



**English at
St Andrew's CE VA
Infant School**

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Timetable

English lessons, with the opportunity for the children to write in a Guided or Independent way, take place each day.

Read Write Inc differentiated phonics lessons take place for 25 minutes a day, following the weekly timetable, teaching 2-3 sounds and 1 book a week.

Spelling Lessons take place weekly in Year One. In Year Two, spelling and comprehension lessons take place once a week. (On this day, the opportunity for writing may be through a foundation subject.)

In EYFS, Phonics, letter recognition and letter writing are the main focus of English lesson during the Autumn Term. Once the children have learnt their Set One letters and sounds, they can begin to write CVC words.

Learning Environment

Phonics and Common exception words are displayed and built up throughout the year.

Topic vocabulary is displayed on the class topic board. Story words are discovered and compiled by the children, then displayed so that they can be used when writing. The children are encouraged to use the classroom displays to spell unfamiliar words.

Long Term Plan

Year Group	Term	Corner stones Topics	Narrative	Non Fiction	Content of Lessons (Cornerstones)
Reception	Autumn	All About Me	Nursery Rhymes Traditional Tales Bear Hunt Gruffalo	Lists and Captions	Phonics
		Celebrations & Festivals Christmas	Whatever Next	Letters	Christmas Cards Phonics
	Spring	Frozen Planet	The Polar Bear and the Snow Cloud Lost and Found	Labels Recounts Non-Chronological Reports Lists and Captions	Dinosaur facts, label a dinosaur, pancake day recount
		(Monsters, Mermaids and made up things)	Aliens love underpants The singing mermaid Zog You Choose	Recounts	Speech bubbles for story characters Holiday news, Story plan, own version of gingerbread man.

	Summer		Yucky Worms ARRGH a spider	Recounts Non-Chronological Reports Lists and Captions	Trip to Tesco Recount, Label animals and food, List of healthy foods, Describing a super veg (imaginary)
		Our Wonderful World	Commotion in the Ocean Handa's Surprise	Recounts Non-Chronological Reports Lists and Captions Poetry	Animal facts, holiday postcard, recount of zoo visit, zoo poems (Walking through Chester Zoo), Describing a holiday picture, Lists for holiday suitcase.

**English Long Term Plan Overview of Writing Opportunities and Genres
– St Andrew's Infant School**

Year 1	Term	Cornerstones Topics	Narrative Talk 4 Writing Texts	Non Fiction	Cornerstones English Content
	Autumn	Paws, Claws and Whiskers	Tiger who came to tea.	Recounts Instructions Lists and Captions Poetry	Recounts; fables; booklets and lists; instructions; Nursery Rhymes and Poems How to look after a tiger.
		Moon Zoom!	Beegu The Way Home	Recounts Non-Chronological Reports Lists and Captions Poetry	Posters; character profiles; non-chronological reports; adverts; science fiction. Recount of trip, Holiday Poem, Beegu speech bubbles, email to prof.Slime.
	Spring	Superheroes	Traction Man	Recounts Lists & Captions	Descriptive sentences; comic strips; narrative; fact files; labels and captions
		Enchanted Woodland	Owl Babies	Recounts Instructions Letters Lists & Captions	Recounts (owl visit, woodland walk) information books and letters (to Owl man and Mr Fox) lists and instructions(to make woodland crown) narratives.
	Summer	Bright Lights	Katie in London	Recounts Instructions Letters Non-Chronological Reports Lists & Captions Poetry	Recounts; labels and captions; adventure narrative; instructions; emails; character study, describing a member of the Royal family, non-chronological reports about London
		Splendid Skies	The Red Balloon	Recounts Instructions Letters Non-Chronological Reports Poetry	Recounts, Poetry, Lists and Instructions, Postcards, Message on Balloons, Non-Chronological Reports. Booklet on Spain,

**English Long Term Plan Overview of Writing Opportunities and Genres –
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Year 2	Autumn	Wriggle and Crawl	Norman the Slug with the Silly Shell	Recounts Instructions Non-Chronological Reports Poetry	Lists and leaflets; instructions; reviews and information books; poetry; writing for different purposes. Explanation of food chain, How to catch a minibeast, question writing, all about me, news, recount of bug hunt, Imaginative writing finding a bug.
		Street Detectives	Mrs Wobble the Waitress	Recounts Instructions Letters	Recounts and captions; Nursery Rhymes/poem; instructions; adverts, letter, imaginative story writing,
	Spring	Land Ahoy	The Pirates Cruncher	Letters Non-Chronological Reports Diary Writing Poetry	Narrative; information books; descriptions; poetry; postcards
		Towers, Tunnels and Turrets	The Tunnel	Recounts Letters Non-Chronological Reports	Recounts; reported speech; narrative; letters; posters – castles. Character description, The Tunnel story/own version.
	Summer	Scented Garden	The Seed The Night Gardener	Recounts Instructions Non-Chronological Reports	Recounts; non chronological reports; instructions; narrative; information books
		Beach Combers	The Lighthouse Keeper's Lunch	Recounts Letters Non-Chronological Reports	Labels; lists and captions; tongue twisters; narrative; letters; non-fiction books Recount of Trip, Non-Chronological Report of sea creatures.

Content of lessons

EYFS

Letter formation is taught with each new letter sound learnt in phonics lessons.

Child's name is written daily as a challenge and on whiteboards and at the start of every writing task, with correct formation taught and encouraged.

Name is corrected so that incorrect formation is highlighted earlier.

Guided Writing in every writing lesson until the children start to work independently (February).

Funky Finger Activities/daily motor skills to develop tripod grip.

Daily whiteboard work, letter formation, word/sentence writing.

