (past, present), progressive form of verbs, apostrophe, comma,</p>

	Use of the <b>suffixes</b> <i>-er, -est</i> in <b>adjectives</b> and <i>-ly</i> to turn adjectives into <b>adverbs</b>	<b>indicate its function</b> as a statement, question, exclamation or command			<b>Handwriting:</b> Use diagonal strokes to join letters. Understand which letters do not join together.
<b>Year 3</b>	Formation of nouns using a range of <b>prefixes</b> , such as <i>super-, anti-, auto-</i>	Expressing time, place and cause using <b>conjunctions</b> (e.g. <i>when, before, after, while, so, because</i> ), <b>adverbs</b> (e.g. <i>then, next, soon, therefore</i> ), or <b>prepositions</b> (e.g. <i>before, after, during, in, because of</i> )	Introduction to paragraphs as a way to group related material	Introduction to inverted commas to <b>punctuate</b> direct speech	adverb, preposition conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter, inverted commas (or ‘speech marks’), present perfect
	Use of the <b>forms</b> <i>a</i> or <i>an</i> according to whether the next <b>word</b> begins with a <b>consonant</b> or a <b>vowel</b> (e.g. <i>a rock, an open box</i> )  <b>Word families</b> based on common <b>words</b> , showing how words are related in form and meaning (e.g. <i>solve, solution, solver, dissolve, insoluble</i> )		Headings and subheadings to aid presentation  Use of the <b>present perfect</b> form of <b>verbs</b> instead of the simple past (e.g. <i>He has gone out to play</i> contrasted with <i>He went out to play</i> )		<b>Handwriting:</b> Use diagonal and horizontal strokes to join letters. I know the down strokes of letters are parallel.
<b>Year 4</b>	The grammatical difference between <b>plural</b> and <b>possessive</b> <i>-s</i>	Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. <i>the teacher</i> expanded to: <i>the strict maths teacher with curly hair</i> )	Use of paragraphs to organise ideas around a theme	Use of inverted commas and other <b>punctuation</b> to indicate direct speech e.g. a comma after the reporting clause; end punctuation within inverted commas (e.g. <i>The conductor shouted, “Sit down!”</i> )	determiner, pronoun, possessive pronoun, adverbial
	Standard English forms for <b>verb inflections</b> instead of local spoken forms (e.g. <i>we were</i> instead of <i>we was</i> , or <i>I did</i> instead of <i>I done</i> )	<b>Fronted adverbials</b> (e.g. <i>Later that day, I heard the bad news.</i> )	Appropriate choice of <b>pronoun</b> or <b>noun</b> within and across <b>sentences</b> to aid cohesion and avoid repetition	<b>Apostrophes</b> to mark singular and <b>plural</b> possession (e.g. <i>the girl’s name, the girls’ names</i> )  Use of commas after <b>fronted adverbials</b>	<b>Handwriting:</b> Use diagonal and horizontal strokes to join letters. I know the down strokes of letters are parallel.

