

English Curriculum



English Curriculum Statement

Intent – What do we want for our children in English?

At KPNS, we want all our children to have a love of reading and writing and to be equipped with high standards of literacy skills that will enable them to participate fully as a member of society.

We aim to inspire children to become effective and expressive communicators, engaged and avid readers and capable, fluent writers.

English teaching focuses on immersing children in a literature rich environment in an exciting and cross-curricular way so that skills and knowledge can be progressively developed as they move through school.

Reading, in particular, is integral for accessing all areas of the curriculum so that pupils can develop culturally, emotionally, intellectually, socially and spiritually – *reading is a tool for life*.

At KPNS, we aim to:

- Develop fluent readers by using high quality class texts, RWI phonics and whole class fluency and comprehension sessions.
- Develop writers who are motivated to write, and fluent in a range of text types
- Ensure pupils have a good understanding of grammatical devices and apply these in their writing
- Have high expectations for spelling and handwriting which are applied across the whole curriculum
- Create a story telling school with effective speaking and listening skills that allow pupils to become effective communicators who use a broad and rich vocabulary

Implementation – How will we carry out our vision?

We implement our vision by teaching the National Curriculum through a cross-curricular approach to foster engagement, purpose and passion. Through a reading rich environment, English is taught daily with opportunities to read each day.

Early Reading: Daily synthetic phonics sessions, systematically taught and assessed using Read Write Inc.

Reading Comprehension: In KS2, high quality texts are used for whole class reading comprehension sessions, taught three times weekly using reading fluency strategies. The first of these 3 sessions focuses on fluency and uses the 'Echo Reading' approach. The following sessions teach the children comprehension skills. (P5)

Writing: Writing begins with a rich and interesting hook and models Talk 4 Writing strategies throughout; text immersion, innovation and then invention that promote pupils who are fluent and confident writers and use aspirational vocabulary. (P16)

Handwriting: We use Letter-join as the basis of our handwriting policy, which covers all the requirements of the 2014 National Curriculum, and aspire for everyone to write in a neat, cursive/joined-up handwriting style. (P35-38)

Spelling: Spelling is taught discretely using the RWI spelling scheme, pupil practise daily and are tested weekly from Year 2. Doodlespell is used as a tool for pupils to practise spellings at home. (P34)

Grammar: Grammar lessons explicitly teach new learning for year groups and daily grammar bursts ensure that children can consolidate learning and apply this effectively in their speaking and writing. (P20-33)

Speaking & Listening: Unit design, as well as the structure of reading sessions, equip pupils with a strong command of the spoken and written English language and allows them to participate in discussions by communicating their ideas, emotions and opinions with others using appropriate vocabulary. Speaking and listening opportunities are embedded through all areas of the school curriculum. (P39)

Planning should:

- Be uploaded onto AllStaff well ahead of teaching, alongside all resources that are clearly labelled.
- Take the format of a SMART file or equivalent, ensuring all non-negotiables are met.
- KS2 Reading: Follow the Lesson Structure blueprint (pg 15)
- Writing: Follow the Blueprint Unit Plans in this document to structure units of work (pg 36)

Inclusion:

Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with SEND
- Pupils with English as an additional language (EAL)

(Further information can be found in our statement of equality information and objectives, and in our SEND policy and information report.)

Impact – How will we assess what the children know, remember and understand?

Teachers will monitor the impact of their teaching using:

- AFL during lessons
- Half termly phonics & book banding assessments
- Weekly spelling test (Y2 onwards)
- Spaced retrieval activities embedded into planning and practise
- Key objective based cold and hot tasks at the start and end of each unit to assess what knowledge has been remembered and what skills have been mastered.
- Use of past reading & SPAG SATs papers in December and February for Year 2 & 6
- NFER reading and spelling papers at the end of spring and summer terms
- Statutory testing/assessment at key points throughout the year for EYFS, Year 1, 2 and 6
- INSIGHT to track writing objectives met and to inform gap analysis.


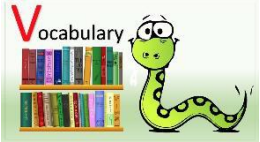





The Subject Leaders monitor the way their subject is taught throughout the school by looking at the intent, implementation and impact using:

- Planning scrutiny & book dips (work scrutiny)
- Pupil Interviews & Learning Walks
- External & internal moderation
- Data analysis
- SIL & Governor visits
- Planning and delivering CPD

Subject Leaders also have responsibility for monitoring the way in which resources are stored and managed. All the monitoring information is used by the Subject Leaders to ensure our provision and pupil outcomes are the very best they can be. Any next steps to move the subject and the children's learning forward are fed into the Subject Leader's monitoring and action plans, which form part of the whole school improvement plan.

Governors monitor whether the school is complying with its funding agreement and teaching a "broad and balanced curriculum" which includes the required subjects, through: Governor monitoring visits

English Pedagogy

 <p>Use of T4W to develop oral fluency, internalise language and sentence structures & provide a clear model of what a good one looks like for composition and components.</p>	<p>Each unit begins with a 'hook' to engage the pupils and provide a context for learning within a curriculum that is designed in a systematic way, building on previous knowledge and learning.</p>	<p>Planned talk: opportunities for speaking & listening built into daily sessions.</p> <p>Acquisition of vocabulary (broad and varied) taught.</p> 
<p>Explicit explanations – direct teach.</p>	<p>Guided practices – shared write, whole class reading strategies.</p>	<p>Models/modelling; text maps, working walls, word banks, writing toolkits, shared writing.</p>
<p>Daily Read Write Inc phonics & reading sessions (developing word recognition & language comprehension at stage not age).</p> 	<p>Reading Session (whole class)</p>  <p>developing, fluency alongside comprehension skills x 3 /week in KS2.</p> 	<p>Love of reading nurtured! Story time (class text), books that match sounds, daily reading lair, reading incentives and homework (Reading Awards and weekly reads).</p> 
<p>Daily spelling drip (spelling is taught through RWI spellings from EYFS- Y6). Children get explicitly taught the new spellings and then practise them using doodlespell the following week. This spaced retrieval forms part of our A4L.</p>	<p>Daily grammar blast that complements teaching for the unit or for consolidation (A4L used here to develop automaticity – done without thinking).</p>	<p>Letter-join scheme used across school (pre-cursive in EYFS).</p> 
<p>Provision for SEND pupils: all pupils have equal access to curriculum content – we support, scaffold and adapt the curriculum through resourcing, pre-teaching or adult support to ensure that everyone can access the content.</p> <p>Interventions run for bottom 20% of pupils; KS1 1:1 RWI, Y3/4 1:1 RWI, Y5/6 RWI Fresh Start or Hertfordshire fluency project depending on the children.</p>		

Reading at KPNS

We teach reading in a systematic and progressive way to all children from the moment they start with us in F1 until they leave us ready for secondary school. We have developed a clear Reading Curriculum Progression through school which focuses on 4 main elements: decoding texts, comprehending texts, responding to texts and analysing texts. This progression is detailed on [pages 6 and 7](#).

At KPNS our teaching of the main reading elements as detailed above happens in a variety of ways:

- We start with phonological awareness in F1 and then move formally into daily RWI Inc phonics and reading sessions until most children finish the programme by Spring Term in Year 2. [\(P8\)](#)
- After phonics, children are taught reading through 'Fluency and Comprehension' sessions 3 times a week ([see details on P9](#))
 - The Fluency and Comprehension sessions have been carefully structured around quality ARE texts and use the echo reading principles to help develop fluency. See lesson structure on [P10](#)
 - We have developed a Fluency and Comprehension Overview to ensure we are teaching reading through a variety of high quality ARE texts, include fiction, non-fiction and poetry and explicitly teaching the comprehension skills detailed in our Reading Curriculum Progression ([see details on P11-14](#))
- Through Talk for Writing, we expose our children to a range of ARE quality texts which the children discuss, analyse and respond to. These 'Read and a Reader' and 'Read as a Writer' sessions are built into our writing unit plans.
- We have developed a Book Spine across school detailing quality texts we want our children to be exposed to during their time at KPNS. These books are shared through class story time and provide excellent opportunities for discussion and the promotion of a love of reading [\(P15\)](#)
- We actively nurture a love of reading as a whole school and in every single classroom.

Keyworth Primary and Nursery Reading Curriculum Progression through school.

