



All Saints C of E Infant and Nursery School

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Selston C of E Infant and Nursery School

English Policy

*"Opening Hearts and Minds through the Grace
and Love of God"*

Policy:	English
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ALL SAINTS CHURCH OF ENGLAND (VA) INFANT AND NURSERY SCHOOL
SELSTON CHURCH OF ENGLAND (VC) INFANT AND NURSERY SCHOOL

MISSION STATEMENT

Opening Hearts and Minds through the Grace and Love of God

At All Saints and Selston C of E Infant and Nursery School children always come first and we try to nourish, challenge, prepare and inspire them within a Christian ethos.

We believe in valuing all who contribute towards the successful running of our schools including children, parents, carers, governors, teaching and non-teaching staff.

This Mission Statement lies at the heart of our schools' aims. It is the philosophical basis for all of the schools' policies and through these, for everything that happens in and round our schools. Our aspiration is for everyone at All Saints and Selston to:

- feel happy, secure, safe and valued at school
- develop a growing awareness of their own inner self and spirituality, and of the power of the Christian faith to transform lives
- develop healthy relationships based on care, trust, compassion and forgiveness
- show acceptance for and understanding of others who may have different beliefs or needs
- strive for the highest standards of achievement, developing the confidence and skills to be independent, motivated and self-disciplined learners
- have a positive approach to life, contributing to the well-being of the community and building hope for the future

We hope that children will leave our schools with open hearts and minds, ready to respond to the opportunities that lie before them and to experience the joy of life in all its fullness.

Rationale

The ability to communicate is a fundamental part of life. Developing literacy skills (speaking, listening, understanding, reading and writing) enables children to play a positive and active role in their communities. Equipped with these skills, they can find meaning and participate fully in life's rich opportunities, developing self-confidence, well-being and the ability to form positive relationships.

Our English curriculum is at the centre of all our practice. In the early years, our focus is on oral language development and comprehension. We aim to develop children's understanding of language and their spoken vocabulary through real-life, meaningful experiences. We know that those who develop strong oral language skills in the early years will learn to read well. As children develop, we ensure that high quality shared and guided activities continue to accelerate their progress, especially those entitled to the Pupil Premium and those in need of SEND support.

We consider reading to be a crucial aspect of our curriculum and we aim to instill a love for reading that will remain with our children throughout their lives. We want to equip children with the skills and knowledge necessary for reading through discussion, a systematic teaching approach and regular exposure to high quality literature.

It is our intention that through our English curriculum, our children will have opportunities to develop spiritually, culturally, emotionally, intellectually and socially. Through our nurturing approach and positive relationships, we hope that children will develop their skills in a safe environment, developing the confidence to become successful language users.

Aims

Our English Policy is built on a number of core principles:

- To provide high quality learning and teaching in English;
- To increase staff skills and confidence in teaching English and ensure that each member of the school community understands their role in developing English;
- To ensure all learners are provided with as many opportunities as possible to acquire English knowledge, skills and understanding, and that they apply these skills effectively and confidently across the curriculum;
- To promote progression and continuity at all stages and at transition points to ensure a seamless, coherent and relevant English curriculum for all;
- To raise levels of achievement and attainment in English among all learners, especially those who are disadvantaged;
- To develop a language rich environment to support children's language development;
- To ensure talk is at the heart of learning and planned opportunities for talk allow children to experiment with, rehearse and control language;
- To exploit the links between talk, reading and writing;
- To ensure good quality texts are central to teaching and learning of English;
- To provide daily opportunities for reading aloud to children as a key element in supporting children's reading and writing development;
- To use display as an important tool in motivating children and valuing the learning in which they are engaged;

- To develop strong partnership with parents and carers;
- To be aware of new research and evidence to ensure that practice is the best it can be;
- To develop reading for pleasure so that reading is a passion, not just a skill.

