



**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 phonics lessons take place for 25 minutes a day, following the weekly timetable, teaching 2-3 sounds and 1 book a week. Children are streamed into groups across the school, utilising all staff.

Spelling lessons take place weekly in Year One. In Year Two, spelling and comprehension lessons take place once a week. This includes transcription, writing sentences containing the spelling words of the week and Common Exception Words.

In EYFS, Phonics, letter recognition and letter writing are the main focus of English lessons 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 Topic Plan showing writing opportunities

Year Group	Term	Cornerstones 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	Trip to Tesco Recount, Label animals and food, List of healthy	

				Lists and Captions	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
		Bright Lights	Dick Whittington	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
	Summer	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.
		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 –
St Andrew's Infant School**

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.
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					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 English Lessons

Grammar Long Term Plan – The grammar long term plan for each year groups sets out the teaching for each half term to ensure coverage and address common misconceptions, such as forming a sentence, spelling, homophones, letter formation.

Writing Misconceptions

Ofsted (Dec 23) reported that children are writing complex tasks too soon, and more time should be spent on transcription and fluency of writing, promoting basic skills including sentence construction, letter formation & pencil grip. We address this by following a grammar long term plan, making lesson content and expectations clear in each year group

Grammar Long Term Plan

Reception Grammar & Writing Long Term Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer1	GD
Letter formation Handwriting	Letter Formation Copy first name and write taught letters correctly (10+)	Letter Formation Forms first name and most letters (from RWI) correctly (16+)	Letter formation Correctly for each letter using the RWI rhyme.	Forms first name, surname and most letters correctly	Write recognisable letters most of which are correctly formed	Letter Formation Forms full name and most letters, with flicks, on the line.
	Hold Pencil Correctly – 3 finger to tripod grip (& Say the rhyme)				Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.	Check my sentence makes sense
	Mark making to develop pencil control.			Read own writing with support	Read own writing independently	
Punctuation		Capital Letters for name, I,	Finger Spaces Full Stops	Capital letters at start of writing.		Write one sentence at a time with a capital letter and full stop.
Grammar/ Sentences	Say/speak in sentences.	Have sentences modelled.	Write simple CVC sentences	Say and write one sentence or simple caption	Write simple phrases and sentences that can be read by others	Conjunction and Add s for plurals
Story	Enjoy listening to stories	Retell and reorder familiar stories.	Share and draw story maps			
Spelling / Word Writing	Listen to and write the sounds in a CVC word	Write lists Spell phonically plausible words from word time 1.1 – 1.5 e.g. pin, clap, ship	Spell phonically plausible words from word time 1.5 – 1.7 e.g. ccvc cvcc	Spell some red words I, the, no, go, went, of, was, my, to Spell more words using phonics knowledge	Spell irregular common words by identifying sounds in them and representing the sounds with a letter or letters. Apply phonics sh, ch, th, ng, nk, qu	Spell Y1 common exception words Apply phonics sh, ch, th, ng, nk, qu, and use one grapheme e.g. ay ee igh ow oo oo.

Year 1 Grammar & Writing Long Term Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer1	GD
Handwriting	Form individual letters correctly Know the letter families (long ladder)	Letter Formation Forms first name and most letters correctly (20+)	Letter Formation Forms full name and most letters, with flicks	Most letters correctly formed and positioned on the line.	Hold a pencil correctly - Tripod grip Form lower case letters in the correct direction, starting and finishing in the right place. Form many capital letters and digits accurately.	Capital letters of correct size Dynamic tripod grip
Punctuation	Finger Spaces				Regular sized finger spaces	Finger spaces the size of one letter
	Capital Letters for name, I, and at start of writing.		Capital letters for Proper Nouns	Use capital letters and full stops to demarcate many sentences		
	Use a full stop at the end of a sentence		Use ? & !			
Grammar & Sentence writing	Say and write one sentence	Combine words to make short sentences or caption Write sentences from memory dictated by the teacher.	Write 3 coherent sentences (sequenced) Join clauses with and	Re-read what I have written and check my sentence makes sense Sequence sentences to form a short narrative. (real or fictional)	Begin to use adjectives	Clear simple sentences that make sense Use adjectives independently Conjunctions but because
		add suffix ed	add suffixes ing, er Use the prefix un	add s or es for plurals	Past and present tense add suffixes est, ly	
Terminology	letter capital letter sentence full stop		punctuation question mark exclamation mark	singular plural		