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
DECODING TEXT	Phonological awareness development through:	Read a wide range of texts accurately and effortlessly by:						
	Body percussion <ul style="list-style-type: none">• Copying / suggesting patterns• Instrument sounds Copying patterns <ul style="list-style-type: none">• Voice sounds• Speech detection: sentences made up of individual words Environmental sounds <ul style="list-style-type: none">• Outdoor noises• Pirate / seaside sounds• Alliteration• Recognising words can begin with the same initial phoneme Segmenting & Blending <ul style="list-style-type: none">• Blending words segmented by an adult• CVC I spy games• Coping robot arms to segment CVC words Rhythm & Rhyme <ul style="list-style-type: none">• rhyme detection – identifying / matching rhyming pairs• Rhyme production – changing ends of words to create new rhyming word	<ul style="list-style-type: none">• matching sounds to letters and graphemes (RWI-Set A, B, C)• recognising some whole words including taught phonemes, their name and common exception words from RWI progression above.• sounding and blending most words with graphemes taught in RWI.	<ul style="list-style-type: none">• matching sounds to letters and graphemes (See RWI Progression)• reading whole words including taught phonemes and common exception words from RWI• knowing how to word problem solve by breaking unfamiliar words in different ways and combining to read and understand Including:• sounding and blending phonically regular words with graphemes taught in RWI scheme.• noticing word endings -s, -es, -ing, -ed, -er, -est,• using syllable boundaries	<ul style="list-style-type: none">• use phonic knowledge to read automatically and with pace.• read most words automatically including all Y2 common exception words.• word problem solve by breaking down unfamiliar words in different ways Including:• attempting different sounds for graphemes to work out which makes sense.• identifying the taught suffixes to help to read unfamiliar words. (including -ly -ment, –ness,–ful – less, - tion)• Identifying words parts for 2 or more syllables	<ul style="list-style-type: none">• read some words with unusual phoneme/grapheme correspondences.• read most words automatically including many further Y3/4 common exception words.• word problem solve by breaking unfamiliar words in different ways and quickly combining to read and understand. Including:<ul style="list-style-type: none">• noticing root words, prefixes, suffixes, (including re–, sub–, inter–, super-, anti-, auto-, -ation, -ous, - tion, - sion, - ssion, –cian)• - using syllable boundaries to see words or word parts within words	<ul style="list-style-type: none">• apply what is known about similar words to pronounce and understand new words with unusual ph:gr correspondences correctly.• read most words automatically including all further Y3/4 common exception words.• apply my knowledge of roots, prefixes and suffixes to read unfamiliar words.(including - in, - il,- im, -ir, -ture, -ation, - ous)	<ul style="list-style-type: none">• accurately read multisyllabic words without omitting syllables or letters, or mispronouncing unusual ph:gr correspondences.• Read most words automatically including many further Y5/6 common exception words.• apply my knowledge of a broader range roots, prefixes and suffixes quickly and accurately to read unfamiliar words. (–fer, –ance,- ancy, –ent,-ence, –ency, -ible, - able)	<ul style="list-style-type: none">• read most words automatically including all further Y5/6 common exception words.• automatically apply knowledge of roots, prefixes and suffixes (morphology) and see the links and similarities between words (etymology and analogy) to read unfamiliar words with accuracy, pace and understanding.
	Develop reading fluency by:							
	<ul style="list-style-type: none">• re-reading familiar text• pointing to and looking carefully at each word as they read and knowing a full stop shows them they have got to the end of the sentence	<ul style="list-style-type: none">• re-reading words, phrases and sentences that required some sounding out on the first read• looking carefully at each word without pointing• to be able to read simple phrases at a good pace with appropriate expression	<ul style="list-style-type: none">• independently re-reading words, phrases, and sentences when the text required some slow decoding• recognising and knowing how to use punctuation (. , “” ! ?) to read longer phrases at a good pace with appropriate expression and intonation	<ul style="list-style-type: none">• independently re-reading text that required some slow decoding or when the text doesn’t make sense to them.• using a wider range of punctuation to read texts at a good pace, with appropriate intonation and expression. Reading silently most of the time.	<ul style="list-style-type: none">• re-reading parts of text to improve pace, expression and intonation.• using a growing awareness of audience and purpose to read with appropriate expression and intonation when reading aloud	<ul style="list-style-type: none">• reading smoothly and accurately with appropriate expression and intonation that matches their interpretation of the text	<ul style="list-style-type: none">• reading a wide range of text accurately and at pace; controlling their tone, pitch, pace and volume to create atmosphere	
COMPREHENDING TEXT	Develop the language and vocabulary needed to understand text by:							
	<ul style="list-style-type: none">• experiencing story language and rhyme and• using it in play• discussing unfamiliar vocabulary with an adult	<ul style="list-style-type: none">• experiencing story language and rhyme and• using it in play• discussing unfamiliar vocabulary with an adult• reciting the alphabet and recognising the letters in order	<ul style="list-style-type: none">• discussing possible meanings of unfamiliar words and phrases• knowing alphabetical order	<ul style="list-style-type: none">• considering if their understanding of a word or phrase makes sense in the text and explaining how they know• using simple dictionaries and glossaries to find the meaning of unfamiliar words they meet when reading	<ul style="list-style-type: none">• discussing alternative meanings of words and phrases and choosing the most appropriate• knowing how to use the quartiles of the dictionary to locate and find out the meaning of unfamiliar words they have read	<ul style="list-style-type: none">• attempting alternative meanings of words and phrases and choosing the most appropriate as they read• to locate words quickly in a dictionary to check the meaning of words that they have read	<ul style="list-style-type: none">• discussing how morphology helps to understand unfamiliar words• discussing how inference and context help to understand unfamiliar words• Using a dictionary to check a suggested meaning and consider which definition is the most relevant to the context	<ul style="list-style-type: none">• using their knowledge of morphology to clarify unfamiliar words• using inference and context to clarify unfamiliar words• Using dictionaries confidently and efficiently to locate information about words met in reading and to identify the most appropriate meaning of a word from alternative definitions
	Understand texts they can read accurately and fluently and those they listen to by:							
<ul style="list-style-type: none">• children to become familiar with identified stories that link to own experiences eg going to a park with an adult and based on familiar settings respond to I wonder what will happen statements.• supported by an adult to ask questions about words don't understand• using pictures and familiar stories can say how a character might be feeling• children to talk about books answering simple questions(who, what, where)	<ul style="list-style-type: none">• talking with an adult about how the text links to their own experiences or to other stories they have heard• talking with an adult about the things the text made them wonder and guessing what is going to happen based on what they know and stories they have heard	<ul style="list-style-type: none">• discussing relevant background knowledge (what they have done/ seen/ heard) and information from the teacher• discussing with an adult and their peers what the text made them wonder and making sensible predictions based on what they know and what has been read so far	<ul style="list-style-type: none">• using relevant background knowledge (what they have done/ seen/ heard) or information from the teacher• wondering and asking themselves• questions when reading or as they listen to text and predicting what might happen based on what has been read so far	<ul style="list-style-type: none">• drawing on background knowledge to identify themes in a text. (such as the triumph of good over evil).• asking themselves questions and making sensible predictions as they read from information stated and implied	<ul style="list-style-type: none">• drawing on background knowledge to identify themes in more complex text• asking themselves questions and making sensible predictions as they read from information stated and implied• Evaluating and revising their predictions as they read on.	<ul style="list-style-type: none">• drawing on background knowledge particularly from other texts to identify and relate to themes• asking questions about ideas and themes as they read. Making predictions as they read drawing on prior knowledge from texts and their own experiences. Using information in the text to evaluate the plausibility of their assumptions.	<ul style="list-style-type: none">• drawing on background knowledge particularly from other texts to identify and relate to more complex themes• asking questions about more complex themes as they read. Making predictions as they read drawing on prior knowledge from their own experiences and other complex texts. Using information in the text to support or alter their assumptions	

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		<ul style="list-style-type: none"> noticing when they hear something they don't understand and asking an adult to explain drawing on their own experiences to infer how a character might be feeling or why they are behaving in a particular way talking with an adult about what has happened in a story 	<ul style="list-style-type: none"> noticing when they read a word or phrase they don't understand and asking an adult, or their peers to explain by joining ideas in the text and drawing on their own experiences to infer how a character might be feeling or why they are behaving in a particular way retelling a story in sequence, giving the main events 	<ul style="list-style-type: none"> noticing when they read a word or phrase they don't understand and knowing what they can do to help them understand e.g. re-reading, reading on, using the context by joining ideas in the text to make inferences about characters' feelings and actions and checking on these assumptions by drawing on their background knowledge drawing together information from across a number of sentences to sum up what is known about a character, event or idea. 	<ul style="list-style-type: none"> noticing when they encounter parts of the text they do not understand and actively using a range of strategies to support their understanding integrating information from different parts of the text as they read and knowing when and how to relate their background knowledge to the text to explain characters' motives, feelings and attitudes. Considering their thinking and explaining how they arrived at their assumptions. identifying main ideas drawn from more than one paragraph and summarising these 	<ul style="list-style-type: none"> noticing when they encounter parts of the text they do not understand and actively using a wide range of strategies to support their understanding using information given and implied to explain characters' feelings and attitudes; to identify the most plausible motive behind a character's actions; and to identify causal antecedents leading to an event. Considering their thinking and providing evidence to justify their inferences. summarising the main ideas drawn from longer texts, identifying key details that support the main idea 	<ul style="list-style-type: none"> noticing when they do not understand an idea or theme in the text and using a range of strategies to support their understanding using information given and implied to identify and explore key ideas and themes. Examining their reasoning and providing evidence from the text to justify their assumptions. making regular, brief summaries of what has been read, considering what is known or can be inferred about a character, event or theme. 	<ul style="list-style-type: none"> noticing when they do not understand the more complex themes in the text and using a range of strategies to support their understanding using information given and implied to identify and explore key ideas and more complex themes. Examining their reasoning and using evidence from the text to confirm or adjust their assumptions. making regular, brief summaries of what has been read, considering what is known or can be inferred in relation to more complex themes, giving examples from the text
	Develop a positive attitude to reading by:							
	<ul style="list-style-type: none"> joining with rhyming refrain (see nursery rhyme and reading spine) 	<ul style="list-style-type: none"> listening to a range of stories and rhymes. choosing from a wide range of texts children to join in with rhyming refrain (see nursery rhyme and reading spine) talking about their favourite books and stories 	<ul style="list-style-type: none"> listening to and discussing a wide range of poems, non-fiction texts and stories including fairy stories and traditional tales discussing books they have read, with their peers 	<ul style="list-style-type: none"> listening to and discussing a wide range of contemporary and classic poetry, non-fiction and stories including a wider range of stories, fairy stories and traditional tales discussing books they have read, with their peers and considering why others might want to read them 	<ul style="list-style-type: none"> reading, listening to, discussing, and retelling a wide range of poetry, plays, non-fiction (including reference or textbooks) and fiction including fairy stories, myths and legends. reading books by authors they have not met before and considering why others might want to read them 	<ul style="list-style-type: none"> reading, listening to, discussing, and retelling a wide range of poetry, plays, non-fiction (including reference or textbooks) and fiction including fairy stories, myths and legends. reading books by authors they have not met before and recommending these to their peers 	<ul style="list-style-type: none"> reading and discussing an increasingly wide range of poetry, plays, non-fiction (including reference books or textbooks) and fiction including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions reading books from a wide range of genres and authors and discussing with others 	<ul style="list-style-type: none"> reading and discussing an increasingly wide range of poetry, plays, non-fiction (including reference books or textbooks) and fiction including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions recommending books from a wide range of genres and authors and making links with other texts
RESPONDING TO TEXT	Show their understanding of texts they have heard and read by:							
	<ul style="list-style-type: none"> talking with an adult about their favourite part of a story participating in role play of familiar stories children to talk about books answering simple questions(who, what, where) 	<ul style="list-style-type: none"> talking with an adult about their favourite part of a story participating in role play of familiar stories answering 'how' and 'why' questions about their experiences and in response to stories. 	<ul style="list-style-type: none"> talking with peers, taking turns and listening to others, about what they like or dislike about a text using role play to explore the characters and themes of texts including fairy stories and traditional tales answering questions in discussion with an adult including making simple inferences 	<ul style="list-style-type: none"> participating in guided discussions about books, poems, and other texts, explaining and discussing their understanding and considering the opinions of others using discussion, role play and other drama techniques to explore themes of texts explaining and discussing their understanding of a text and answering literal and inferential questions 	<ul style="list-style-type: none"> participating in discussions about books, poems and other texts, explaining and discussing their understanding and considering the opinions of others discussing, and using drama techniques to explore themes, such as the triumph of good over evil, in texts including myths and legends retrieving and recording significant information in fiction and non-fiction texts and using this to answer literal and inferential questions 	<ul style="list-style-type: none"> participating in discussions about books, poems and other texts, explaining and discussing their understanding and considering the opinions of others using evidence from the text recognising, discussing, and using drama techniques to explore themes, such as the triumph of good over evil, in texts including myths and legends skimming and scanning to retrieve and record information from non-fiction 	<ul style="list-style-type: none"> building on their own and others' ideas and challenging views courteously recognising discussing, and using drama techniques to explore themes; compare characters; compare differing accounts and viewpoints using information they have gathered from fiction and non-fiction to participate in debates and to create formal presentations. 	<ul style="list-style-type: none"> building on their own and others' ideas and challenging views courteously and providing reasoned justifications for their views recognising discussing, and using drama techniques to explore themes; compare characters; compare differing accounts and viewpoints in more complex texts using information they have gathered from fiction and non-fiction to participate in debates about more complex issues and to create formal presentations.
ANALYSING TEXT	Discuss and evaluate how authors use language structures and presentation by:							
	<ul style="list-style-type: none"> Talking with an adult about interesting words and using actions to understand them 	<ul style="list-style-type: none"> noticing and talking with an adult about interesting words and phrases in text read to them 	<ul style="list-style-type: none"> talking to adults and their peers about interesting words and phrases in texts read to them Know that language in text differs from spoken language. 	<ul style="list-style-type: none"> recognising and talking about literary language in stories and poetry and discussing words and phrases that interest them Know that language in text can have an emotional impact on the reader 	<ul style="list-style-type: none"> discussing how words and phrases capture the reader's interest and imagination Know that the author makes deliberate choices about language and presentation to have an impact on the reader. 	<ul style="list-style-type: none"> discussing words and phrases that capture the reader's interest and imagination and how changing language and presentation can alter and clarify meaning Know that the author's choice of language and presentation directs how the reader perceives characters, settings, topics and themes. 	<ul style="list-style-type: none"> identifying examples of idiomatic and comparative language and exploring how the impact on the reader would change if the author had made different choices Know that the author's use of language and presentation can be interpreted in different ways and justify their interpretation 	<ul style="list-style-type: none"> identifying examples of figurative language and exploring how effectively it is used to suggest meaning and create mental images Know that the author's choice of language and presentation can create bias and the reader needs to consider how this influences their developing opinions, values, and view of the world

Reading: RWI & Bookband Levels

End of year expectations for phonics Read Write Inc. books and colour book band books per year group.

Please note correlations are only approximate and assessments are completed each half term to inform next steps and groupings. Book bands are used to guide pupils to an age-appropriate book. Classroom bookcases have an array of lovely books suitable to the children’s age, they can choose from.