Learning takes place using a variety of strategies, which include:

- Shared and modelled reading and writing;
- Teacher guided group work in reading and writing – to allow for assessment and intervention. Each target group has access to this at least one day per week;
- Independent activities;
- Peer and group tasks.

Early Years

We believe that communication and language, along with opportunities to explore reading and writing, underpin children's future learning. The daily routine is based on planned and spontaneous activities that include:

- A wide variety of opportunities to develop and practice speaking and listening; stimulate early interest in English by exploiting play, story, songs and rhymes and provide lots of opportunities and time to talk with children about their experiences and feelings;
- Experiences that develop gross and fine motor skills through play and handwriting activities;
- Sharing and enjoying a range of rhymes, songs, film clips, stories and books;
- Immersion in a print rich environment with opportunities for oral language and written communication e.g. differentiated phonic activities;
- Focused group activities that teach children early communication language and literacy skills, using daily phonics and guided reading/writing sessions;
- Big book activities with a shared reading and writing focus each week;
- Computing activities to enable access to texts and language activities.

Key Stage 1

At the beginning of Year 1, the assessments and professional discussions between Reception and Year 1 teachers enable the planned work to follow a smooth transition. The teaching of English in KS1 includes:

- Explicitly taught and planned sessions following the guidance and objectives of the National Curriculum, delivered in a cross-curricular manner;
- Speaking and listening activities, e.g. role play, paired talk, drama and hot seating in order to prepare pupils for the writing process;
- Word level work with explicit teaching of phonics and spelling;
- Sentence level work led by quality texts to develop grammatical awareness and punctuation skills;
- Text level work using a range of genres will develop comprehension and composition skills and the understanding of print;
- Letter formation and handwriting taught and modelled, leading to the use of diagonal and horizontal strokes by the end of Year 2;

- Bespoke assessment materials to assess, share next steps in learning with the children, and to support the planning of further lessons;
- Immersion in a print rich environment that promotes a reading culture and develops children's oral and written communication.

Speaking and Listening

We aim for all children to become confident speakers and listeners.

Early Years

In the early years, evidence-based strategies that support speech and language development are consistently used. We believe that a child-centred approach provides the ideal context for language learning. It means giving children a chance to initiate conversations and build on their interests. If too much time is spent testing children's knowledge, teaching concepts like colours and shapes or pressurising children to talk, they may lose interest and any opportunities for learning will be lost.

We tune into children's conversational styles, adopting the following strategies:

1. Observe, wait and listen (known as OWLing)

- Observe – for what the child is interested in.
- Wait – to give the child a chance to initiate or get involved in an activity.
- Listen – to what the child is trying to tell you.

2. Be face to face

- Get down to the child's physical level so that the child feels you are really with them.

3. Imitate

- Do or say what the child does or says.

4. Interpret

- You may need to do this with children from early on when they may just be pointing until they are producing sentences. Sentences may not contain all the relevant information or speech may not be clear.

5. Comment

- Make comments when children initiate. It shows you are interested and have received their message. It's more effective in encouraging a response from the child than asking a question or giving a direction. Your comments will become longer and more complex as the child's understanding increases and their language becomes more mature.

6. Join in and play

- When children are playing, the best way to follow their lead is to join in.

The four Ss

1. Say less

- Simplify what you say
- Use short, clear labels and sentences

2. Stress

- Exaggerate key words
- Put key words at the end of your sentences
- Use FUN words

3. Go slow

- Pause between words and phrases
- Be natural

4. Show

- Real objects
- Actions and gestures
- Pictures
- Printed word

As children become more confident and competent language users, the Language Wheel is used as a planning tool to extend them further.