Spelling	Apply taught phonics and Spell the 45 Y1 common exception words, add to display in line with spelling order.	Segment words into sounds, words with adjacent consonants. word time 1.1 – 1.7 e.g. pin, clap, ship spelling all the letters of the alphabet	Apply phonics sh, ch, th, ng, nk, qu,	Use one grapheme e.g. ay ee igh ow oo oo.	Correctly spell the 45 Y1 common exception words Make phonically plausible spellings, applying set 2 and 3 sounds	Start to spell some Y2 CEWs because eye most only every even after last class
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Y2 Grammar & Writing Long Term Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer1	GD – Target Group
Handwriting	Write letters of the correct size in relation to each other	Teach letter joins Dynamic tripod grip	Beginning to use a diagonal join	Capital letters of correct size	Capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters	Joining most words with diagonal and horizontal strokes.
Punctuation	Capital letters and full stops	Finger spaces the size of one letter Capital letters for proper nouns	possessive apostrophe commas in a list (GD)	Use ? !	contractions	Independent use of ? ! commas in a list possessive apostrophe and contractions
Grammar	Clear simple sentences that make sense		consider what to write before beginning, encapsulating what they want to say sentence by sentence.		Write for different purpose with positive attitudes and stamina	Write effectively for different purposes drawing on their reading to inform the vocabulary and grammar of their writing
	Adjectives Statements	Expanded Noun Phrases Commands Questions	Exclamation sentences	Expanded Noun Phrases (to describe and specify) Exclamation Sentences		Use exciting vocabulary to make writing interesting to the reader
	Conjunctions and	Conjunction but because	Conjunction that	Conjunctions or when	Conjunctions if	
	Past tense		Past Progressive	Present Tense	Present Progressive	

		Check for errors in spelling, grammar punctuation	Make simple additions revisions and corrections by proof reading	add/improve words and phrases independently or following a conversation with the teacher		Make simple additions, revisions and corrections to their own writing
Spelling		Learn common exception words	homophones compound words e.g. whiteboard superman	Select the correct grapheme ay/ai/a-e	Spell many CEWs	Spell most Y2 common exception words
		Adverbs use the suffix -ly to create adverbs (from adjectives) (e.g. smoothly, softly)	add suffixes to form adjectives e.g. ful	Use the suffix -er -est (rudest biggest bigger) Add suffixes to form nouns e.g. -er		Suffixes ment, less,

EYFS

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

Child's name is written daily as a challenge, 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 & scaffolded writing in every writing lesson until the children start to work more 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 use WAGOLLs and model full or part examples. Over-emphasise what they want to see in children's independent writing. Use the visualiser to show good examples. Modelling incorrectly to the whole class or in guided writing can be an effective strategy to address common misconceptions.

Each lesson should have a grammar focus in line with Grammar Long Term Plan. This will be evident on the lesson WALT and reflected in the 'Perfect Copying' sentence at the start of each lesson.

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.

Every half term, the class will do a Talk 4 Writing unit, which will link to the topic 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 two 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 by 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

Letter formation 'rhymes' from Read Write Inc are used in all classes and during handwriting lessons.

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. Common handwriting errors are addressed daily in English books. Children 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 once a day and checked 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.

Independent spelling in Y1 should be phonetically plausible, applying known phonemes.