Book Band Colour Book	End of Year EXP	Phonics Read Write Inc. book level
Read a good story!		Books that match the phonics sounds they’re learning!
Pink (1, 2)		Red
Red (3, 4, 5)	Reception	green & purple
Yellow (6, 7, 8)		Pink
Blue (9, 10, 11)		Orange
Green 12, 13, 14)		Yellow
Orange (15,16)	Year One	Blue
Turquoise (17,18)		
Purple (19,20)		Grey
Gold (21,22)		
White (23,24)	Year Two	Comprehension & Spelling
Lime (25, 26)		
Brown (27)	Year Three	N/A
Grey (28)	Year Four	
Dark Blue (29)	Year Five	
Burgundy (30)	Year Six	

For children who are in RWI phonics lessons, they are formally assessed every 6 weeks. However, if a child is showing accelerated progress, we will assess them earlier.

Book band Assessment points are as follows:

Reception, Y1 & 2	Half Termly RWI Assessments.
Y3-5	Termly using 2eskimos online tool (unless pupils are below ARE and then this should be completed half termly)
Y6	Termly using 2eskimos online tool for Autumn & Spring. Y6 SATS for Summer Term.

Reading: Fluency and Comprehension

Early reading is predominantly taught through the decoding of words using phonics. We follow Read Write Inc. at KPNS and begin right from the start when children enter our nursery – please see Phonics document for more details.

Reading comprehension skills are taught using whole class reading and focus on the following strands: Retrieval, explain, predict, summarise and inference. The development of vocabulary is key to our children at KPNS so we actively teach it in every lesson.

All sessions are planned around quality texts that often consolidate topic work or broaden reading experience. Texts link to topics and help embed knowledge and vocabulary through a cross curricular link. The texts should be age related and encourage active thinking from all children. Scaffolding should be put in place to support individuals to access the same text.

From when children leave the RWI programme, they will participate in 3 Fluency and Comprehension sessions a week. Each session last no more than 30 minutes. Session 1 focuses on fluency and prosody using echo reading and the following sessions develop comprehension. On the following page is the lesson structure we follow to develop our reading.

We also develop the skills of comprehending, analysing and responding to a range of quality texts through the delivery of our whole school reading spine, quality model texts for Talk for Writing and carefully selected, progressive texts in reading lessons. This all works hand in hand to create a love of reading across our school.

Fluency and Comprehension at KPNS Lesson Structure

<u>Session</u>	<u>Timings</u>	<u>Session Details</u>	<u>Behaviors and routines.</u>
<u>Preparation:</u>	Before teaching.	<ul style="list-style-type: none"> -Choose a short text at ARE for your class. -Texts no longer than one side of A4 but must be suitably challenging in terms of vocabulary and context. -Ensure a range of texts over the half term (Fiction, non-fiction, poetry). -Identify any tricky vocab you are going to directly teach. -Prepare your text-by-text marking phrases and words to emphasis. -Photocopy enough texts for 1 each. -Plan comprehension questions from most recent AFL. 	<p><u>Things to consider:</u></p> <ul style="list-style-type: none"> -Are texts progressive through year groups? -Are texts long enough for children to read and reread several times within the 10mins (if not, shorten the independent practice time). -Prep text inline with reading stage. E.g. Y3/4- attention to punctuation. Y5/6 introduce phrasing.
<u>Session 1</u> Fluency/ Echo Reading	2-5mins (Max)	-Teach the reading and meaning of identified vocabulary. Use RWI green story word method. (Stem sentences to give meaning).	-All children read the words and repeat the stem sentences.
	5-7mins	<ul style="list-style-type: none"> -Teacher reads once - children to read alongside (T careful to over stress punctuation / fluency / intonation). -Children echo back chunks of text (keep this to units of meaning within the sentence - either using punctuation or keep the chunks so they make sense). Sometimes a few words; sometimes a whole sentence. 	-All children always follow with a finger as teacher reads. Eyes on text.
	2-4mins	-Teacher to read again. This time children to underline words that are stressed and use a / for pauses.	-RWI stop signal used to bring class back together.
	7-10mins	-Now children to go and learn with a partner and give a section each. Reread again and again until time is up. During this time, Teacher intervenes with pairs and groups to reinforce pace, intonation etc.	-All children follow and text mark as teacher reads. Eyes on text.
	5mins	-Re-read as a whole group	<ul style="list-style-type: none"> -As partner A reads, partner B follows with finger and vice versa. -Teachers to proactively intervene with groups of children rather than just monitoring the class.
<u>Sessions 2 and 3.</u>	1min	-Recap words taught at the start of the session and use quizzing to check understanding of meaning.	-All children follow with finger through whole text. Eyes on text.
	1-2mins	-Vocabulary recap. Speed read and use of Stem sentence to give meaning.	-All children read the words and repeat the stem sentences.
	2mins	-Children reread text with partner.	-As partner A reads, partner B follows with finger and vice versa.
	1min	-Fastest finger find and retrieve questions. (Y2/3/4 only)	-All children find answer and point in their own texts.
	3-5mins	-Everyone challenge- TYP. Share answers around the room. Class discussion.	-Children use agree, build, challenge signs when discussing.
	10-15min	-BSG questions developed in line with progression for reading document. Children work independently. Teacher work with a focus group or targeted pupils.	<ul style="list-style-type: none"> -Quiet independent work at pace. -Y5 and 6 consider number of questions for the children to get through- increase pace and stamina through out the year.

Reading Fluency and Comprehension Sessions Overview

Year Three	Autumn 1 Extreme Weather	Autumn 2 Rock, Relics and Rumbles	Spring 1 Tribal Tales	Spring 2 Tribal Tales	Summer 1 Go with the Flow	Summer 2 Mortals and Gods
Wk 1	Class Text: Linked to Little People, Big Dreams Book. (NF) Comprehension Focus: Retrieve	TFW text- How to Train a Dragon. Instruction Text (NF) Comprehension Focus: Targeted from AFL	Assessment skills focus Comprehension Focus: Targeted from AFL	TFW text- River Unicorns (NF) Comprehension Focus: Targeted from AFL	TFW text- The Canal (F) Comprehension Focus: Targeted from AFL	TFW text- Should Mr Mac let the boys out? Discussion Text (NF) Comprehension Focus: Targeted from AFL
Wk 2	TFW text- Jack and the beanstalk (F) Comprehension Focus: Retrieve and vocabulary focus.	Inside the Earth (NF) Comprehension Focus: Vocabulary	Assessment week	Iron Age (NF) Comprehension Focus: Vocabulary and summarise	The river by Valerie Bloom (P) Comprehension Focus: Inference and explain	Theseus and the Minotaur (F) Comprehension Focus: Inference
Wk 3	Extreme weather (NF) Comprehension Focus: Retrieve	Plate movement (NF) Comprehension Focus: Vocabulary and summarise	The Stone Age (NF) Comprehension Focus: Inference and explain	World Book Day. Linked to Whole school theme (F) Comprehension Focus: Targeted from AFL	The Rhythm of the rain (NF) Comprehension Focus: Predict and inference.	Assessment skills focus Comprehension Focus: Targeted from AFL
Wk 4	Storms (NF) Comprehension Focus: Retrieve and vocabulary focus	Assessment skills focus Comprehension Focus: Targeted from AFL	Stone Age Boy (F) Comprehension Focus: Inference	British Science Week. Linked to Whole school theme. Comprehension Focus: Targeted from AFL	Journey by Aaron Becker (F) Comprehension Focus: Inference and summarise	Assessment week
Wk 5	Assessment skills focus Comprehension Focus: Targeted from AFL	Pompeii (NF) Comprehension Focus: Summarise and Vocabulary	Stig of the Dump (F)-Fred resources Comprehension Focus: Targeted from AFL	Celts (NF) Comprehension Focus: Inference and summarise	Journey by Aaron Becker (F) Comprehension Focus: Inference and prediction	Pandora's Box (F) Comprehension Focus: Vocabulary and explain
Wk 6	Black History: Poetry (P) Comprehension Focus: Retrieve and vocabulary focus	'Twas the night before Christmas (P) Comprehension Focus: Summarise and explain.	Children's Mental Health: (P) Comprehension Focus: Poetry vocabulary	Assessment skills focus Comprehension Focus: Targeted from AFL	Assessment skills focus Comprehension Focus: Targeted from AFL	Athena and Medusa (F) Comprehension Focus: Inference

Year Four	Autumn 1 Blue Abyss	Autumn 2 Roman Warrior	Spring 1 Road Trip USA	Spring 2 Raiders and Traders	Summer 1 Raiders and Traders	Summer 2 Misty Mountains
Wk 1	Class Text: Linked to Little People, Big Dreams Book. (NF) Comprehension Focus: Retrieval	TFW text- (Zelda's Diary) (NF) Comprehension Focus: Vocabulary and retrieval	Electricity text (NF) Assessment skills focus Comprehension Focus: Targeted from AFL	How to train your dragon chapter 1 extract (F) Comprehension Focus: Prediction and explain	Defeating the Anglo Saxons (NF) Comprehension Focus: Targeted from AFL	Heidi – Chapter one extract (F) Comprehension Focus: Summarise and vocabulary
Wk 2	TFW text- (Zelda Claw) (F) Comprehension Focus: Retrieval	Roman on the rampage (F) Comprehension Focus: Inference	Assessment week	TFW Text - Make PlayStation available in school (NF) Comprehension Focus: Inference and explain	The saga of Eric the Viking (F) Comprehension Focus: Inference and summaries	Everest (F) Assessment skills focus Comprehension Focus: Targeted from AFL
Wk 3	Plastic problem (NF) Comprehension Focus: Retrieval	Julius Zebra: Rumble with the Romans t (F) Comprehension Focus: Inference	TFW Text - Poppy, Waldo and the Giant (F) Comprehension Focus: Inference	World Book Day. Linked to Whole school theme (F) Comprehension Focus: TBC	TFW Text - Adventures at Sandy Cove (F) Comprehension Focus: TBC	TFW Text - Why you should not go into the forest. (NF) Comprehension Focus: TBC
Wk 4	Songs of a dolphin boy (F) Comprehension Focus: Retrieval	Sound collector (P) Comprehension Focus: Explain	Trouble in New York (F) Comprehension Focus: Inference and summarise	British Science Week. Linked to Whole school theme. Comprehension Focus: Targeted from AFL	Daily life for Anglo Saxons (NF) Comprehension Focus: Vocabulary and explain	Assessment week Once upon and raindrop (NF) Comprehension Focus: Inference
Wk 5	The Great Barrier Reef (P) Comprehension Focus: Vocabulary	Julius Caesar text (NF) Assessment skills focus Comprehension Focus: Explain	New York postcard (NF) Comprehension Focus: Retrieval and vocabulary	Vanquishing Viking (NF) Assessment skills focus Comprehension Focus: Targeted from AFL	The golden age Anglo Saxon and Scott invader (NF) Assessment skills focus Comprehension Focus: Targeted from AFL	Water cycle poem (P) Comprehension Focus: Vocabulary and explain
Wk 6	Black History: Little leaders' bold woman in black history (NF) Comprehension Focus: Vocabulary	Boudicca text (NF) Comprehension Focus: Inference and explain	Children's Mental Health: (P) Comprehension Focus: Poetry vocabulary	Digestive system poster (NF) Comprehension Focus: Targeted from AFL	The first invasion (NF) Comprehension Focus: Targeted from AFL	Mount Everest Mountains (F) - Fred resources Comprehension Focus: Targeted from AFL