Inform	
Give information about past or present.	<i>Yesterday I saw a man with three big dogs.</i>
Relate present experience to past experience.	<i>We are making animals just like the ones we saw at the farm last week.</i>
Provide details.	<i>That rock is very shiny and hard and is found in South America.</i>
Compare/contrast two things.	<i>The orange juice is much sweeter than the grapefruit juice.</i>

Explain	
Give reasons for what is happening.	<i>We can't play outside because it is raining. We are using purple paint today because we used up all the red yesterday.</i>
Explain outcomes.	<i>He forgot to tie up his shoelace so he tripped on it and fell.</i>
Justify opinions or preferences.	<i>I don't like loud music because it hurts my ears.</i>

Talk about feelings and opinions	
Talk about how feelings express sadness, anger, fear, frustration, excitement, happiness, friendliness or delight.	<i>I am sad because my Mum is in the hospital. I am excited because I am going to the ball game tonight. I worry that my dog will run into the road.</i>
Talk about opinions and impressions.	<i>I think it's a good idea to brush your teeth every morning and night.</i>

Project	
Project into other people's (or animals') lives, experiences and feelings to help children think about others and understand that their experiences, lives, needs and points of view are different from their own.	<i>Think about the boy in this story who lives in a house on stilts so high off the ground. He probably loves to watch the birds in the trees right next to his house. The girl must be very frightened because she is lost.</i>
Project into situations never experienced.	<i>If I could fly to the moon, I'd look down at the earth and it would look so small.</i>

Talk about the future	
Talk about/predict what will happen. Speculate about what might or could happen.	<i>It's going to rain today. Carolyn might come back to school tomorrow if she's better.</i>
Anticipate possible problems and possible solutions.	<i>The water is spilling out of the bucket because there's a hole in it. If we put some playdough in the hole, maybe it won't spill out any more.</i>
Put potential problems into words and plan ahead to avoid them.	<i>If you don't put all the blocks away, someone might trip over them and get hurt. Let's all help to put them away so that no one gets hurt.</i>
Consider alternative ways of handling a situation. Help children learn to describe problems, think and come up with solutions.	<i>Both of you want to play with the truck. You can either play with it together or one of you will have to wait until the other is finished.</i>

Pretend	
Talk about imaginary things.	<i>There's a crocodile under my bed.</i>
Play a pretend role.	<i>I'm the doctor and I'm going to give you some medicine to make you better.</i>
Create an imaginary story (based on real life or fantasy).	<i>The little boy saw a bear in the woods. The bear wanted the boy's food. So he gave the bear his peanut butter sandwich and ran home.</i>

Key Stage 1

Children continue their development as speakers and active listeners through a wide range of planned learning experiences. They are encouraged to be confident speakers who demonstrate awareness of the social dynamics of speech and speaking.

The four strands to speaking and listening are:

- 1) Listening and responding;
- 2) Speaking and presenting;
- 3) Group discussion and interaction;
- 4) Drama, role-play and performance.

These oral skills are directly taught, modelled and sensitively encouraged in whole class and small group settings. Children play an active part in presentations, topic talks, drama activities, group discussions and debates. We plan for learning experiences that develop children's abilities to discuss, explain and clarify,

demonstrating an ability to adapt language for audience and purpose. This is facilitated through a range of strategies including debates, group learning, drama, circle time, collective worship and group discussions.

Singing

It is well known that there are many benefits to singing in early childhood. Studies have shown that singing can help with social, emotional and cognitive development. It is, however, particularly beneficial for children when it comes to developing language skills. We timetable singing every day with the aim of developing the following skills:

1. Vocabulary

Singing songs builds children's vocabulary. They are exposed to a wide range of vocabulary and topics through songs and rhymes, much of which they may not hear in everyday interactions with others.

2. Language

It is not just vocabulary that children learn from singing, but also language structure. Through songs, children are exposed to the grammar of language as well as sentence construction and word order. They also build knowledge of the parts of speech, such as descriptive language (adjectives) and action words (verbs).

3. Listening skills

Learning songs requires listening skills, especially if the songs are accompanied by actions and movement. Children need to learn to listen to the words of the song or listen for when the chorus is coming so they can join in. When singing in parts, they need to listen with discrimination so that they sing at the correct time.