Year 5	<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>Relative clauses</b> beginning with <i>who, which, where, when, whose, that</i>, or an omitted relative pronoun</p> <p>Indicating degrees of possibility using <b>adverbs</b> (e.g. <i>perhaps, surely</i>) or <b>modal verbs</b> (e.g. <i>might, should, will, must</i>)</p>	<p>Devices to build <b>cohesion</b> within a paragraph (e.g. <i>then, after that, this, firstly</i>)</p> <p>Linking ideas across paragraphs using <b>adverbials</b> of time (e.g. <i>later</i>), place (e.g. <i>nearby</i>) and number (e.g. <i>secondly</i>) or tense choices (<i>for example, he <u>had</u> seen her before</i>)</p>	<p>Brackets, dashes or commas to indicate parenthesis</p> <p>Use of commas to clarify meaning or avoid ambiguity</p>	<p>modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity</p> <p><b>Handwriting:</b> Use diagonal and horizontal strokes to join letters. I know the down strokes of letters are parallel.</p>
	Year 6	<p>The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (e.g. <i>find out – discover; ask for – request; go in – enter</i>)</p> <p>How words are related by meaning as synonyms and antonyms (e.g. <i>big, large, little</i>).</p>	<p>Use of the <b>passive</b> to affect the presentation of information in a <b>sentence</b> (e.g. <i>I broke the window in the greenhouse</i> versus <i>The window in the greenhouse was broken [by me]</i>).</p> <p>The difference between structures typical of informal speech and structures appropriate for formal speech and writing (such as the use of question tags, e.g. <i>He's your friend, isn't he?</i>, or the use of <b>subjunctive</b> forms such as <i>If I were</i> or <i>Were they to come</i> in some very formal writing and speech)</p>	<p>Linking ideas across paragraphs using a wider range of <b>cohesive devices</b>: repetition of a <b>word</b> or phrase, grammatical connections (e.g. the use of <b>adverbials</b> such as <i>on the other hand, in contrast, or as a consequence</i>), and <b>ellipsis</b></p> <p>Layout devices, such as headings, subheadings, columns, bullets, or tables, to structure text</p>	<p>Use of the semi-colon, colon and dash to mark the boundary between independent <b>clauses</b> (e.g. <i>It's raining; I'm fed up</i>)</p> <p>Use of the colon to introduce a list and use of semi-colons within lists</p> <p><b>Punctuation</b> of bullet points to list information</p> <p>How hyphens can be used to avoid ambiguity (e.g. <i>man eating shark</i> versus <i>maneating shark</i>, or <i>recover</i> versus <i>re-cover</i>)</p>

### Reading Progression of Skills

	Word Reading	Vocabulary	Retrieval	Inference
<b>Year 1</b>	<p>Use phonic knowledge to decode regular words and read them aloud accurately</p> <p>Read and understand simple sentences</p> <p>Read aloud accurately books that are consistent with developing phonics knowledge and do not require the use of other strategies to work out words</p> <p>Re-read books to build up fluency and confidence in word reading</p>	<p>Talk about what words mean and learn new vocabulary in order to understand what has been read</p> <p>Make links to words already known</p>	<p>Retell familiar stories in the correct sequence</p> <p>Check the text makes sense</p>	<p>Talk about characters' feelings</p> <p>Make inferences on the basis of what is being said and done</p>
<b>Year 2</b>	<p>Use phonic knowledge to decode regular words and read them aloud accurately</p> <p>read accurately most words of two or more syllables</p> <p>Read aloud books closely matched to improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without overt sounding and blending</p> <p>read sufficiently fluently to be able to focus on understanding rather than on decoding individual words</p> <p>read most words containing common suffixes</p>	<p>Talk about what words mean and learn new vocabulary in order to understand what has been read</p> <p>Discussing and clarifying the meaning of words, linking new meanings to known vocabulary</p>	<p>Retell familiar stories in the correct sequence</p> <p>Check the text makes sense</p> <p>Correct inaccurate reading</p> <p>Answer basic retrieval questions</p> <p>Explain what has happened so far in what they have read</p>	<p>Make (some) inferences</p> <p>Make a plausible prediction about what might happen on the basis of what has been read so far</p> <p>Make links between the book they are reading and other books they have read</p>
<b>Year 3</b>	<p>Continue to use phonic knowledge to decode unfamiliar words</p> <p>Apply knowledge of prefixes and suffixes to read aloud and understand the meaning of new words</p>	<p>Talk about what words mean and learn new vocabulary in order to understand what has been read</p>	<p>Check the text makes sense</p> <p>Correct inaccurate reading</p> <p>Answer basic retrieval questions using evidence in the text</p>	<p>Make (some) inferences</p> <p>Make a plausible prediction about what might happen on the basis of what has been read so far</p>