Year Five	Autumn 1 Down the Mines	Autumn 2 Beautiful Biomes	Spring 1 Terrible Tudors	Spring 2 Terrible Tudors/ Space.	Summer 1 Sow, Grow and Farm	Summer 2 Pharaohs
Wk 1	Mr Wolf's Biography (F) Comprehension Focus: Retrieval	Linked to Remembrance (P) Comprehension Focus: Retrieval	War of the Worlds (F) Comprehension Focus: Retrieval	Basket Girl (F) Comprehension Focus: Retrieval	The Hobbit (F) Comprehension Focus: Sequencing	The Hobbit (F) Comprehension Focus: Retrieval
Wk 2	The Nowhere Emporium. (F) Comprehension Focus: Inference	Holes (F) Comprehension Focus: Inference	Assessment week The Boy in the Tower (F) Comprehension Focus: Inference	Anne Boleyn (NF) Comprehension Focus: Inference	The Hobbit (F) Comprehension Focus: Retrieval	Howard Carter (NF) Comprehension Focus: Sequencing
Wk 3	Linked to Coal Mining (NF) Comprehension Focus: Inference	Elf Road (F) Comprehension Focus: Inference	T4W Text-Ice Forest (F) Comprehension Focus: Inference	Alien Landing (F) Comprehension Focus: Inference	T4W Text- Red (F) Comprehension Focus: Inference	The Time Slip Scarab (F) Comprehension Focus: Inference
Wk 4	The Nowhere Emporium. (F) Comprehension Focus: Sequencing	T4W Text-The Forest Sprite (NF) Comprehension Focus: Summary	Moon Landings (NF) Comprehension Focus: Sequencing	Henry VIII (NF) Comprehension Focus: Summary	A Farmer's Year (NF) Comprehension Focus: Inference	Assessment week The Hobbit (F) Comprehension Focus: Inference
Wk 5	Town is by the Sea (P) Comprehension Focus: Prediction	Holes (F) Comprehension Focus: Sequencing	Poetry TBC (P) Comprehension Focus: Summary	TBC (F) Comprehension Focus: Prediction	Allotments (NF) Comprehension Focus: Summary	Egyptian Gods (NF) Comprehension Focus: Summary
Wk 6	Linked to Black History (NF) Comprehension Focus: Summary	Holes (F) Comprehension Focus: Prediction	Children's Mental Health (NF) Comprehension Focus: Prediction	Poetry TBC (P) Comprehension Focus: Sequencing	Poetry TBC (P) Comprehension Focus: Prediction	Poetry TBC (P) Comprehension Focus: Prediction

Year Six	Autumn 1 Evacuate! Evacuate!	Autumn 2 Hola Mexico!	Spring 1 Arctic Adventures	Spring 2 Frozen Kingdom	Summer 1 Amazing Amazon	Summer 2 Identity
Wk 1	Class Text: Linked to Little People, Big Dreams Book. (NF) Leaders during WWII (NF) Comprehension Focus: Retrieval	Ancient Maya newspaper article (NF) Comprehension Focus: Targeted from AFL	The Polar Bear Explorers' Club class text (F) Comprehension Focus: Targeted from AFL	Exercise (NF) Comprehension Focus: Targeted from AFL	The Explorer (F) Comprehension Focus: Targeted from AFL	The Door (P) Comprehension Focus: Targeted from AFL
Wk 2	Facts about electricity (NF) Comprehension Focus: Retrieval	Maya writing (NF) Comprehension Focus: Targeted from AFL	Adaptations of the fox (NF) Comprehension Focus: Targeted from AFL	The race for the South Pole (NF) Comprehension Focus: Targeted from AFL	Lifeblood of countries (NF) Comprehension Focus: Targeted from AFL	Sports Day (F) Comprehension Focus: Targeted from AFL
Wk 3	TFW text -The Catch (F) Comprehension Focus: Targeted from AFL	TFW text-Stormzy Biography (NF) Comprehension Focus: Targeted from AFL	TFW text-Smaug (F) Comprehension Focus: Targeted from AFL	TFW text- Dragon's must go! (NF) Comprehension Focus: Targeted from AFL	TFW text-The Nightmare Man (F) Comprehension Focus: Targeted from AFL	TFW text-Should mobile phones be allowed in school? (NF) Comprehension Focus: Targeted from AFL
Wk 4	Building a generator (NF) Comprehension Focus: Targeted from AFL	Oh Maya Gods! Class text (F) Comprehension Focus: Targeted from AFL	Polar research lab-email (F) Comprehension Focus: Targeted from AFL	British Science Week: The Circulatory system (NF) Comprehension Focus: Targeted from AFL	Assessment skills focus- SATs- Style Questions Comprehension Focus: Targeted from AFL	Famous people with disabilities (NF) Comprehension Focus: Targeted from AFL
Wk 5	The Airship (F) Comprehension Focus: Targeted from AFL	Light (NF) Comprehension Focus: Targeted from AFL	Charles Darwin (NF) Comprehension Focus: Targeted from AFL	The Titanic Detective Agency (F) Comprehension Focus: Targeted from AFL	SATs Assessment week	Frankenstein's Monster – secondary school-style lesson (F) Comprehension Focus: Targeted from AFL
Wk 6	Black History: Comprehension Focus: Targeted from AFL	The Light (F) Comprehension Focus: Targeted from AFL	Children's Mental Health (P) Comprehension Focus: Vocabulary	Assessment skills focus- SATs- Style Questions Comprehension Focus: Targeted from AFL	Journey to the River Sea (F) Comprehension Focus: Targeted from AFL	The Eagle – secondary school-style lesson (P) Comprehension Focus: Targeted from AFL

Reading: Book Spine

Quality texts read throughout the term and/or used as resources for reading fluency sessions.

	Autumn Term		Spring Term		Summer Term	
EYFS Cycle A	Marvellous Me!	Long Ago!	Books, Books, Books!	Creep, Crawl, Wriggle	Let it Grow	On the Beach
	-The Colour Monster goes to school -Harry and the Dinosaurs go to School -You can't take an elephant on a bus -Emma Jane's Aeroplane -Whatever Next -No-Bot the Robot with no Bottom	- Dogger -Peepo -The Baby's Catalogue -Maisie goes to the Museum -Dear Dinosaur -Winnie's Dinosaur Day -The Gruffalo's Child -Lost & Found -And Tango makes Three	-We're Going on Bear Hunt -The Gingerbread Man -The Smeds and the Smoos -Mr Men & Little Miss: Chinese New Year -Supertato! -The Lion Inside -Goldilocks and the 3 Bears -The Three Billy Goats Gruff	-The Very Hungry Caterpillar -Superworm -What the Ladybird Heard -Do you love bugs? -Aaargh Spider -Bumblebear -Spinderella -Spring is Here -That's my Flower	-The Tiny Seed -Jack and the Beanstalk -The Extraordinary Gardener -Errol's Garden -Kitchen Disco -Oliver's Vegetables -Oliver's Fruit Salad -Planting a Rainbow	-The Snail and the Whale -Tiddler -Sharing a shell -Commotion in the Ocean -Billy's Bucket -Clem and Crab -Captain Beastie's Pirate Party -Someone swallowed Stanley -The Odd Fish
EYFS Cycle B	Super Me!	Let's Celebrate	Once Upon a Time	Build it up!	Big Wide World	Animal Kingdom
	-The Colour Monster -Max the Brave -A Superhero like You -Superpower like mine -There's a Superhero in your Book -Supertato -Superworm	-The Tiger Who came to Tea -You Must Bring a Hat -Kipper's Year -Pumpkin Soup -Room on the Broom -Dipal's Diwali -Sammy Spider's First Hannukah -Cake -The Big Freeze -Stickman -The Christmas Story (The Nativity)	-The Gruffalo -Goldilocks and the Three Bears -The Great Fairytale Disaster -We're going on a Bear Hunt -Little Red Riding Hood -Each Peach Pear Plum -Owl Babies -Mr Wolf's Pancakes	-The Three Little Pigs -Jack and the Beanstalk -The Three Billy Goats Gruff -Iggy Peck Architect -Future Engineer -Zog -What we'll Build -We're going on an Egg Hunt -The Easter Story	-In Every House on Every Street -My skin, your skin -Martha maps it out -Shopping around the World -The Boy who Sailed the World -The Snail and the Whale -Handa's Surprise	-Six Dinner Sid -Dear Zoo -The Gruffalo -Farmer Duck -Tanka, Tanka, Skunk -How many legs?
Year 1	My Childhood Toys	Our Local Area	Our Capital City	Great Fire of London	Splendid Skies	Transport Over Time
	-Toy Tales by Helen Cooper -The Magical Toy Box Melanie Joyce and James Newman Gray	-My Map Book by Sara Fanelli	-Daisy and the Trouble with London by Kes Gray -Winnie-The-Pooh Meets the King by Jane Riordan	-The Fire Cats of London by Ana Fargher	-Shark in the Park on a Windy Day by Nick Sharratt -Mad About Minibeasts by Giles Andrea and David Wojtowycz	-Taking Flight: How the Wright Brothers Conquered the Skies by Adam Hancher
Year 2	Let's Explore the World	Magnificent Monarchs		Victorian Times	Beside the Seaside	Seaside Holidays
	-Coming to England by Floella Benjamin -Katie in London by James Mayhew	-Paddington at the Palace by Michael Bond -The Owl who's was afraid of the dark by Jill Tomlinson	-The Castle the King Built by Rebecca Colby -The Very Last Castle by Travis Jonker	-Oliver Twist by Charles Dickens (Adapted version)	-The Storm Whale by Benji Davies -The Pirates Next Door	-Dolphin Boy by Michael Morpurgo -The Twits by Roald Dahl
Year 3	Extreme Weather	Rocks, Relics, Rumbles	Tribal Tales		Go with the Flow	Gods and Mortals
	-Fantastic Mr Fox by Roald Dahl -The worst witch by Jill Murphy	-The Wild Robot by Peter Brown -The street beneath my feet by Charlotte Guillan	-The Great Cave & The Great Flood by Terry Deary	-Iron Man by Ted Hughes	-When poems fall from the sky by Zaro Weil -Varjak Paw by SF Said	- Greek Myths for Young Children by Heather Amery
Year 4	The Deep Abyss	I am Warrior	Road Trip USA	Raiders and Traders		Mighty Mountains
	-Songs of the Dolphin boy by Elizabeth laird	-Romans on the Rampage Jeremy strong	-Trouble in New York by Sylvia Bishop	-What was it like to be a Viking by David Long -How to train your dragon by Cressida Cowell		-Heidi by Johanna Spyri
Year 5	Down the Mines	Beautiful Biomes	Off with her head!		Sow, Grow, Farm	Pharaohs
	-The Nowhere Emporium by Ross MacKenzie	-Holes by Louis Sachar	-Boy In the Tower by Polly Ho-Yen	-Treason by Berlie Doherty	-Tom's Midnight Garden by Philippa Pearce	-Secrets of a Sun King by Emma Carroll
Year 6	Evacuate!	Hola Mexico!	Arctic Adventures and Frozen Kingdoms		Amazing Amazon	ID
	-The Highland Falcon Thief by M.G. Leonard and Sam Sedgman	-Oh Maya Gods! By Maz Evans -The Rain Player by David Wisniewski	The Polar Bear Explorers' Club by Alex Bell	-Shackleton's Journey by William Grill (non-fiction) -Global by Eoin Colfer and Andrew Donkin (graphic novel)	- The Explorer by Katherine Rundell	-Troofriend by Kirsty Applebaum

Writing at KPNS

At KPNS our main vehicle for teaching writing is through Talk for Writing where we aim to develop oral fluency, internalise language and sentence structures and provide a clear model to support composition. Each unit begins with a 'hook' to engage pupils and provide a context for learning within a curriculum that has been designed in a systematic way, building on prior knowledge. In our English lesson we explicitly teach the following elements of writing: handwriting, spelling, grammar and composition of writing.