KS1

Writing should be purposeful and be able to be read back by the child or an adult. Children should have many reasons to write such as letters, recipes and instructions. The format of these genres is less important than the process. What may seem like small outcomes, using finger spaces or capital letters, may be the key focus for a year, and children need to be able to apply these skills consistently.

During the lesson introduction, the Teacher should model and over-emphasise what they want to see in children's independent writing.

Each lesson should have a grammar focus with differentiated expectations.

Guided Writing, guided by the Teacher and Teaching Assistant, takes place in every English lesson for two groups. This will be evident by 'Guided Work' stamp on every other page of books or at least once a week for **all** children.

Once every half term, the class will do a Talk 4 Writing unit, which will link to the topic subject and build on the rich vocabulary gained throughout the topic. The structure of this is set out in the Talk 4 Writing notebook, a document which supports the planning and delivery of a 2 week Talk 4 Writing unit. It starts with a cold task where children complete a piece of independent writing with no adult input and this helps inform teacher planning. This is then followed with grammar work, story reading and finally writing a version of a story with the opportunity for an independent follow up task.

In Y1, we expect short sentences at first. Children should always say their sentence out loud, then read to check it makes sense.

In Y1, all writing groups should be **guided** in the first term.

By February, all groups should be guided or expected to work independently, at the same time.

Children to use: Capital letter, full stops, finger spaces. Begins to use ! and ?

By the end of year 1 children should write at least 3 coherent/purposeful sentences using 'and' as a co-ordinating conjunction.

There are planned opportunities to write in role play/small world areas

Handwriting

The school follows the Penpals handwriting scheme. This scheme helps children become secure in correct letter formation and teaches them how to join. Handwriting lessons take place twice a week; 15m on whiteboards and a 30m lesson in books. Handwriting lessons begin with all children writing their full name. They can be shown how to join once all letters are correctly formed **only if** pencil grip is correct (i.e. tripod grip)

During class work:

Pencil grip will be corrected daily, until correct. The use of a pencil grip should be tried for those having difficulty maintaining the correct grip.

Upper and lower case letters should be sat on the line, and the correct size in relation to each other.

The full date should be written in topic books and checked every day for spelling and letter formation.

In other curriculum areas, teachers should provide lined worksheets and a line on which the children can write their name correctly.

Correct letter formation and catchy phrase are on display. (Communication 4 All)

Independent spelling in Y1 should be phonetically plausible, applying phase 3 phonics and some phase 5 phonemes.

Spelling lessons Spelling is taught in line with the National Curriculum, with spellings given in the order that they are taught in RWI, weekly spellings include a Year Group common exception word. Lessons should be seen as an important and worthwhile opportunity to revisit a sound and for the children to see the teacher demonstrate the sounding out the new words and forming them correctly for the children to copy into their spelling books.

Children should be able to hold then write a dictated sentence, this can be part of the spelling test, using that week's spelling words and other common exception words, in both Y1 & Y2.

Reading

Class teachers are responsible for the levels of books the children are reading, and monitoring their progress through the reading scheme. This can only be done by listening to each child in the

class read regularly. The books should be phonically plausible, by carefully matching the book band to each child's current RWI group. (Specific Guidance in Reading Record cover)

Children will be heard to read by an adult at least twice a week. This is in addition to Guided Reading.

If a child has not read at home, then **that whole book** will be read in school and a new book issued.

All books are phonically plausible within each level, and children should take home 1 story and 1 phonics book.

Books will be changed daily if a child has read at home.

Every child must read at least 8 books on each colour level and not be bumped up, as this leads to gaps in comprehension, fluency, phonics and confidence.

A benchmarking assessment takes place when moving a child to red level in Reception, before moving a child to orange level in Year 1 and when reaching Gold level in Year 2. It can also be used at any time, if unsure about moving up, and filed in reading packet.

Reading of Common Exception Words to be tested and gaps put into reading records, for extra reading at home. Gaps in phonics, identified when reading with a child, can be added to reading record 2 at a time with a word. E.g. oo – moon.

Comprehension sheets will be given from Orange level onwards, and marked & stored in reading packet.

Daily Readers (5-6), selected by staff, will receive additional intensive targeted support from Teacher/TA/Parent helpers.

Guided reading (from March in Reception) will take place once a week. This will be a story book (at a level higher than the one taken home) in class groups. These will still be phonically plausible, if each child is on the correct reading level for their phonics group.

In addition, a Read Write Inc. Guided Reading phonics book will be read in phonics groups several times each week.

Class Read - A story will be read in class once a day, linked to the Author of the Month, the topic, from the reading spine, or the current class read/chapter book.

Accelerated Reader:

Children must reach Orange reading level in Year One to be considered for Accelerated Reader (AR) in Year Two. Children will be read with on a daily basis and complete quizzes when they have read the book. Children must be given the opportunity to read their book within class for 10 minutes a day at register or lunch time, if not reading at home. AR does not replace the role of the teacher and children will remain on the reading scheme, so that the teacher maintains responsibility for the progress of all the children in the class.

Planning

Planning is taken from the Cornerstones curriculum, with differentiated support and year group expectations added by the teacher.

Weekly English plans show adult support, guided groups and daily expectations and outcomes. For children 'working towards' the year group expectations, ways of teaching or scaffolding a task should be made explicit.

Marking

In topic books, work should be marked against learning objective or individual target card.

Marking should always correct any incorrectly formed letters or joins, and at least one spelling in margin, to be copied 5 times.

Marking Spellings

When marking, we do not give a score but a tick for a correct word and an encouraging comment. Any misspelt common words can be added to the words to be practised for the following week, even though they will not be retested.