	<p>Re-read books to build up fluency and confidence in word reading</p>	<p>Discussing and clarifying the meaning of words, linking new meanings to known vocabulary</p> <p>Check meanings of words using teacher prepared definitions Explain the meanings of words used in a familiar context.</p> <p>Discuss how adjectives, nouns and verbs have been used to build a picture for the reader</p>	<p>Discuss understanding of a text</p> <p>Ask questions to improve understanding of a text</p> <p>Retrieve and record information from non-fiction Know and discuss setting, character and event changes across a text</p>	<p>Make links between the book they are reading and other books they have read</p>
<p><b>Year 4</b></p>	<p>Continue to use phonic knowledge to decode unfamiliar words</p> <p>Apply knowledge of prefixes and suffixes to read aloud and understand the meaning of new words</p> <p>Apply knowledge of root words (word families) to read aloud and understand the meaning of new words</p>	<p>Check the meanings of words using teacher prepared definitions</p> <p>Explain the meanings of words and know how to use in the correct context</p> <p>Write own definitions for words Use dictionaries to check the meaning of words read</p> <p>Discuss how words and phrases have been used to build a picture for the reader</p>	<p>Check the text makes sense Answer basic retrieval questions using evidence in the text</p> <p>Discuss understanding of a text</p> <p>Ask questions to improve understanding of a text Retrieve and record information from non-fiction Know and discuss setting, character and event changes across a text</p> <p>Identify how text structure/presentation contributes to meaning and understanding</p> <p>Discuss how narrative content is related and contributes to meaning as a whole (discuss setting, character and event changes across a text)</p>	<p>Draw inferences such as inferring characters' feelings, thoughts and motives from their actions and justifying inferences with evidence from the text</p> <p>Identify main ideas from more than one paragraph and summarise</p> <p>Predict what might happen from details stated</p>

<p><b>Year 5</b></p>	<p>Apply knowledge of prefixes and suffixes to read aloud and understand the meaning of new words</p> <p>Apply knowledge of root words (word families) to read aloud and understand the meaning of new words</p>	<p>Check the meanings of words using teacher prepared definitions</p> <p>Explain the meanings of words and know how to use in the correct context</p> <p>Ask questions to improve understanding of vocabulary</p> <p>Explore the meaning of words in context (asking questions, checking word meanings)</p> <p>Write own definitions for words</p> <p>Use dictionaries to check the meaning of words read</p> <p>Discuss how words and phrases have been used to build a picture for the reader</p>	<p>Check the book makes sense by discussing and re-reading the text</p> <p>Ask questions to improve understanding of a text</p> <p>Answer retrieval questions using evidence in the text</p> <p>Explain and discuss what has been read</p> <p>Retrieve and record information from non-fiction</p> <p>Distinguish between fact and opinion</p>	<p>Draw inferences such as inferring characters' feelings, thoughts and motives from their actions and justifying inferences with evidence from the text and general knowledge</p> <p>Summarise the main ideas drawn from more than one paragraph</p> <p>Make plausible predictions about what might happen from details stated or implied and support with reference to the whole text</p> <p>Know and discuss setting, character and event changes across a text</p> <p>Identify how text structure/presentation contributes to meaning and understanding</p> <p>Discuss and explain how narrative content is related and contributes to meaning as a whole (explain setting, character and event changes across a text)</p>
<p><b>Year 6</b></p>	<p>Apply knowledge of prefixes and suffixes to read aloud and understand the meaning of new words</p> <p>Apply knowledge of root words (word families) to read aloud and understand the meaning of new words</p>	<p>Check the book makes sense, discussing and exploring the meaning of words in context</p> <p>Use dictionaries to check the meaning of words read</p>	<p>Explain and discuss what has been read</p> <p>Ask questions to improve understanding of a text</p>	<p>Draw inferences such as inferring characters' feelings, thoughts and motives from their actions and justifying inferences with evidence from</p>

		<p>Ask questions to improve understanding of vocabulary</p> <p>Discuss how words and phrases have been used to build a picture for the reader</p> <p>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</p>	<p>Retrieve, record and present information from non-fiction</p> <p>Distinguish between fact and opinion</p>	<p>the text, general knowledge and wider reading</p> <p>Make plausible predictions about what might happen from details stated or implied and support with reference to the whole text</p> <p>Provide reasoned justifications for views expressed</p> <p>Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas</p> <p>Know and discuss setting, character and event changes across a text</p> <p>Identify how text structure/presentation contributes to meaning and understanding</p> <p>Discuss how narrative content is related and contributes to meaning as a whole (discuss setting, character and event changes across a text)</p> <p>Identify and discuss themes and conventions in and across a wide range of writing</p>
--	--	---	--	---