At KPNS our teaching of the main writing elements as detailed above happens in a variety of ways:

- We have a carefully planned long term overview for T4W where model texts are progressive across year groups and school ensuring a good coverage of fiction, non-fiction and poetry (P17).
- Each unit has a Unit Plan which follows a 'blueprint' developed in partnership with our T4W consultant. (P18)
- Details of how we assess writing, can be found on P19
- Grammar is explicitly taught through 'Grammar Blasts' as part of the unit plans and practised away from the point of teaching. (P20)
 - We follow the Pie Corbett progression in GPS which is inline with the National Curriculum (P21-33).
- Spelling is taught through the RWI spelling scheme (P34)
- Handwriting is taught using the 'Letter-Join' scheme. (P35-38)

English Long-Term T4W Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Model text – Little Red Hen Plot – Journey Non-Fiction: Instructions– Making Bread	Model text – The Gingerbread man Plot – Cumulative Non-Fiction: Explanation– How to trap a Gingerbread Man	Model text – Elves and the shoemaker Plot – finding tale Non-Fiction: Persuasion– New Shoes	Model text – Billy Goats Gruff Plot – defeating the monster. Non-Fiction: Information– Trolls	Model text – Peter and the wolf Plot – Warning tale Non-Fiction: Recount– Peter’s Journey.	Model text – Princess and the Pea Plot – Change story. Non-Fiction: Diary– A Sleepless Night
Y1	Model text –The Enormous Turnip Plot – Cumulative Toolkit – Setting and Description	Non-Fiction: Instructions Model Text – How to make a crazy cake.	Model Text –Little Charlie Plot – Quest Toolkit – Dialogue/ Action	Non-Fiction: Information Text Model Text – The Elephog	Model text – The Lighthouse Keeper’s Lunch Plot – Losing Tale Toolkit – Action/Opening and Endings.	Non-Fiction: Explanation Model Text – Why seagulls are a nuisance.
Y2	Model text – Billy the Brave Knight Plot – Meeting Tale Toolkit – Setting and Description	Non-Fiction: Recount Model Text – Local woodcutter wins medal.	Model text – Kasim and the Greedy Dragon Plot – warning Toolkit –Suspense/ Action	Non-Fiction: Information Text Model Text – The Keyworth Ridgeback	Model text – The Papaya that spoke Plot – Quest Toolkit – Dialogue and Character	Non-Fiction: Persuasion Model Text – Come and buy a talking Papaya.
Y3	Model text – Jack and the Beanstalk Plot – Defeating the Monster Toolkit – Action and Suspense	Non-Fiction: Instructions Model Text – How to train a dragon.	Model text – The Garden Plot – Portal Toolkit –Setting/ Opening and Endings	Non-Fiction: Information Text Model Text – River Unicorns	Model text – The Canal Plot –Warning Toolkit –Dialogue/Character	Non-Fiction: Discussion Model Text – Should Mr. Mac let the boys out?
Y4	Model text – Zelda Claw Plot – Tale of Fear Toolkit – Suspense and Setting	Non-Fiction: Recount Model Text –Zelda’s Diary	Model text – Poppy, Waldo and the Giant Plot –Meeting tale Toolkit – Character/ Openings and endings	Non-Fiction: Persuasion Model Text – Wanted – Giant Catcher!	Model text –Adventures at Sandy Cove Plot – Finding tale Toolkit – Dialogue/ Action	Non-Fiction: Explanation Model Text – Why you should not go into the forest.
Y5	Model text – Clock Close Plot – Portal Toolkit – Settings/ Opening and Endings	Non-Fiction: Information Text Model Text – Guide to Elves, Sprites and Pixies	Model text – Ice Forest Plot – Meeting tale Toolkit – Character/ Suspense	Non-Fiction: Journalistic Writing Model Text – Rockstar Rescue	Model text – Red Plot – Warning Toolkit – Dialogue/ Action	Non-Fiction: Instructions Model Text – The not so little Red Riding Hood
Y6	Model text – The Catch Plot – Change Toolkit – Setting and Description	Non-Fiction: Autobiography/biography Model Text – Stormzy	Model text – Smaug Plot – Defeating the Monster Toolkit – Character/ Action	Non-Fiction: Persuasion Model Text – Dragon’s must go!	Model text – The Nightmare Man Plot – Tale of Fear Toolkit –Dialogue/Suspense	Non-Fiction: Discussion Model Text – Should mobile phones be allowed in schools?

*Poetry is taught at the start of every narrative unit and also through reading and comprehension lessons. We also have whole school weeks of Invention writing which help children apply what they have learned based on a picture book

The Writing Process: Blueprint for unit planning

Year 5 English T4W Unit Plan

Term: Autumn 1

Literacy Focus and Toolkit Model Text: Clock Close Plot: Portal Story Toolkit: Setting and Suspense <ul style="list-style-type: none"> • • • • 			Grammar to be explicitly taught and practised (from SPAG progression document): <ul style="list-style-type: none"> • • • • • 	
Model Text/s Used: -Clock Close	Plans for publishing:	Shared Reading Text: -Could be supporting texts in reading lessons. (Portal based?) -Exposure through continuous provision (KS1)	Current Class Text: -The Nowhere Emporium	Cross Curricular Links/ enrichment: -Down the mine.

*A cold task (2 sessions; 1 session input and 1 session write) to be completed at least a week before the unit is taught so it can be analysed for AFL and inform teaching and learning.

	Week 1-Poetry (Use Catalyst book to support)	Week 2- Imitation	Week 3- Imitation and read as a reader/ writer	Week 4-Innovate	Week 5- Independent (box it up and write) +COLD TASK for next unit.
Monday	Playful poetry- Writing or performance	Teach model text (drip throughout the day) SBW linked to AFL E.g.: Improve a sentence; build a sentence; imitate sentence patterns from model text.	Read as a reader- Vocab lesson.	Teacher models innovation P1. Chn do their own innovation of P1.	Cold task for next unit- Stimulus and planning
Tuesday	Playful poetry- Writing or performance	Teach model text (drip throughout the day) SBW linked to AFL	Read as a reader- Chn see the text for the first time. - What I know, What I think I know, Questions, predictions.	Respond to Feedback 5 Teacher models innovation P2 Chn do their own innovation of P2.	Cold task for next unit- writing
Wednesday	Playful poetry- Writing or performance	Teach model text (drip throughout the day) SBW linked to AFL	Read as a writer- Box it up.	Respond to Feedback 5 Teacher models innovation P3 Chn do their own innovation of P3.	New planning grid for independent writing.
Thursday	Hook Lesson	Teach model text (drip throughout the day) SBW linked to AFL	Read as a write- Analyse features.	Respond to Feedback 5 Teacher models innovation P4 Chn do their own innovation of P4.	Independent writing
Friday	Start to teach model text (drip throughout the day) SBW	Deepen understanding through drama/ Continuous provision (K1).	Read as a writer- Construct toolkits together.	Respond to Feedback 5 Teacher models innovation P5 Chn do their own innovation of P5. .	Independent writing

Assessing Writing – COLD & HOT TASKS

	<u>Cold Tasks</u>	<u>Hot Tasks</u>	<u>Assessment</u>
Year Reception	<ul style="list-style-type: none"> Hot and Cold task are not used in EYFS 		
Year 1	<ul style="list-style-type: none"> Cold Tasks are used for all narrative and non-fiction units. 	<ul style="list-style-type: none"> Hot Tasks are used in all units as an opportunity for independent extended writing. 	<ul style="list-style-type: none"> Hot tasks for all units. Evidence of writing across the curriculum in topic and science books. Termly EQT moderation pieces against year group objectives (using Y2 & Y6 government TAFS and Y4 EQT TAF)
Year 2			
Year 3			
Year 4			
Year 5			
Year 6			

Extended writing

How often and what that looks like in each year group?

- All units include regular writing that is scaffolded, modelled and developed with the teacher.
- Opportunities are built into each unit to **innovate** and re-write familiar texts in their own words.
- The Hot Task is a piece of extended writing **invented** by the pupil at the end of the unit which allows them to apply skills or knowledge learnt in a new context. Independently.
- Extended writing opportunities are also built into to other curriculum areas, where appropriate.

Green penning is the tool used for children to edit and improve their work with direction from teacher marking and / or verbal feedback given. **It promotes editing as well as high standards of key secretarial skills in English.**

- Time should be planned in on your timetable to ensure children can reflect on next steps and respond using green ink.
- It should be used to consolidate previous learning and knowledge, NOT for new teaching.

Expectations and focus for use of Green Penning per year group

Year Group	When and where?	Focus
Reception	Green pens not used	Next steps are verbal and instant.
Year One	Introduced Spring 1	Letter formation Capital letters and full stops Common spelling errors
Year Two - Six	Green pen is used for next steps targets in English, maths and reading lessons. Used to respond to whole class marking and feedback.	Letter formation Punctuation errors Common spelling errors Edit and improve in relation to Feedback 5.

Writing: Grammar

Grammar Blasts

We know that grammar is essential in enabling children to develop linguistic competence and ultimately allows them to be better communicators in terms of writing and oral skills.

Grammar is taught in both a systematic and creative way at KPNS. Explicit teaching of grammar happens in every English lesson for approximately 5-10 minutes linked to the National Curriculum which we call a 'grammar blast'.

This is documented on our planning template and gives children further opportunities to revisit fundamental writing skills. Once key grammar knowledge has been explicitly taught, children are given the opportunity to practise and embed away from the point of teaching through morning activities.

One of the key principles of Talk 4Writing is the quality modelling of grammar in both model texts and through teacher modelling. This means that although children are taught grammar explicitly, they will also see how it is applied in the context of writing.

Through our wider curriculum, children further embed these terms as they are met and referred to throughout different curriculum areas.

Key assessment points, as identified in our assessment timetable, help us identify gaps in knowledge and inform our planning and interventions.

The pages below detail the grammar and punctuation to be taught by each year group and is in line with the National Curriculum expectations. Our Talk 4 Writing Unit plans for each year group also identify which elements are being explicitly taught during that unit (See example blueprint unit plan later in document).

Writing: Progression in GPS

(Developed by Pie Corbett, adapted for KPNS)

Note: In the Punctuation & Terminology columns any terms in bold are a *statutory requirement* of the National Curriculum in England

Reception

Text Structure	Sentence Construction	Word Structure / Language	Punctuation*	Terminology
Introduce: Planning Tool –Story map /story mountain Whole class retelling of story Understanding of beginning/ middle / end Retell simple 5-part story: <i>Once upon a time</i> <i>First / Then / Next</i> <i>But</i> <i>So</i> <i>Finally,.....happily ever after</i> Non-fiction: Factual writing closely linked to a story Simple factual sentences based around a theme Names Labels Captions Lists Diagrams Message	Introduce: Simple sentences Simple Connectives: <i>and</i> <i>who</i> <i>until</i> <i>but</i> Say a sentence, write and read it back to check it makes sense. Compound sentences using connectives (coordinating conjunctions) <i>and / but</i> -‘ly’ openers <i>Luckily / Unfortunately,</i> ‘Run’ - Repetition for rhythm: e.g. <i>He walked and he walked</i> Repetition in description e.g. <i>a lean cat, a mean cat</i>	Introduce: Determiners <i>the</i> <i>a my</i> <i>your</i> <i>an</i> <i>this</i> <i>that</i> <i>his</i> <i>her</i> <i>their</i> <i>some</i> <i>all</i> Prepositions: <i>up</i> <i>down</i> <i>in</i> <i>into</i> <i>out</i> <i>to</i> <i>onto</i> Adjectives e.g. <i>old, little, big, small, quiet</i> Adverbs e.g. <i>luckily, unfortunately, fortunately</i> Similes – using ‘like’	Introduce: Finger spaces Full stops Capital letters Full stops Capital letters Simile - like	Introduce: Finger spaces Letter Words Sentence Full stops Capital letters Simile - like