After being taught Common Exception Words in the spelling lesson, they are expected to be spelt correctly, in independent work, using class displays and word mats.

Teachers should have an on-going marking focus for each child or the whole class (e.g formation of letter m, sitting letters on the line).

Assessment

Assessed writing takes place every half term in the 'Writing Assessment' book. This work should be introduced to the whole class, and then children expected to work independently, so that a fair judgement can be made. This learning is assessed against the year group marking criteria.

English

Intent, Implementation and Impact

Intent

At St Andrew's, the children develop a love of learning and curiosity to learn new things through a topic led approach, which gives the children exciting subjects to explore and write about. They develop the skills required to be lifelong learners and a reading habit that encourages them to become lifelong readers.

In order to develop the 'whole child' it is our intent that children at St Andrew's will:

- be taught the skills needed to read easily, fluently and with good understanding.
- develop the habit of reading widely and often, for both pleasure and information.
- have an interest in words and their meaning, acquire a wide vocabulary and an understanding of grammar.
- appreciate our rich and varied literary heritage.
- write clearly and coherently, with confidence, purposes and audiences, to inform and entertain.
- develop their knowledge of grammar and spelling through explicit teaching and application in lessons.
- build on their knowledge and skills, in a spiral curriculum, revisiting and extending these skills regularly.
- have fluent and legible handwriting, developing a secure pencil grip as soon as possible.
- speak and communicate with confidence.
- develop the skills and stamina to write at length.
- work towards and meet the expected level of the National Curriculum for their phase or year group.
- have their individual needs met through differentiated lesson expectations.

Implementation

English skills are taught and developed, so that children constantly acquire new skills, but consolidate those skills previously taught until they are mastered. The grammar long term plan is woven into daily English lessons, ensuring coverage at an appropriate level.

Daily phonics sessions following the Read Write Inc scheme are quick paced and allow children to progress rapidly. Interventions target precise gaps the children need in order to progress. This is supported by correctly matched books in the reading scheme and guided reading scheme.

Lessons are well planned; Scaffolding and support are put in place so that all children can achieve at the expected level. Teachers use their assessment and knowledge of individual children to ensure lessons are well matched to their needs. Objectives are attainable and extend each child within the expected level for their year group.

Topics have engaging starting points which entice and interest the children. (e.g. a letter from a pirate or a visit from a vet.)

Teachers model good outcomes, showing the children what they need to do to succeed and show the children that it is OK to make mistakes and how to improve.

Children can improve the content of their work within familiar genres such as story writing, description, poetry, recounts of real or fictional events and non-chronological reports, letters and instructions.

Assessment of guided groups takes place daily and writing assessments take place half termly. Spellings are taken home to learn and tested each week.

In partnership with school and parents, each child embarks on a supportive learning journey. Children are encouraged to persevere and practice and all progress/effort is celebrated.

The school fosters a love of reading with enticing book areas, 'Author of the Month', Library time, guided reading, take home reading books, core texts, story time and topic linked poetry and rhymes.

Impact

Teachers know the children as individuals, and have high expectations that each child will do their best. We aim high and all children are given reading and writing targets to constantly push them further.

Reading, Writing, and Phonics are constantly monitored by the co-ordinator. Teachers track in their class assessment files and on Target Tracker.

Each year group has half termly reading targets and writing is moderated constructively at staff meetings with a child's next steps identified.

The aim is for all children to be improving each half term, working towards their individual targets and towards the goal of achieving expected or higher at the end of the year.

Learning walks and observations take place for Phonics and English lessons by the co-ordinator and school head.



At St Andrew's, children will be taught to become reflective about beliefs and values, and use their imagination and creativity to develop curiosity in their learning. They will be helped to develop and apply an understanding of right and wrong both in and out of school and be encouraged to take part in activities to develop their social skills. Children will develop an awareness of and respect for diversity in relation to gender, race, religion and disability. All pupils will have the same access to all areas of the curriculum regardless of their gender, race or cultural background.

English Policy

Rationale

This policy is a statement of the aims, principles and strategies for the teaching and learning of English at St Andrew's CE (VA) Infant School.

Language and literacy is fundamental to the overall development of the child and their access to the curriculum. We want all children to become confident and successful in their future lives. To give all children the best opportunities for effective learning and development in Communication, Language and Literacy development, all teaching staff will base their teaching around the EYFS principles set out in the EYFS framework:

A unique child: Every child is a competent learner from birth who can be resilient, capable, confident and self-assured.

Positive relationships: Children learn to be strong and independent from a base of loving and secure relationships with parents and/or a key person.

Enabling environments: The environment plays a key role in supporting and extending children's development and learning.

Learning and development: Children learn and develop in different ways and at different rates and all areas of learning and development are equally important and interconnected.

Aims

To recognise the foundations laid by the home and build upon these to produce:-

- Clear, fluent and confident **speakers**
- Attentive, open-minded and enquiring **listeners**
- Well- informed, enthusiastic and expressive **readers**
- Imaginative, neat and accurate **writers**

To achieve these aims we implement the guidance given by the Early Years Foundation Stage (EYFS) Framework (March 2014) to enable quality learning and teaching to take place daily. Both planning and delivery of English are done in regular consultation between staff and within a culture of school self-assessment, training and support, both internal and external.