4. Auditory memory

Listening to the words of songs and learning to sing them strengthens children's auditory memory. While young children initially remember simple lyrics, with time and practice they learn to memorise longer, more complex verses. Memory is a necessary skill for learning to read and can be developed easily using songs, rhymes and listening activities.

Singing sessions incorporate instruments, body percussion and actions to ensure children develop a knowledge of both the steady beat and the rhythm.

See **Appendix 1** for our song and rhyme progression.

Reading

We aim for all children:

- To be able to read independently by the time they leave All Saints and Selston;
- To enjoy reading as a positive activity, in and out of school, and to be able to justify and evaluate their preferences;
- To experience a range of genres and authors and have the appropriate technical vocabulary to discuss these;
- To read fluently and with understanding, using a range of independent strategies to monitor and self-correct.

To fulfil these aims, we are committed to providing:

- A wide variety of good quality texts and resources which are accessible to children and well-organised and maintained;
- Consistent, well planned and effective teaching of reading throughout the school to support every child's ability and needs;
- Opportunities to explore texts in a range of contexts, including whole class, groups and pairs;
- A clear framework for monitoring and assessing children's progress accurately;
- Carefully planned work to match children's abilities, experiences and interests but also to ensure progression, continuity and balance throughout the school. When planning, we set high expectations and provide opportunities for all children to experience success in learning.

We believe in developing a reading culture throughout the school by creating welcoming book areas in classrooms that raise the profile of reading through a print rich environment, attractive book displays and promoting the written word. High priority is given to reading throughout the school. Reading is taught through:

Whole class reading

Reading aloud to children enhances reading development. In listening to language, children are able to access excellent models of authorship as well as the rhythm, patterns and sounds of written language. This has a direct impact on their own reading as well as their writing development. It develops their awareness of voice and a sense that there is more to the meaning of what they are reading than they fully understand.

Whole class reading develops listening skills, a love of story and reading for pleasure. This is teacher led reading with children listening and responding to questions, predictions and vocabulary choices.

Shared reading immerses children in the pattern of story and features of text types. The teacher models as an expert reader and draws out the key elements of the content.

Reading as a social experience is valued as an integral part of children's English development. Children explore texts in a range of contexts, including while class, groups and pairs.

Independent reading in school and at home

In Reception and KS1, books at the children's phonic level are sent home, along with the home-school diary to communicate progress and targets with parents and carers. Books are changed following a guided reading session, and at least weekly. Our Bug Club scheme books develop vocabulary systematically. They enable children to practise blending phonetically decodable words containing grapheme phoneme correspondences they have been taught. As a result, children become more fluent and automatic at blending as they move through the stages. They are also encouraged to take a library book home to read for pleasure. Parents/carers are encouraged to read to their children.

Daily story times

We have developed a 'Reading Spine' for story times to ensure that all children have exposure to high quality picture and chapter books focussing on a wide variety of different themes and topics. We revisit these texts through the year so that children have opportunities to further their knowledge and understanding on each reading.

See **Appendix 2** for our Reading Spine.

The reading environment

The print rich environment encourages children to interact with displays, to follow instructions and signs, promoting functional language. Classroom reading areas are attractive and inviting, books are clearly accessible in labelled baskets where appropriate. A clear distinction is made between fiction and non-fiction texts in Reception and KS1. Themed displays are encouraged, along with opportunities to make homemade books. Books are also displayed and promoted around the classroom and throughout the school learning environment. Storymaps, story props and puppets enhance the reading environment and process.

We ensure a wide range of genres are available to suit all interests and to promote children's understanding of diversity and equality. Reading sessions take place daily and we ensure book areas are a special area of every class, with exciting reads from a wide range of authors.