Spelling lessons Spelling is taught in line with the National Curriculum, with spellings given in the order that they are taught in RWI phonics lessons. Weekly spellings sent home, include a topic word and year group Common Exception Words. Lessons should be seen as an important and worthwhile opportunity to revisit a sound and for the children to see the teacher demonstrate sounding out new words and forming

them correctly for the children to copy into their spelling books. In the lesson the children practise these words in the 'look cover write check' method, and are asked to do this again at home.

Transcribed sentences, using that week's spelling words and Common Exception Words, are written into English books. Children should be able to hold, then write a dictated sentence, this now forms the spelling test with any corrections being given below.

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 matching the book to each child's current RWI group. (Guidance in Reading Record cover)

Children will read to 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 if needed.

All books are phonically plausible with fiction and non-fiction books available.

Reading at home will be monitored daily and books changed after at least 3 reads or when the child is reading fluently.

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.

Benchmark assessment takes place when a child reaches the end of the RWI phonics programme. It can also be used at any time, if unsure about moving up a level, and filed in reading packet.

Gaps in phonics, identified when reading or from RWI assessments and phonics screens, should be added to take home reading record 2 at a time with a word. E.g. on – moon.

Comprehension sheets will be given from Orange level onwards, marked and 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 in line with the child's current phonics group or at a level above.

In addition, a Read Write Inc. Storybook will be read daily within phonics groups and taken home to share once a week.

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

Talk Through Stories - Each year group has selected 2 'Talk Through Stories' books per half term, which link to the current topic and will be enjoyed, internalised & dramatised, following the 'Talk Through Stories' planning. This enhances the use of ambitious vocabulary and comprehension skills, which the children will be encouraged to transfer to their speech and writing.

Accelerated Reader:

Children must reach the Blue Phonics Group in Year One to be considered for Accelerated Reader (AR) in Year Two. Children will read daily and complete online quizzes when they have read the book 3 times. Children must be given the opportunity to read their book within class for 10 minutes a day at register or lunch time, especially important if not reading at home. AR does not replace the role of the teacher and children will still be listened to read and receive Guided reading, 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 year group grammar content and expectations added by the teacher and adaptive teaching methods employed to address the needs of all children.

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

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.

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). Common misconceptions should be fed into the following lesson as a teaching point.

Assessment

Assessed writing takes place every half term in the 'Writing Assessment' book. This work should be introduced to the whole class, then children are expected to work independently, so that a fair judgement of independent ability 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 adaptive teaching to allow for individual achievement to take place.

Implementation

English skills are taught and developed, so that children constantly acquire new skills, but consolidate those skills previously taught until they are mastered.

Daily phonics sessions following the Read Write Inc scheme are quick paced which allows children to progress rapidly. We believe all children can learn to read phonetically. 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 Term', 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 English Lead. 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 improve each half term, working towards their individual targets and towards the goal of achieving Age Related Expectations or higher at the end of the year.

Learning walks and observations take place for Phonics and English lessons by the English Lead and Executive Deputy Head /Executive Headteacher.



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 are 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.
- 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 PIRA reading tests which provide targeted work (comprehension activities) for identified gaps. 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	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

	<p>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</p>	<p>add suffixes ing, er, ed add the prefix un Check own writing makes sense Hold then write a dictated sentence.</p>
Year 2	<p>Subordinating conjunctions: when if that because. Co-ordinating conjunctions: or, and, but</p> <p>Use expanded noun phrases (e.g. with the addition of an adjective)</p> <p>Sentence Functions: Statements Questions Exclamations Commands</p> <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>add suffixes to form nouns e.g. -ness, -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)</p> <p>Punctuation: Capital letters, ! ? . Commas in a list Possessive apostrophes Letters to be correct size in relation to each other. Join taught letters</p>

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 programme do receive lessons to give them the opportunity to achieve Greater Depth sooner. Through adaptive teaching 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, be it handwriting or spelling.

These are addressed through the use of 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, and it is through these guided lessons 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 the content of the grammar long term plan into the daily English lesson

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, 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.