We aim to develop pupils' abilities within an integrated programme of Speaking & Listening, Reading & Writing. Pupils will be given opportunities to interrelate the requirements of the English Curriculum within a broad and balanced approach to the teaching of English across the curriculum, with opportunities to consolidate and reinforce taught literacy skills because we want all our children to achieve and be able to:

- communicate well, speaking with confidence and clarity;
- understand the sound and spelling system and use this to read and spell accurately;
- be able to use a full range of reading cues (phonic, graphic, syntactic, contextual) to monitor their reading and correct their mistakes;
- read and write confidently with a growing fluency and understanding;
- have an interest in words and their meaning and a growing vocabulary;
- be interested in books, read with enjoyment and evaluate and justify their preferences;
- have fluent and legible handwriting;
- know, understand and be able to write in a range of genres in fiction and poetry, and understand and be familiar with some of the ways in which narratives are structured through basic literary ideas of setting, character and plot;
- understand, use and be able to write simple non-fiction texts;
- begin to plan, draft, revise and edit their own writing;
- have a suitable technical vocabulary through which to understand and discuss their reading and writing;
- through drama, reading and writing, develop their powers of imagination, inventiveness and critical awareness.

Structure

The Foundation Stage

Communication and language with opportunities to explore reading and writing underpins children's future learning. The practice in the Foundation Stage (Reception) will follow the DfES curriculum guidance (Development Matters) and will work towards the Early Learning Goals aiming to meet the goals by the end of reception year.

In Reception, the daily routine will include planned and spontaneous activities that include:

- a wealth of opportunities to develop and experience speaking and listening;
- experiences that develop gross and fine motor skills through play and handwriting activities;
- sharing and enjoying a range of rhymes, songs, stories and books;
- immersion in a print rich environment with opportunities for oral language and written communication,
e.g. differentiated phonic activities;
- focus activities that teach children early communication language and literacy skills;
- reading in groups (guided reading);
- big book activities with a shared reading and writing focus each week;
- Flash card words and reading books to take home.

Key Stage 1

At the beginning of Year 1, the assessments from Foundation Stage will enable the planned work to follow a smooth transition.

The teaching of English in KS1 will include:

- Engaging and purposeful writing linked to the Cornerstones topics;
- High quality daily phonic lesson in the teaching sequence: revisit and review, teach, practice, apply, assess;
- explicitly taught and planned sessions, meeting the requirements of the National Curriculum through a balance of genres including non-fiction, fiction and poetry units;
- Speaking and listening activities, e.g. role play, pair talk, drama and hot seating in order to prepare pupils for the writing process;
- word level work with explicit teaching of phonics and spelling;

- Corrections and teaching of phonics and spelling patterns within words in everyday teaching and marking;
- sentence level work led by quality texts to develop grammatical awareness and punctuation skills;
- text level work using a range of genres will develop comprehension and composition skills and the understanding of print;
- letter formation and handwriting taught and modelled following the Penpals scheme (twice a week);
- an immersion in a print rich environment that promotes a reading culture and develops children's oral and written communication.

Assessment

At St Andrew's, we mark writing against the 'End of Year Expectations' for each year group, assessing children's writing formally each term. In Foundation Stage and in Year Two, children's work is compared to exemplification material provided by the DfE. Teaching staff compare samples of children's writing at different stages throughout the year and discuss judgements made and next steps. In KS1, children complete termly spelling and grammar tests which are in line with the requirements of the National Curriculum 2013. In KS1, individual targets are set and discussed with children so that they are clear how they can make progress across the next term. Progress and levels in reading are recorded during the guided reading sessions on record sheets, notes made on individual reading records, Key Stage 1 tests and through use of the PM Benchmarking kit. Year 1 children complete the Phonics Screening test in May each year. All of these assessments are used to inform planning and to target teaching to the needs of the children as well as to track progress. Formal assessments across the school are monitored regularly by the Head teacher by monitoring levels on class tracking sheets. The English Coordinator monitors this data, to check they are meaningful, relevant, show progress. The school also moderates with the East Calderdale Learning Cluster.

Daily marking of children's writing is completed by the teacher providing a positive comment that is specifically linked to the Learning Objective, and a target, where necessary in order to move children on in their writing. In Year 2, children take their End of Year Tests in May and are tested in writing, spellings, spelling, comprehension and reading. They are given teacher-assessment levels from a combination of their test levels and class work. Most children take the test with the exception of those children falling well below their expected attainment.

Resources

The following guidance documents are available to support the teaching of English:

1. English Planning Guidelines
2. Speaking and Listening Guidelines
3. Writing Guidelines
4. Reception, Year 1 and Year 2 Writing Assessment Sheets.
5. Spelling Lists
6. Handwriting Guidelines
7. Phonics and Spelling Guidelines
8. A Summary of the Letters and Sounds Programme
9. Reading Guidelines
10. Guidelines on access for pupils with English as an additional language

STICKY KNOWLEDGE -Writing

	Knowledge	Skills
EYFS	Letter Word Sentence Story Sound out to write letters and words Spell some irregular common words	Form individual letters Hold a pencil correctly Write name with correct letter formation Read own writing
Year 1	Combine words to make sentences. Join words and clauses can with ' and ' Sequence sentences to write short stories. Terminology for pupils to use: letter capital letter word singular plural sentence punctuation full stop question mark exclamation mark Revise spelling all letters of the alphabet, consonant digraphs, vowel digraphs, segmenting words into sounds, words with adjacent consonants, Make phonically plausible spellings applying phase 3 and some phase 5 phonemes. Spell the 45 Y1 Common Exception Words	Form all letters correctly Know the letter families. Write in short sentences, at first. Write 3 coherent sentences Finger Spaces. Start sentences with a capital letter. Use a full stop at the end of a sentence. Use capital letters for names and <i>I</i> Use ? add s or es for plurals add suffixes ing, er, ed add the prefix un Check own writing makes sense Hold then write a dictated sentence.
Year 2	Subordinating conjunctions: when if that because. Co-ordinating conjunctions: or, and , but Use expanded noun phrases (e.g. with the addition of an adjective) Sentence Functions: Statements Questions Exclamations Commands	add suffixes to form nouns e.g. -nes, -er, Compound words e.g. whiteboard superman. add suffixes to form adjectives, e.g. -ful, -less Use the suffix -er, -est, in adjectives Use the suffix -ly to create adverbs (from adjectives) Punctuation: Capital letters, ! ? .