Teaching and learning of reading

Early Years:

- Children have opportunities to browse and read as part of their independent play;
- Children have opportunities to share books individually and in small groups with staff;
- In Reception, children start on the Bug Club scheme once they have some phonic knowledge;
- Children participate in shared, group, individual and guided reading sessions;
- The primary approach is synthetic phonics using the 'Bug Club Phonics' programme;

- There is a Home/School Reading Record in which parents/carers write when they read with their child. The teacher also writes in here at least on a weekly basis;

Key Stage 1:

- Children participate in whole-class shared reading regularly;
- A differentiated guided reading session takes place at least once a week for every child;
- During this session, children undertake a range of reading activities including browsing through the range of books within the class collection;
- Comprehension skills are developed through questioning and the deeper exploration of texts;
- The primary approach to the teaching of reading is synthetic phonics using the 'Bug Club Phonics' programme;
- Where extra reading support is needed, the teacher/TA and/or a reading volunteer will read with these children on a 1:1 basis;
- Story time, when the class teacher reads a variety of texts aloud to the class, is a key element of our reading practice;
- Activities such as 'Mystery Reader' promote reading for pleasure;
- Children are encouraged to read for 20 minutes a day at home and a 'Reading at Home' reward system is in place.

Phonics

Children in Reception and KS1 follow 'Bug Club Phonics' as the primary synthetic phonics programme. In the early stages, Jolly Phonics actions may be used as an extra strategy to help children remember grapheme/phoneme correspondences.

Pace and progression in phonics:

Phase 1	Nursery Phonological and phonemic awareness Reception Autumn term Phonemic awareness
Phase 2	Reception Autumn term Bug Club 1 - 5
Phase 3	Reception Spring term Bug Club 6 - 11
Phase 4	Reception Summer term Bug Club 12 Year 1 Autumn term consolidation
Phase 5	Year 1 Bug Club 13 - 27 Year 2 Autumn term consolidation
Phase 6	Year 2 Bug Club 28 - 30

The tables below show how the phonics content is sequenced across the Early Years and Key Stage 1:

Reception:

Phase	Unit	Focus	Not fully decodable words (irregular words)
2	1	s, a, t, p	
	2	i, n, m, d	
	3	g, o, c, k	to
	4	ck, e, u, r	the, no, go
	5	h, b, f, ff l, ll, ss	l, into, her
3	6	j, v, w, x	me, be
	7	y, z, zz, qu	he, my, by, she
	8	ch, sh, th, ng	they
	9	ai, ee, igh, oa oo (long), oo (short)	we, are
	10	ar, or, ur, ow, oi	you
	11	ear, air, ure, er	all, was, give, live
4	12	Adjacent consonants (cvcc, ccvc, ccvcc, cccvc, cccvcc)	said, have, like, so, do, some, come, were, there, little, one, when, out, what

Phase	Unit	Decodable words	Not fully decodable words (irregular words)
2	1	at, as	
	2	an, it, in, is, dad	
	3	can, on, not, got	to
	4	mum, up, get	the, no, go
	5	had, back, his, big, him, if, of, off, but	l, into, her
3	6	will	me, be
	7	–	he, my, by, she
	8	that, this, then, them, with	they
	9	look, see, too	we, are
	10	for, now, down	you
	11	–	all, was, give, live
4	12	went, from, children, just, help	said, have, like, so, do, some, come, were, there, little, one, when, out, what

Key Stage 1:

Table 2 Alternative spellings within *Bug Club Phonics* Key Stage 1

Phase 5 teaching: alternative spellings for each phoneme	<i>Bug Club Phonics</i> unit
w / wh	Unit 13
f / ph	Unit 13
ai / ay / a-e / eigh / ey / ei	Unit 14
ee / ea / e-e / ie / y / ey / eo	Unit 15
igh / ie / i-e / y / i / ey	Unit 16
oa / ow / o-e / oe / o	Unit 17
oo / ew / ue / u-e / ui / ou	Unit 18
oo / u / oul	Unit 18
or / aw / au / al	Unit 19
ur / ir / er / ear	Unit 20
ow / ou	Unit 21
oi / oy	Unit 21
ear / ere / eer	Unit 22
air / are / ear	Unit 22
c / k / ck / qu / x / ch	Unit 23
s / c / sc	Unit 24
j / g / dge	Unit 25
m / mb	Unit 26
n / kn / gn	Unit 26
r / wr	Unit 26
ch / tch	Unit 27
sh / ch / t / ss / s / c	Unit 27
e / ea	Unit 27
s for /zh/	Unit 27
o / (w)a	Unit 27
u / o	Unit 27