Year One

Text Structure	Sentence Construction	Word Structure / Language	Punctuation*	Terminology
Consolidate Reception list. Introduce: Fiction: Planning Tools: Story map / story mountain (Refer to Story-Type grids) Plan opening around character(s), setting, time of day and type of weather Understanding - beginning /middle /end to a story Understanding - 5 parts to a story: Opening <i>Once upon a time...</i> Build-up <i>One day...</i> Problem / Dilemma <i>Suddenly,.../ Unfortunately,...</i> Resolution <i>Fortunately,...</i> Ending Non-fiction: (Refer to Connectives and Sentence	Consolidate Reception list (See Connectives and Sentence Signposts doc.) Introduce: Types of sentences: Statements Questions Exclamations Simple Connectives: <i>and</i> <i>or</i> <i>but</i> <i>so</i> <i>because</i> <i>so that</i> <i>then</i> <i>that</i> <i>while</i> <i>when</i> <i>where</i> Also as openers: <i>While...</i> <i>When...</i> <i>Where...</i> -‘ly’ openers <i>Fortunately,...Unfortunately,</i> <i>Sadly,...</i> Simple sentences e.g. <i>I went to the park.</i> <i>The castle is haunted.</i> Embellished simple sentences using adjectives e.g. <i>The giant had an enormous</i>	Consolidate Reception list Introduce: Prepositions: <i>inside</i> <i>outside</i> <i>towards</i> <i>across</i> <i>under</i> Determiners: <i>the a my your an this</i> <i>that his her their some</i> <i>all lots of many more</i> <i>those these</i> Adjectives to describe e.g. <i>The old house...</i> <i>The huge elephant...</i> Alliteration e.g. <i>dangerous dragon</i> <i>slimy snake</i> Similes using as....as... e.g. <i>as tall as a house</i> <i>as red as a radish</i> Precise, clear language to give information e.g. <i>First, switch on the red button.</i> <i>Next, wait for the green</i>	Consolidate Reception list Introduce: Capital Letters: <i>Capital letter for names</i> <i>Capital letter for the personal pronoun I</i> Full stops Question marks Exclamation marks Speech bubble Bullet points	Consolidate Finger spaces Letter Words Sentence Full stops Capital letters Simile – like Introduce: Punctuation Question mark Exclamation mark Speech bubble Bullet points Singular/plural Adjective Verbs

<p>Signposts document for Introduction and Endings)</p> <p>Planning tools: text map / washing line</p> <p>Heading</p> <p>Introduction Opening factual statement</p> <p>Middle section(s) Simple factual sentences around a <i>them</i></p> <p>Bullet points for instructions</p> <p>Labelled diagrams</p> <p>Ending Concluding sentence</p>	<p><i>beard. Red squirrels enjoy eating delicious nuts.</i></p> <p>Compound sentences using connectives (coordinating conjunctions) and/or/ but/so e.g. <i>The children played on the swings and slid down the slide. Spiders can be small or they can be large. Charlie hid but Sally found him. It was raining so they put on their coats.</i></p> <p>Complex sentences: Use of 'who' (relative clause) e.g. <i>Once upon a time there was a little old woman who lived in a forest. There are many children who like to eat ice cream.</i></p> <p>'Run' - Repetition for rhythm e.g. <i>He walked and he walked and he walked.</i></p> <p>Repetition for description e.g. <i>a lean cat, a mean cat a green dragon, a fiery dragon</i></p>	<p><i>light to flash...</i></p> <p>Regular plural noun suffixes –s or –es (e.g. dog, dogs; wish, wishes)</p> <p>Suffixes that can be added to verbs (e.g. helping, helped, helper)</p> <p>How the prefix un– changes the meaning of verbs and adjectives (negation, e.g. unkind, or undoing, e.g. untie the boat)</p>	<p>Connective</p> <p>Alliteration</p> <p>Simile – 'as'</p>
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Year Two

Text Structure	Sentence Construction	Word Structure / Language	Punctuation*	Terminology
<p>Consolidate Year 1 list Introduce:</p> <p>Fiction Secure use of planning tools: Story map / story mountain / story grids/ 'Boxing-up' grid (Refer to Story Types grids)</p> <p>Plan opening around character(s), setting, time of day and type of weather</p> <p>Understanding 5 parts to a story with more complex vocabulary Opening e.g. <i>In a land far away....</i> <i>One cold but bright morning.....</i> Build-up e.g. <i>Later that day</i> Problem / Dilemma e.g. <i>To his amazement</i> Resolution e.g. <i>As soon as</i> Ending e.g. <i>Luckily, Fortunately,</i> Ending should be a section rather than one final sentence e.g. suggest how the main character is feeling in the final situation.</p>	<p>Consolidate Year 1 list Introduce: (See Connectives and Sentence Signposts doc.)</p> <p>Types of sentences: Statements Questions Exclamations Commands</p> <p>-‘ly’ starters e.g. <i>Usually, Eventually, Finally, Carefully, Slowly, ...</i></p> <p>Vary openers to sentences Embellished simple sentences using: adjectives e.g. <i>The boys peeped inside the dark cave.</i> adverbs e.g. <i>Tom ran quickly down the hill.</i> Secure use of compound sentences (Coordination) using connectives: <i>and/ or / but / so</i> (coordinating conjunctions)</p> <p>Complex sentences (Subordination) using:</p>	<p>Consolidate Year 1 list Introduce:</p> <p>Prepositions: <i>behind above along before between after</i></p> <p>Alliteration e.g. <i>wicked witch</i> <i>slimy slugs</i></p> <p>Similes using...like... e.g. <i>... like sizzling sausages</i> <i>...hot like a fire</i></p> <p>Two adjectives to describe the noun e.g. <i>The scary, old woman...</i> <i>Squirrels have long, bushy tails.</i></p> <p>Adverbs for description e.g. <i>Snow fell gently and covered the cottage in the wood.</i></p> <p>Adverbs for information e.g. <i>Lift the pot carefully onto the tray.</i></p>	<p>Consolidate Year 1 list Introduce:</p> <p>Demarcate sentences: Capital letters</p> <p>Full stops Question marks Exclamation marks</p> <p>Commas to separate items in a list</p> <p>Comma after –ly opener e.g. <i>Fortunately,....Slowly,....</i></p> <p>Speech bubbles /speech marks for direct speech</p> <p>Apostrophes to mark contracted forms in spelling e.g. <i>don't, can't</i></p> <p>Apostrophes to mark singular possession e.g. <i>the cat's name</i></p>	<p>Consolidate:</p> <p>Punctuation</p> <ul style="list-style-type: none"> • Finger spaces • Letter • Word • Sentence • Full stops • Capital letter • Question mark • Exclamation mark • Speech bubble • Bullet points <p>Singular/ plural</p> <p>Adjective Verb Connective Alliteration Simile – ‘as’/ ‘like’</p> <p>Introduce:</p> <p>Apostrophe (Contractions and singular possession)</p> <p>Commas for description</p>

<p>Non-Fiction (Refer to Connectives and Sentence Signposts document for Introduction and Endings)</p> <p>Introduce: Secure use of planning tools: Text map / washing line / 'Boxing –up' grid Introduction: Heading Hook to engage reader Factual statement / definition Opening question Middle section(s) Group related ideas / facts into sections Sub headings to introduce sentences /sections Use of lists – what is needed / lists of steps to be taken Bullet points for facts Diagrams Ending Make final comment to reader Extra tips! / Did-you-know? facts / True or false? The consistent use of present tense versus past tense throughout texts Use of the continuous form of verbs in the present and past tense to mark actions in progress (e.g. <i>she is drumming, he was shouting</i>)</p>	<p>Drop in a relative clause: who/which e.g. Sam, who was lost, sat down and cried.</p> <p>The Vikings, who came from Scandinavia, invaded Scotland. The Fire of London, which started in Pudding Lane, spread quickly.</p> <p>Additional subordinating conjunctions: <i>what/while/when/where/ because/ then/so that/ if/to/until</i> e.g. While the animals were munching breakfast, two visitors arrived <i>During the Autumn, when the weather is cold, the leaves fall off the trees.</i> Use long and short sentences: Long sentences to add description or information. Use short sentences for emphasis.</p> <p>Expanded noun phrases e.g. <i>lots of people, plenty of food</i> List of 3 for description e.g. <i>He wore old shoes, a dark cloak and a red hat.</i> <i>African elephants have long trunks, curly tusks and large ears.</i></p>	<p>The river quickly flooded the town.</p> <p>Generalisers for information, e.g. Most dogs.... Some cats....</p> <p>Formation of nouns using suffixes such as –ness, –er</p> <p>Formation of adjectives using suffixes such as –ful, –less</p> <p>(A fuller list of suffixes can be found in the spelling appendix.)</p> <p>Use of the suffixes –er and –est to form comparisons of adjectives and adverbs</p>		<p>'speech marks'</p> <p>Suffix</p> <p>Verb / adverb</p> <p>Statements Questions Exclamations Commands</p> <p>Tense (past / present / future)</p> <p>Adjective / noun</p> <p>Noun phrases generaliser</p>
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Year Three

Text Structure	Sentence Construction	Word Structure / Language	Punctuation*	Terminology
<p>Consolidate Year 2 list Introduce:</p> <p>Fiction Secure use of planning tools: Story map /story mountain / story grids / 'Boxing-up' grid (Refer to Story-Type grids)</p> <p>Plan opening around character(s), setting, time of day and type of weather</p> <p>Paragraphs to organise ideas into each story part</p> <p>Extended vocabulary to introduce 5 story parts: Introduction –should include detailed description of setting or characters Build-up –build in some suspense towards the problem or dilemma Problem / Dilemma –include detail of actions / dialogue Resolution - should link with the problem Ending – clear ending should link back to the start, show how the character is feeling, how the character or</p>	<p>Consolidate Year 2 list Introduce:</p> <p>Vary long and short sentences: Long sentences to add description or information. Short sentences for emphasis and making key points e.g. <i>Sam was really unhappy.</i> <i>Visit the farm now.</i></p> <p>Embellished simple sentences: Adverb starters to add detail e.g. <i>Carefully, she crawled along the floor of the cave....</i> <i>Amazingly, small insects can....</i> Adverbial phrases used as a 'where', 'when' or 'how' starter (fronted adverbials) <i>A few days ago, we discovered a hidden box.</i> <i>At the back of the eye, is the retina. In a strange way, he looked at me. Prepositional phrases to place the action: on the mat; behind the tree, in the air</i></p> <p>Compound sentences (Coordination) using connectives: <i>and/ or / but / so / for /nor / yet</i> (coordinating conjunctions)</p> <p>Develop complex sentences (Subordination) with range of subordinating conjunctions</p>	<p>Consolidate Year 2 list Introduce:</p> <p>Prepositions <i>Next to by the side of</i> <i>In front of during through throughout because of</i></p> <p>Powerful verbs e.g. <i>stare, tremble, slither</i></p> <p>Boastful Language e.g. <i>magnificent, unbelievable, exciting!</i></p> <p>More specific / technical vocabulary to add detail e.g. <i>A few dragons of this variety can breathe on any creature and turn it to stone immediately.</i> <i>Drops of rain</i></p>	<p>Consolidate Year 2 list Introduce:</p> <p>Colon before a list e.g. <i>What you need:</i></p> <p>Ellipses to keep the reader hanging on</p> <p>Secure use of inverted commas for direct speech</p> <p>Use of commas after fronted adverbials (e.g. <i>Later that day, I heard the bad news.</i>)</p>	<p><u>Consolidate:</u></p> <p>Punctuation</p> <ul style="list-style-type: none"> • Finger spaces • Letter • Word • Sentence • Statement question exclamation Command • Full stops • Capital letter • Question mark • Exclamation mark • Speech bubble • 'Speech marks' • Bullet points • Apostrophe (contractions only) • Commas for sentence of 3 – description <p>Singular / plural</p> <p>Suffix</p> <p>Adjective / noun / noun phrases / verb / adverb</p>