	<p>Consistently use Present Tense or Past Tense throughout writing.</p> <p>Apply all spelling rules taught. Begin to select correct spelling (homophones)</p> <p>Terminology for pupil use: noun, noun phrase statement, question, exclamation, command compound, suffix adjective, adverb, verb tense (past, present) apostrophe, comma</p>	<p>Commas in a list Possessive apostrophes Letters to be correct size in relation to each other. Join taught letters</p>
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Always refer back to the National Curriculum when planning and stay within the expectations for the year group.

What does Greater Depth look like in English?

What is greater depth in Writing?

Working at greater depth means a child has mastered the learning expected for their age and stage, and is therefore able to delve into it in more detail.

As the content of the KS1 English curriculum has so many strands and detailed content, it is taught across the year, meaning only in the Summer Term would the children be able to show they had mastered all elements taught to them.

However, children who have completed the phonics program do receive lessons to give them the opportunity to achieve Greater Depth sooner. Through classroom differentiation and high expectations, no child is held back and teachers are always giving pupils the next target to work on.

In most cases, children have one or two skills which they still need to work on, holding them back from reaching Greater Depth, be it handwriting, incorrect letter formation that has become a hard habit to break, or spelling ability.

These are addressed through the use of individual writing target cards, so that marking and feedback can be targeted to the children who have mastered all the basics, with the expectation that they will work at 'Greater Depth' i.e. include all the elements that they have been taught in the year consistently, **in every piece of work**.

Children who are at the top of the expected group should not be left to work independently. Each child deserves the opportunity to be taught and supported in a 'Guided' writing group at least once a week (twice a week for most) and it is through this guided lesson that children can be pushed beyond the expected, to edit, improve and create some wonderful work.

Children are expected to draw on vocabulary from their reading, check and edit their own work making simple additions and revisions, produce writing which coherent, purposeful and is interesting to the reader, use a range of punctuation correctly, spell most of the common exception words, add suffixes (e.g. -ment, -ness, -ful, -less, -ly) and join up some of their handwriting.

Planning for Greater Depth

In order to achieve GD each teacher must:

- know the curriculum for their year group.
- not be tempted to push children into content above their year group.
- select one or two targets to work on until they are achieved (consistent approach).
- have higher expectations for children who have already reached the expected level and make this explicit in planning and teaching the lesson.
- have consistently high expectations of handwriting and presentation across all subjects.
- model correct handwriting, and grammar on a daily basis.
- read greater depth books that engage the children.

- give home/school reading books at the correct 'instructive' level, and ensure no child is struggling or coasting.
- teach weekly spellings which cover the National Curriculum objectives
- teach weekly handwriting, display taught joins in the classroom for reference, to be used in class work.
- weave grammar into the daily English lesson or teach explicitly once a week.

Exemplification Pieces of Writing at Greater Depth from Calderdale Literacy Networks, is kept in the Levelled Work File/Co-ordinator course notes file. Also online at https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/666902/2018_exemplification_materials_KS1-GDS_Ali_.pdf

Reading

Each child is given every opportunity to achieve to the best of their abilities, through individual, guided, group reading and the Accelerated Reader program.

All children are encouraged to read daily, and progress through the reading scheme at an instructional level. Reading is closely monitored and no child is left to idle.

Evidence for Greater Depth in reading is gathered through AR levels and tests, Guided and Individual reading observations, Differentiated Comprehension Groups, which all build up the bigger picture.

Teacher Assessment Framework

Teacher assessment frameworks at the end of Key Stage 1 with Greater Depth Criteria.

English reading

Working at the expected standard

The pupil can:

- read accurately most words of two or more syllables
- read most words containing common suffixes*
- read most common exception words.*

In age-appropriate¹ books, the pupil can:

- read most words accurately without overt sounding and blending, and sufficiently fluently to allow them to focus on their understanding rather than on decoding individual words²
- sound out most unfamiliar words accurately, without undue hesitation.

In a book that they can already read fluently, the pupil can:

- check it makes sense to them, correcting any inaccurate reading
- answer questions and make some inferences
- explain what has happened so far in what they have read

Working at greater depth within the expected standard

The pupil can, in a book they are reading independently:

- make inferences
- make a plausible prediction about what might happen on the basis of what has been read so far
- make links between the book they are reading and other books they have read.

English writing

Working at the expected standard

The pupil can, after discussion with the teacher:

- write simple, coherent narratives about personal experiences and those of others (real or fictional) • write about real events, recording these simply and clearly
- demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required
- use present and past tense mostly correctly and consistently
- use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses
- segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others
- spell many common exception words*
- form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters
- use spacing between words that reflects the size of the letters.

Working at greater depth

The pupil can, after discussion with the teacher:

- write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing
- make simple additions, revisions and proof-reading corrections to their own writing
- use the punctuation taught at key stage 1 mostly correctly^
- spell most common exception words*
- add suffixes to spell most words correctly in their writing (e.g. –ment, –ness, –ful, –less, –ly)*
- use the diagonal and horizontal strokes needed to join some letters.

English Appendix 1: Spelling

Most people read words more accurately than they spell them. The younger pupils are, the truer this is.

By the end of year 1, pupils should be able to read a large number of different words containing the GPCs that they have learnt, whether or not they have seen these words before. Spelling, however, is a very different matter. Once pupils have learnt more than one way of spelling particular sounds, choosing the right letter or letters depends on their either having made a conscious effort to learn the words or having absorbed them less consciously through their reading. Younger pupils have not had enough time to learn or absorb the accurate spelling of all the words that they may want to write.

This appendix provides examples of words embodying each pattern which is taught. Many of the words listed as 'example words' for years 1 and 2, including almost all those listed as 'exception words', are used frequently in pupils' writing, and therefore it is worth pupils learning the correct spelling. The 'exception words' contain GPCs which have not yet been taught as widely applicable, but this may be because they are applicable in very few age-appropriate words rather than because they are rare in English words in general.

The word-lists for years 3 and 4 and years 5 and 6 are statutory. The lists are a mixture of words pupils frequently use in their writing and those which they often misspell. Some of the listed words may be thought of as quite challenging, but the 100 words in each list can easily be taught within the four years of key stage 2 alongside other words that teachers consider appropriate.

The rules and guidance are intended to support the teaching of spelling. Phonic knowledge should continue to underpin spelling after key stage 1; teachers should still draw pupils' attention to GPCs that do and do not fit in with what has been taught so far. Increasingly, however, pupils also need to understand the role of morphology and etymology. Although particular GPCs in root words simply have to be learnt, teachers can help pupils to understand relationships between meaning and spelling where these are relevant. For example, understanding the relationship between *medical* and *medicine* may help pupils to spell the /s/ sound in *medicine* with the letter 'c'. Pupils can also be helped to spell words with prefixes and suffixes correctly if they understand some general principles for adding them. Teachers should be familiar with what pupils have been taught about spelling in earlier years, such as which rules pupils have been taught for adding prefixes and suffixes.

In this spelling appendix, the left-hand column is statutory; the middle and right-hand columns are non-statutory guidance.

The International Phonetic Alphabet (IPA) is used to represent sounds (phonemes). A table showing the IPA is provided in this document.

Spelling – work for year 1

Revision of reception work

Statutory requirements

The boundary between revision of work covered in Reception and the introduction of new work may vary according to the programme used, but basic revision should include:

all letters of the alphabet and the sounds which they most commonly represent

consonant digraphs which have been taught and the sounds which they represent

vowel digraphs which have been taught and the sounds which they represent

the process of segmenting spoken words into sounds before choosing graphemes to represent the sounds

words with adjacent consonants

guidance and rules which have been taught

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
The sounds /f/, /l/, /s/, /z/ and /k/ spelt ff, ll, ss, zz and ck	The /f/, /l/, /s/, /z/ and /k/ sounds are usually spelt as ff , ll , ss , zz and ck if they come straight after a single vowel letter in short words. Exceptions: if, pal, us, bus, yes.	off, well, miss, buzz, back
The /ŋ/ sound spelt n before k		bank, think, honk, sunk
Division of words into syllables	Each syllable is like a 'beat' in the spoken word. Words of more than one syllable often have an unstressed syllable in which the vowel sound is unclear.	pocket, rabbit, carrot, thunder, sunset

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
-tch	The /tʃ/ sound is usually spelt as tch if it comes straight after a single vowel letter. Exceptions: rich, which, much, such.	catch, fetch, kitchen, notch, hutch
The /v/ sound at the end of words	English words hardly ever end with the letter v , so if a word ends with a /v/ sound, the letter e usually needs to be added after the 'v'.	have, live, give
Adding s and es to words (plural of nouns and the third person singular of verbs)	If the ending sounds like /s/ or /z/, it is spelt as -s . If the ending sounds like /ɪz/ and forms an extra syllable or 'beat' in the word, it is spelt as -es .	cats, dogs, spends, rocks, thanks, catches
Adding the endings –ing, –ed and –er to verbs where no change is needed to the root word	-ing and -er always add an extra syllable to the word and -ed sometimes does. The past tense of some verbs may sound as if it ends in /ɪd/ (extra syllable), /d/ or /t/ (no extra syllable), but all these endings are spelt -ed . If the verb ends in two consonant letters (the same or different), the ending is simply added on.	hunting, hunted, hunter, buzzing, buzzed, buzzer, jumping, jumped, jumper
Adding –er and –est to adjectives where no change is needed to the root word	As with verbs (see above), if the adjective ends in two consonant letters (the same or different), the ending is simply added on.	grander, grandest, fresher, freshest, quicker, quickest

Vowel digraphs and trigraphs

Some may already be known, depending on the programmes used in Reception, but some will be new.

Vowel digraphs and trigraphs	Rules and guidance (non-statutory)	Example words (non-statutory)
ai, oi	The digraphs ai and oi are virtually never used at the end of English words.	rain, wait, train, paid, afraid oil, join, coin, point, soil
ay, oy	ay and oy are used for those sounds at the end of words and at the end of syllables.	day, play, say, way, stay boy, toy, enjoy, annoy
a–e		made, came, same, take, safe
e–e		these, theme, complete
i–e		five, ride, like, time, side
o–e		home, those, woke, hope, hole
u–e	Both the /u:/ and /ju:/ ('oo' and 'yoo') sounds can be spelt as u–e .	June, rule, rude, use, tube, tune
ar		car, start, park, arm, garden
ee		see, tree, green, meet, week
ea (/i:/)		sea, dream, meat, each, read (present tense)
ea (/ɛ/)		head, bread, meant, instead, read (past tense)
er (/ɜ:/)		(stressed sound): her, term, verb, person
er (/ə/)		(unstressed <i>schwa</i> sound): better, under, summer, winter, sister
ir		girl, bird, shirt, first, third
ur		turn, hurt, church, burst, Thursday