<p>situation has changed from the beginning.</p> <p>Non-Fiction (Refer to Connectives and Sentence Signposts document for Introduction and</p>	<p>(See Connectives and Sentence Signposts doc.) -‘ing’ clauses as starters e.g. <i>Sighing, the boy finished his homework.</i> <i>Grunting, the pig lay down to sleep.</i></p> <p>Drop in a relative clause using: who/whom/which/whose/ that e.g. <i>The girl, whom I remember, had long black hair.</i> <i>The boy, whose name is George, thinks he is very brave.</i> <i>The Clifton Suspension bridge, which was finished in 1864, is a popular tourist attraction.</i></p> <p>Sentence of 3 for description e.g. <i>The cottage was almost invisible, hiding under a thick layer of snow and glistening in the sunlight.</i> <i>Rainbow dragons are covered with many different coloured scales, have enormous, red eyes and swim on the surface of the water.</i></p> <p>Pattern of 3 for persuasion e.g. <i>Visit, Swim, Enjoy!</i></p> <p>Topic sentences to introduce non-fiction paragraphs e.g. <i>Dragons are found across the world.</i> <u>Dialogue – powerful speech verb</u> e.g. <i>“Hello,” she whispered.</i></p>	<p><i>pounded on the corrugated, tin roof.</i></p> <p>Nouns formed from prefixes e.g. <i>auto...</i> <i>super...anti...</i></p> <p>Word Families based on common words e.g. <i>teacher –teach, beauty – beautiful</i></p> <p>Use of determiners a or an according to whether next word begins with a vowel e.g. <i>a rock, an open box</i></p>		<p>Bossy verbs Tense (past / present / future)</p> <p>Connective</p> <p>Generaliser</p> <p>Alliteration - ‘as’ / ‘like’</p> <p><u>Introduce:</u></p> <ul style="list-style-type: none"> • Word family • Conjunction • Adverb • Preposition • Direct speech • Inverted commas • Prefix • Consonant/vowel • Clause • Subordinate clause • Determiner • Synonyms • Relative clause • Relative pronoun • Imperative • Colon for instructions
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Year Four

Text Structure	Sentence Construction	Word Structure / Language	Punctuation*	Terminology
<p>Consolidate Year 3 list</p> <p>Introduce: Secure use of planning tools: e.g. story map /story mountain /story grids /'Boxing-up' grids (Refer to Story Types grids)</p> <p>Plan opening using: Description /action</p> <p>Paragraphs: to organise each part of story to indicate a change in place or jump in time</p> <p>Build in suspense writing to introduce the dilemma</p> <p>Developed 5 parts to story Introduction Build-up Problem / Dilemma Resolution Ending</p> <p>Clear distinction between resolution and ending. Ending should include reflection on events or the characters.</p> <p>Non-Fiction</p>	<p>Consolidate Year 3 list</p> <p>Introduce: Standard English for verb inflections instead of local spoken forms</p> <p>Long and short sentences: Long sentences to enhance description or information</p> <p>Short sentences to move events on quickly e.g. <i>It was midnight.</i> <i>It's</i> <i>great</i> <i>fun.</i></p> <p>Start with a simile e.g. <i>As curved as a ball, the moon shone brightly in the night sky.</i> <i>Like a wailing cat, the ambulance screamed down the road.</i></p> <p>Secure use of simple / embellished simple sentences</p> <p>Secure use of compound sentences (Coordination) using coordinating conjunction <i>and / or / but / so / for / nor / yet (coordinating conjunctions)</i></p> <p>Develop complex sentences: (Subordination)</p>	<p>Consolidate Year 3 list Introduce: Prepositions <i>at underneath since towards beneath beyond</i></p> <p>Conditionals - <i>could, should, would</i></p> <p>Comparative and superlative adjectives e.g. <i>small...smaller...smallest</i> <i>good...better...best</i></p> <p>Proper nouns- refers to a particular person or thing e.g. <i>Monday, Jessica, October, England</i></p> <p>The grammatical difference between plural and possessive –s</p> <p>Standard English forms for verb inflections instead of local spoken forms (e.g. <i>we</i></p>	<p>Consolidate Year 3 list</p> <p>Introduce: Commas to mark clauses and to mark off fronted adverbials</p> <p>Full punctuation for direct speech: Each new speaker on a new line Comma between direct speech and reporting clause e.g. <i>"It's late," gasped Cinderella!</i></p> <p>Apostrophes to mark singular and plural possession (e.g. <i>the girl's name, the boys' boots</i>) as opposed to s to mark a plural</p>	<p>Consolidate:</p> <p>Punctuation</p> <ul style="list-style-type: none"> • Finger spaces • Letter • Word • Sentence • Statement question exclamation Command • Full stops • Capital letter • Question mark • Exclamation mark • Speech bubble • 'Speech marks' • Bullet points • Apostrophe (contractions only) • Commas for sentence of 3 – description • Colon - <p>Instructions</p> <p>Singular / plural Suffix / prefix Adjective / noun / noun phrases / verb / adverb Consonant / vowel</p>

<p>(Refer to Connectives and Sentence Signposts document for Introduction and Endings)</p> <p>Introduce:</p> <p>Secure use of planning tools: Text map/ washing line/ 'Boxing –up' grid</p> <p>Paragraphs to organise ideas around a theme Logical organisation Group related paragraphs Develop use of a topic sentence Link information within paragraphs with a range of connectives. Use of bullet points, diagrams</p> <p>Introduction</p> <p>Middle section(s)</p> <p>Ending</p> <p>Ending could Include personal opinion, response, extra information, reminders, question, warning, encouragement to the reader</p> <p><i>Appropriate choice of pronoun or noun across sentences to aid cohesion</i></p>	<p>Main and subordinate clauses with range of subordinating conjunctions. (See Connectives and Sentence Signposts doc.)</p> <p>-‘ed’ clauses as starters e.g. <i>Frightened, Tom ran straight home to avoid being caught.</i> <i>Exhausted, the Roman soldier collapsed at his post.</i></p> <p>Expanded -‘ing’ clauses as starters e.g. <i>Grinning menacingly, he slipped the treasure into his rucksack.</i> <i>Hopping speedily towards the pool, the frog dived underneath the leaves.</i></p> <p>Drop in –‘ing’ clause e.g. <i>Jane, laughing at the teacher, fell off her chair. The tornado, sweeping across the city, destroyed the houses.</i></p> <p>Sentence of 3 for action e.g. <i>Sam rushed down the road, jumped on the bus and sank into his seat.</i> <i>The Romans enjoyed food, loved marching but hated the weather.</i></p> <p>Repetition to persuade e.g. <i>Find us to find the fun</i></p> <p>Dialogue - verb + adverb - <i>“Hello,” she whispered, shyly.</i> <i>Appropriate choice of pronoun or noun within a sentence to avoid ambiguity and repetition.</i></p>	<p><i>were instead of we was, or I did instead of I done)</i></p>		<p>Bossy verbs Tense (past / present / future) Connective Generaliser / determiner Alliteration - ‘as’ / ‘like’ Clause / subordinate clause Relative clause Relative pronoun Synonyms</p> <p><u>Introduce:</u> Pronoun Possessive pronoun Adverbial Fronted adverbial Apostrophe – plural possession</p>
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Year Five

Text Structure	Sentence Construction	Word Structure / Language	Punctuation*	Terminology
<p>Introduce: Secure independent use of planning tools Story mountain / grids / flow diagrams (Refer to Story Types grids)</p> <p>Plan opening using: Description / action / dialogue</p> <p>Paragraphs: Vary connectives within paragraphs to build cohesion into a paragraph Use change of place, time and action to link ideas across paragraphs. Use 5 part story structure Writing could start at any of the 5 points. This may include flashbacks Introduction – should include action / description - character or setting / dialogue Build-up – develop suspense techniques Problem / Dilemma – may be more than one problem to be resolved Resolution – clear links with dilemma Ending – character could reflect on events, any</p>	<p>Consolidate Year 4 list Introduce: Relative clauses beginning with <i>who, which, that, where, when, whose</i> or an omitted relative pronoun.</p> <p>Secure use of simple / embellished simple sentences</p> <p>Secure use of compound sentences</p> <p>Develop complex sentences: (Subordination) Main and subordinate clauses with full range of conjunctions: (See Connectives and Sentence Signposts doc.)</p> <p>Expanded –ed clauses as starters e.g. <i>Encouraged by the bright weather, Jane set out for a long walk.</i> <i>Terrified by the dragon, George fell to his knees.</i></p> <p>Elaboration of starters using adverbial phrases e.g. <i>Beyond the dark gloom of the cave, Zach saw the wizard move.</i></p>	<p>Consolidate Year 4 list</p> <p>Introduce:</p> <p>Metaphor</p> <p>Personification</p> <p>Onomatopoeia</p> <p>Empty words e.g. <i>someone, somewhere was out to get him</i></p> <p>Developed use of technical language</p> <p>Converting nouns or adjectives into verbs using suffixes (e.g. –ate; –ise; –ify)</p> <p>Verb prefixes (e.g. <i>dis–, de–, mis–, over– and re–</i>)</p>	<p>Consolidate Year 4 list</p> <p>Introduce:</p> <p>Rhetorical question</p> <p>Dashes</p> <p>Brackets/dashes/commas for parenthesis</p> <p>Colons</p> <p>Use of commas to clarify meaning or avoid ambiguity</p>	<p><u>Consolidate:</u></p> <p>Punctuation</p> <ul style="list-style-type: none"> • Letter/ Word • Sentence • Statement question exclamation Command • Full stops/ Capitals • Question mark • Exclamation mark • ‘Speech marks’ • Direct speech • Inverted commas • Bullet points • Apostrophe contractions / possession • Commas for sentence of 3 – description, action • Colon – instructions • Parenthesis / bracket / dash <p>Singular/ plural Suffix/ Prefix Word family Consonant/Vowel /</p> <p>Adjective / noun / noun phrase</p>

<p>changes or lessons, look forward to the future to ask questions.</p> <p>Non-Fiction (Refer to Connectives and Sentence Signposts document for Introduction and Endings)</p> <p>Introduce: Independent planning across all genres and application</p> <p>Secure use of range of layouts suitable to text.</p> <p>Structure: Introduction / Middle / Ending</p>	<p><i>Throughout the night, the wind howled like an injured creature.</i></p> <p>Drop in –‘ed’ clause e.g. <i>Poor Tim, exhausted by so much effort, ran home.</i> <i>The lesser known Bristol dragon, recognised by purple spots, is rarely seen.</i></p> <p>Sentence reshaping techniques e.g. lengthening or shortening sentence for meaning and /or effect</p> <p>Moving sentence chunks (how, when, where) around for different effects e.g. <i>The siren echoed loudlythrough the lonely streetsat midnight</i></p> <p>Use of rhetorical questions</p> <p>Stage directions in speech (speech + verb + action) e.g. <i>“Stop!” he shouted, picking up the stick and running after the thief.</i></p> <p>Indicating degrees of possibility using modal verbs (e.g. might, should, will, must) or adverbs (perhaps, surely)</p>			<p>Verb / Adverb <i>Bossy verbs - imperative</i> Tense (past, present, future) Conjunction / Connective Preposition Determiner/ generaliser Pronoun – relative/ possessive Clause Subordinate/ relative clause Adverbial Fronted adverbial</p> <p>Alliteration Simile – ‘as’/ ‘like’ Synonyms</p> <p>Introduce:</p> <ul style="list-style-type: none"> • relative clause / pronoun • Modal verb • Parenthesis • Bracket dash • Determiner • Cohesion • Ambiguity • Metaphor • Personification • Onomatopoeia • Rhetorical question
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Year Six