Vowel digraphs and trigraphs	Rules and guidance (non-statutory)	Example words (non-statutory)
oo (/u:/)	Very few words end with the letters oo , although the few that do are often words that primary children in year 1 will encounter, for example, <i>zoo</i>	food, pool, moon, zoo, soon
oo (/ʊ/)		book, took, foot, wood, good
oa	The digraph oa is very rare at the end of an English word.	boat, coat, road, coach, goal
oe		toe, goes
ou	The only common English word ending in ou is <i>you</i> .	out, about, mouth, around, sound
ow (/aʊ/) ow (/əʊ/) ue ew	Both the /u:/ and /ju:/ ('oo' and 'yoo') sounds can be spelt as u-e , ue and ew . If words end in the /oo/ sound, ue and ew are more common spellings than oo .	now, how, brown, down, town own, blow, snow, grow, show blue, clue, true, rescue, Tuesday new, few, grew, flew, drew, threw
ie (/aɪ/)		lie, tie, pie, cried, tried, dried
ie (/i:/)		chief, field, thief
igh		high, night, light, bright, right
or		for, short, born, horse, morning
ore		more, score, before, wore, shore
aw		saw, draw, yawn, crawl
au		author, August, dinosaur, astronaut
air		air, fair, pair, hair, chair
ear		dear, hear, beard, near, year
ear (/ɛə/)		bear, pear, wear
are (/ɛə/)		bare, dare, care, share, scared

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
Words ending –y (/i:/ or /ɪ/)		very, happy, funny, party, family
New consonant spellings ph and wh	The /f/ sound is not usually spelt as ph in short everyday words (e.g. <i>fat, fill, fun</i>).	dolphin, alphabet, phonics, elephant when, where, which, wheel, while
Using k for the /k/ sound	The /k/ sound is spelt as k rather than as c before e, i and y .	Kent, sketch, kit, skin, frisky
Adding the prefix –un	The prefix un– is added to the beginning of a word without any change to the spelling of the root word.	unhappy, undo, unload, unfair, unlock
Compound words	Compound words are two words joined together. Each part of the longer word is spelt as it would be if it were on its own.	football, playground, farmyard, bedroom, blackberry
Common exception words	Pupils' attention should be drawn to the grapheme-phoneme correspondences that do and do not fit in with what has been taught so far.	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 – and/or others, according to the programme used

Spelling – work for year 2

Revision of work from year 1

As words with new GPCs are introduced, many previously-taught GPCs can be revised at the same time as these words will usually contain them.

New work for year 2

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
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	<p>The letter j is never used for the /dʒ/ sound at the end of English words.</p> <p>At the end of a word, the /dʒ/ sound is spelt –dge straight after the /æ/, /ɛ/, /ɪ/, /ɒ/, /ʌ/ and /ʊ/ sounds (sometimes called ‘short’ vowels).</p> <p>After all other sounds, whether vowels or consonants, the /dʒ/ sound is spelt as –ge at the end of a word.</p> <p>In other positions in words, the /dʒ/ sound is often (but not always) spelt as g before e, i, and y. The /dʒ/ sound is always spelt as j before a, o and u.</p>	<p>badge, edge, bridge, dodge, fudge</p> <p>age, huge, change, charge, bulge, village</p> <p>gem, giant, magic, giraffe, energy jacket, jar, jog, join, adjust</p>
The /s/ sound spelt c before e, i and y		race, ice, cell, city, fancy
The /n/ sound spelt kn and (less often) gn at the beginning of words	The ‘k’ and ‘g’ at the beginning of these words was sounded hundreds of years ago.	knock, know, knee, gnat, gnaw
The /r/ sound spelt wr at the beginning of words	This spelling probably also reflects an old pronunciation.	write, written, wrote, wrong, wrap
The /l/ or /əl/ sound spelt –le at the end of words	The –le spelling is the most common spelling for this sound at the end of words.	table, apple, bottle, little, middle

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
The /l/ or /əl/ sound spelt –el at the end of words	The –el spelling is much less common than –le . The –el spelling is used after m, n, r, s, v, w and more often than not after s .	camel, tunnel, squirrel, travel, towel, tinsel
The /l/ or /əl/ sound spelt –al at the end of words	Not many nouns end in –al , but many adjectives do.	metal, pedal, capital, hospital, animal
Words ending –il	There are not many of these words.	pencil, fossil, nostril
The /aɪ/ sound spelt –y at the end of words	This is by far the most common spelling for this sound at the end of words.	cry, fly, dry, try, reply, July
Adding –es to nouns and verbs ending in –y	The y is changed to i before –es is added.	flies, tries, replies, copies, babies, carries
Adding –ed, –ing, –er and –est to a root word ending in –y with a consonant before it	The y is changed to i before –ed, –er and –est are added, but not before –ing as this would result in ii . The only ordinary words with ii are <i>skiing</i> and <i>taxiing</i> .	copied, copier, happier, happiest, cried, replied ... but copying, crying, replying
Adding the endings –ing, –ed, –er, –est and –y to words ending in –e with a consonant before it	The –e at the end of the root word is dropped before –ing, –ed, –er, –est, –y or any other suffix beginning with a vowel letter is added. Exception: <i>being</i> .	hiking, hiked, hiker, nicer, nicest, shiny
Adding –ing, –ed, –er, –est and –y to words of one syllable ending in a single consonant letter after a single vowel letter	The last consonant letter of the root word is doubled to keep the /æ/, /ɛ/, /ɪ/, /ɒ/ and /ʌ/ sound (i.e. to keep the vowel ‘short’). Exception: The letter ‘x’ is never doubled: <i>mixing, mixed, boxer, sixes</i> .	patting, patted, humming, hummed, dropping, dropped, sadder, saddest, fatter, fattest, runner, runny
The /ɔ:/ sound spelt a before l and ll	The /ɔ:/ sound (‘or’) is usually spelt as a before l and ll .	all, ball, call, walk, talk, always
The /ʌ/ sound spelt o		other, mother, brother, nothing, Monday

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
The /i:/ sound spelt –ey	The plural of these words is formed by the addition of –s (<i>donkeys, monkeys, etc.</i>).	key, donkey, monkey, chimney, valley
The /ɒ/ sound spelt a after w and qu	a is the most common spelling for the /ɒ/ ('hot') sound after w and qu .	want, watch, wander, quantity, squash
The /ɜ:/ sound spelt or after w	There are not many of these words.	word, work, worm, world, worth
The /ɔ:/ sound spelt ar after w	There are not many of these words.	war, warm, towards
The /z/ sound spelt s		television, treasure, usual
The suffixes –ment, –ness, –ful, –less and –ly	<p>If a suffix starts with a consonant letter, it is added straight on to most root words without any change to the last letter of those words.</p> <p>Exceptions:</p> <p>(1) <i>argument</i></p> <p>(2) root words ending in –y with a consonant before it but only if the root word has more than one syllable.</p>	<p>enjoyment, sadness, careful, playful, hopeless, plainness (plain + ness), badly</p> <p>merriment, happiness, plentiful, penniless, happily</p>
Contractions	<p>In contractions, the apostrophe shows where a letter or letters would be if the words were written in full (e.g. <i>can't – cannot</i>).</p> <p><i>It's</i> means <i>it is</i> (e.g. <i>It's</i> raining) or sometimes <i>it has</i> (e.g. <i>It's</i> been raining), but <i>it's</i> is never used for the possessive.</p>	can't, didn't, hasn't, couldn't, it's, I'll
The possessive apostrophe (singular nouns)		Megan's, Ravi's, the girl's, the child's, the man's
Words ending in –tion		station, fiction, motion, national, section

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
Homophones and near-homophones	It is important to know the difference in meaning between homophones.	there/their/they're, here/hear, quite/quiet, see/sea, bare/bear, one/won, sun/son, to/too/two, be/bee, blue/blew, night/knight
Common exception words	<p>Some words are exceptions in some accents but not in others – e.g. <i>past</i>, <i>last</i>, <i>fast</i>, <i>path</i> and <i>bath</i> are not exceptions in accents where the a in these words is pronounced /æ/, as in <i>cat</i>.</p> <p><i>Great</i>, <i>break</i> and <i>steak</i> are the only common words where the /eɪ/ sound is spelt ea.</p>	<p>door, floor, poor, because, find, kind, mind, behind, child, children*, wild, climb, most, only, both, old, cold, gold, hold, told, every, everybody, even, great, break, steak, pretty, beautiful, after, fast, last, past, father, class, grass, pass, plant, path, bath, hour, move, prove, improve, sure, sugar, eye, could, should, would, who, whole, any, many, clothes, busy, people, water, again, half, money, Mr, Mrs, parents, Christmas – and/or others according to programme used.</p> <p>Note: 'children' is not an exception to what has been taught so far but is included because of its relationship with 'child'.</p>

Vocabulary, grammar and punctuation – Years 1 to 2

Year 1: Detail of content to be introduced (statutory requirement)

Word	<p>Regular plural noun suffixes –s or –es [for example, <i>dog, dogs; wish, wishes</i>], including the effects of these suffixes on the meaning of the noun</p> <p>Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. <i>helping, helped, helper</i>)</p> <p>How the prefix un– changes the meaning of verbs and adjectives [negation, for example, <i>unkind</i>, or <i>undoing: untie the boat</i>]</p>
Sentence	<p>How words can combine to make sentences</p> <p>Joining words and joining clauses using <i>and</i></p>
Text	Sequencing sentences to form short narratives
Punctuation	<p>Separation of words with spaces</p> <p>Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>Capital letters for names and for the personal pronoun I</p>
Terminology for pupils	<p>letter, capital letter</p> <p>word, singular, plural</p> <p>sentence</p> <p>punctuation, full stop, question mark, exclamation mark</p>

Year 2: Detail of content to be introduced (statutory requirement)

Word	<p>Formation of nouns using suffixes such as –ness, –er and by compounding [for example, <i>whiteboard, superman</i>]</p> <p>Formation of adjectives using suffixes such as –ful, –less</p> <p>(A fuller list of suffixes can be found on page 27 in the year 2 spelling section in English Appendix 1)</p> <p>Use of the suffixes –er, –est in adjectives and the use of –ly in Standard English to turn adjectives into adverbs</p>
Sentence	<p>Subordination (using <i>when, if, that, because</i>) and co-ordination (using <i>or, and, but</i>)</p> <p>Expanded noun phrases for description and specification [for example, <i>the blue butterfly, plain flour, the man in the moon</i>]</p> <p>How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command</p>

Year 2: Detail of content to be introduced (statutory requirement)

Text	<p>Correct choice and consistent use of present tense and past tense throughout writing</p> <p>Use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, <i>she is drumming</i>, <i>he was shouting</i>]</p>
Punctuation	<p>Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>Commas to separate items in a list</p> <p>Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, <i>the girl's name</i>]</p>
Terminology for pupils	<p>noun, noun phrase</p> <p>statement, question, exclamation, command</p> <p>compound, suffix</p> <p>adjective, adverb, verb</p> <p>tense (past, present)</p> <p>apostrophe, comma</p>