Text Structure	Sentence Construction	Word Structure / Language	Punctuation*	Terminology
<p>Consolidate Year 5 list</p> <p>Secure independent planning across story types using 5 part story structure. Include suspense, cliff hangers, flashbacks/forwards, time slips Start story at any point of the 5 part structure Maintain plot consistently working from plan</p> <p>Paragraphs -Secure use of linking ideas within and across paragraphs</p> <p>Secure development of characterisation</p> <p>Non-fiction:</p> <p>Secure planning across non-fiction genres and application</p> <p>Use a variety of text layouts appropriate to purpose</p> <p>Use range of techniques to involve the reader –comments, questions, observations, rhetorical questions</p> <p>Express balanced coverage of a topic</p>	<p>Consolidate Year 5 list</p> <p>Secure use of simple / embellished simple sentences</p> <p>Secure use of compound sentences</p> <p>Secure use of complex sentences: (Subordination) Main and subordinate clauses with full range of conjunctions: (See Connectives and Sentence Signposts doc.)</p> <p>Active and passive verbs to create effect and to affect presentation of information e.g. Active: <i>Tom accidentally dropped the glass.</i> Passive: <i>The glass was accidentally dropped by Tom.</i> Active: <i>The class heated the water.</i> Passive: <i>The water was heated.</i></p> <p>Developed use of rhetorical questions for persuasion</p>	<p>Consolidate Year 5 list</p> <p>Build in literary feature to create effects e.g. alliteration, onomatopoeia, similes, metaphors</p> <p>The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (e.g. <i>said versus reported, alleged, or claimed in formal speech or writing</i>)</p> <p>How words are related as synonyms and antonyms e.g. <i>big/ large / little</i></p>	<p>Consolidate Year 5 list</p> <p>Use of the semi-colon, colon and dash to indicate a stronger subdivision of a sentence than a comma. Use of colon to introduce a list and semi-colons within lists.</p> <p>Punctuation of bullet points to list information.</p> <p>How hyphens can be used to avoid ambiguity (e.g. <i>man eating shark versus man-eating shark, or recover versus re-cover</i>)</p>	<p><u>Consolidate:</u></p> <p>Punctuation</p> <ul style="list-style-type: none"> • Letter/ Word • Sentence • Statement question exclamation Command • Full stops/ Capitals • Question mark • Exclamation mark • ‘Speech marks’ • Direct speech • Inverted commas • Bullet points • Apostrophe contractions/ possession • Commas for sentence of 3 – description, action, views/opinions, facts • Colon – instructions • Parenthesis • Bracket- dash <p>Singular/ plural Suffix/ Prefix Word family Consonant/Vowel Adjective / noun / noun phrase</p>

<p>Use different techniques to conclude texts</p> <p>Use appropriate formal and informal styles of writing</p> <p>Choose or create publishing format to enhance text type and engage the reader.</p> <p>Linking ideas across paragraphs using a wider range of cohesive devices: semantic cohesion (e.g. repetition of a word or phrase), grammatical connections (e.g. the use of adverbials such as on the other hand, in contrast, or as a consequence), and elision Layout devices, such as headings, sub-headings, columns, bullets, or tables, to structure text.</p>	<p>Expanded noun phrases to convey complicated information concisely (e.g. <i>the boy that jumped over the fence is over there, or the fact that it was raining meant the end of sports day</i>)</p> <p>The difference between structures typical of informal speech and structures appropriate for formal speech and writing (such as the use of question tags, e.g. <i>He's your friend, isn't he?</i>, or the use of the subjunctive in some very formal writing and speech) as in <i>If I were you</i>.</p>			<p>Verb / Adverb Bossy verbs - imperative Tense (past, present, future) modal verb Conjunction / Connective Preposition Determiner/ generaliser Pronoun – relative/ possessive Clause Subordinate / relative clause Adverbial Fronted adverbial Rhetorical question</p> <p>Cohesion Ambiguity Alliteration Simile – ‘as’/ ‘like’ Synonyms Metaphor Personification Onomatopoeia</p> <p>Introduce</p> <ul style="list-style-type: none"> • Active and passive voice • Subject and object • Hyphen • Synonym, antonym • Colon/ semi-colon • Bullet points • Ellipsis
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Writing: spelling

At KPNS we follow the RWI Spelling Programme from when children come out of RWI (usually in Year 2) until they leave us at the end of Year 6. The programme is in line with, and fully covers, National Curriculum year group expectations.

Spelling is discretely taught 3 times a week for 15minutes, following the same routines and teaching methods used during their RWI phonics lessons, reducing cognitive load allowing the children to focus purely on the spellings they are learning.

Children are then given opportunities within the school day to learn these words and have homework relating to this.



- We use an app called Doodlespell to practise spelling at home. Each child has an individual login, and the teachers can monitor each child's progress against the spelling objectives. This provided valuable class and individual assessment information.

- The week AFTER the RWI unit of spelling has been taught, the teacher assigns the spelling words on Doodlespell. This gives the opportunity for children to practise away from the point of teaching using spaced

retrieval.

- Alongside the weekly 'assigned spellings', children can access Doodlespell daily and it will reinforce and embed previously learnt patterns.
- At the end of each half term, children are given an informal test which feeds into planning and teaching the following half term.
- All class teachers to blog half termly spelling focuses with parents alongside the curriculum map.

Whilst children are emergent writers, spelling is not marked. Teachers need to keep their professional judgement over which errors it is appropriate to identify using our green pens to 'tick or fix'. Where there is a spelling error, we follow the below guidance as a school. Options to correct may then be taken as appropriate, such as; the teacher provides the spelling, the pupil researches the correct spelling using a dictionary, corrections are made. Any common errors the teachers spot, get identified in their marking and feedback book and are retaught as part of the Feedback 5 the following session.

UKS2: Sp in the margin (including on a hot task but not on cold) and then evidence that they have green penned it.

LKS2: Sp under the word (including on a hot task but not on cold) and then evidence they have green penned it above the word.

KS1: Phonetically plausible spellings are fine but if we think they should be able to Fred Talk it, put an FT over the word then the child Fred Talks it with dots and dashes and corrects with green pen.

ACROSS SCHOOL from Y1-Y6: Children who are regularly getting common exception words incorrect, like 'when' or 'went' etc, please write at the bottom and get them to copy out a row of them. These could also be done through feedback 5 if you thought the whole class would benefit- please do this in green pen.

The importance of vocabulary runs throughout the curriculum and topic specific words are taught at the start of each unit, as well as in fluency and comprehension sessions, to ensure understanding and high expectations for spelling a broader range of words.

** For full details and progression of what is taught when (for all year groups Y2-Y6) in spelling using RWI, please see progression documents on Oxford Owl website for each individual year group.*

Writing: Handwriting




Letter-join 

At KPNS we systematically teach **Letter-join** as our chosen handwriting scheme. Handwriting is a basic skill that influences the quality of work throughout the curriculum. By the end of Key Stage 2 we aim for all pupils to have the ability to produce fluent, legible and, eventually, speedy joined-up handwriting, and to understand the different forms of handwriting used for different purposes so that handwriting is an automatic process that does not interfere with creative and mental thinking.

Handwriting frequency and activities

Handwriting is a cross-curriculum task and will be taken into consideration during all lessons. Formal teaching of handwriting is to be carried out regularly and systematically to ensure Key Stage targets are met. The following information shows an overview of the kinds of activities we will be doing in school.

At the beginning of each academic year, each teacher should aim to teach handwriting daily, in order for key concepts to be revisited / taught and to embed the expectation of using the correct letter-join style. This should last for approximately 2-3 weeks.

Reception 	For our youngest pupils we will include the following in our routines; <ul style="list-style-type: none">• Movements to enhance gross motor skills such as air-writing, pattern making, dancing.• Exercises to develop fine motor skills such as making marks on paper, whiteboards, blackboards, sand trays, iPads and tablets.• Letter learning to familiarise letter shapes, formation and vocabulary.
Year 1-3 	Children will practise: <ul style="list-style-type: none">• Gross and fine motor skills exercises.• Cursive handwriting reinforcement, learning and practice.• Numerals, capitals and printed letters, including where and when to use them.
Years 4-6 	More advanced handwriting techniques will be taught including: <ul style="list-style-type: none">• Cursive handwriting re-enforcement.• Form-filling/labelling using printed and capital letters.• Dictation exercises to teach the need for quick notes and speedy handwriting writing.

We use books with handwriting lines from Y2-Y4 (and beyond if pupils still require them) in English and reading lessons. The image below shows our chosen letter formations.

Cursive Lower Case Letters

a b c d e

f g h i j k

l m n o p

q r s t u

v w x y z

Capital Letters

A B C D E

F G H I J K

L M N O P

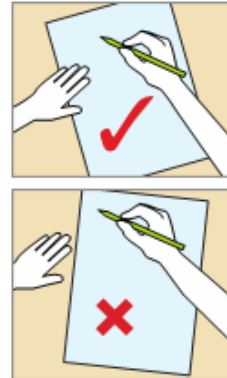
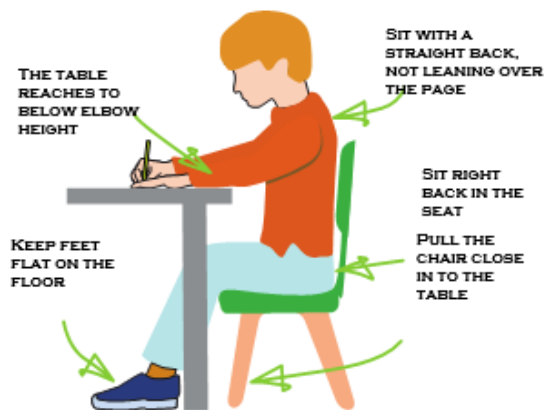
Q R S T U

V W X Y Z

Correct posture and pencil grip for handwriting

SITTING POSITION

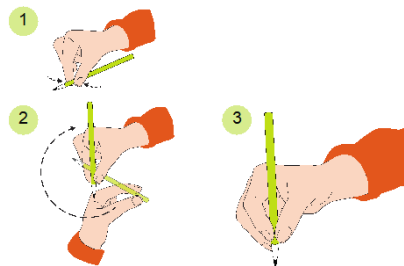
PUPILS SHOULD BE TAUGHT TO SIT CORRECTLY AT A TABLE, HOLDING A PENCIL COMFORTABLY AND CORRECTLY.



PAPER POSITION FOR RIGHT-HANDED CHILDREN

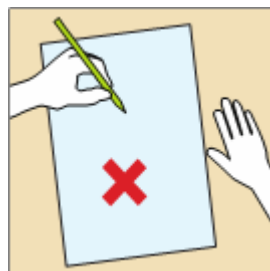
THE TRIPOD PENCIL GRIP

Both right and left handed children should be encouraged to use the tripod grip which allows the pen/pencil to be held securely whilst allowing controlled movements of the pen/pencil nib.



LEFT-HANDED CHILDREN

Left-handed children may find it difficult to follow right-handed teachers as they demonstrate letter formation (and vice versa). Teachers should demonstrate to left-handers on an individual or group basis.



Speaking and Listening at KPNS

Speaking and listening is the foundation for all learning and is embedded across the curriculum. The national curriculum reflects the importance of spoken language in pupils' development across the whole curriculum – cognitively, socially and linguistically. The quality and variety of language that pupils hear and speak are key factors in developing their curriculum vocabulary and articulating concepts clearly and precisely. They must be assisted in making their thinking clear, both to themselves and others, and teachers aim to ensure that pupils build secure foundations by using discussion to probe and remedy their misconceptions.

In line with the National Curriculum, pupils are taught to:

- listen and respond appropriately to adults and their peers
- ask relevant questions to extend their understanding and knowledge
- use relevant strategies to build their vocabulary
- articulate and justify answers, arguments and opinions
- give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- speak audibly and fluently with an increasing command of Standard English
- participate in discussions, presentations, performances, role play, improvisations and debates (see below for progressive activities)
- gain, maintain and monitor the interest of the listener(s)
- consider and evaluate different viewpoints, attending to and building on the contributions of others
- select and use appropriate registers for effective communication.

To deliver this in all classrooms, we:

- Have learning partners and teachers use Turn to Your partner in all lessons (TTYP)
- Key Vocabulary is explicitly taught, displayed and expected in all spoken and written work.
- Weekly opportunity to discuss own opinions through the Jigsaw and School Council.
- All adults model a high level of spoken language.
- Higher order thinking questions are asked in all lessons.
- Use talk activities as part of all learning and to enable children to practise and apply their learning.
- Writing unit design, as well as the structure of reading sessions, equip pupils with a strong command of the spoken and written English language and allows them to participate in discussions by communicating their ideas, emotions and opinions with others using appropriate vocabulary. Speaking and listening opportunities are embedded through all areas of the school curriculum

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