Table 1 Graphemes for Reading within *Bug Club Phonics* Key Stage 1

Phase 5 teaching: new grapheme-phoneme correspondences for reading	<i>Bug Club Phonics</i> unit
wh	Unit 13
ph	Unit 13
ay	Unit 14
a-e	Unit 14
ea	Unit 15
e-e	Unit 15
ie	Unit 16
i-e	Unit 16
oe	Unit 17
o-e	Unit 17
ew	Unit 18
ue	Unit 18
u-e	Unit 18
aw	Unit 19
au	Unit 19
ir	Unit 20
ou	Unit 21
oy	Unit 21
ear/ere/eer	Unit 22
air/are/ear	Unit 22

NB: Subsequent sessions could be said to be phonic rules, not new graphemes.

Phonics is taught every day in Reception and KS1 with pace and rigour. Additional phonics sessions are provided for children who need further support (especially if they do not reach the standard in the Phonics Screening Check). Phonics is a powerful teaching tool which ensures that young children will be well-placed to read and spell words with fluency and confidence by the time they reach the end of KS1.

In Reception, most children begin to read and write one grapheme for each of the 44 phonemes. They blend and segment CVC (consonant – vowel –consonant), CCVC and CVCC words for reading and spelling and use their phonic knowledge when trying to read and write more complex words. Towards the end of Year 1, children take the Phonics Screening Check. In Year 2, they are taught to read 150 of the most frequently occurring words in English and are taught to spell many of them.

Spelling

Children's phonological awareness and spelling strategies are assessed and inform teaching. Dedicated time is allocated for teaching and investigating spelling, as well as word level work linking to a related text in the main English session. Children are given the opportunity to develop a range of strategies to improve their spelling. A variety of teaching techniques are used to support them. Word banks (given and created), along with dictionaries and thesauruses, are used to support children's spelling when writing and editing.

Differentiated spellings are provided for every child to learn at home and in school. Children are encouraged to practice their spellings and they are monitored through the marking of writing. We do not believe that spelling tests support the learning of spelling in the longer term and prefer to use methods such as dictation to assess children's progress. However, children learn spellings with a partner and may test one another informally at the end of each week. In Reception, spelling begins with learning to say and write the phonetic sounds and learning 'tricky words' (words that don't follow conventional rules and patterns). In KS1, progress is as follows:

- spelling the first 100 high frequency words
- spelling the next 200 high frequency words
- spelling common exception words
- spelling words from the spelling lists outlined in the National Curriculum
- spelling roots words with their prefixes and suffixes
- spelling words by focusing on different patterns and spelling rules
- spelling multi-syllabic words and ambitious words

High frequency words and topic terminology are explored in class. Personalised spellings are also identified in children's writing and opportunities to learn and practise them are provided. Teachers demonstrate a range of methods for learning spellings. They also explore word meanings and different graphemes, as well as supporting children with self-correction. Once root words are learnt, longer words often become easier to spell as the rules and guidance for adding prefixes and suffixes become understood and embedded.

Handwriting

Research shows that the continuous flow of writing ultimately improves speed and supports spelling (through recognising spelling shapes and patterns).

In Nursery and Reception, children are taught good hand control and the tripod grip through a wide range of activities that develop small and large muscle skills. In Reception, children are taught to write their name and learn the shapes of the main letter families. Support is given to those with poor pencil grip through triangular pencils and pencil grips. Left-handed writers should be seated on the left hand side of the table whenever possible.

From Year 1 onwards, children are taught to use a neat, joined script. Good presentation is emphasised at all times and through all forms of writing (with the exception of quick note taking) and these skills are reinforced across the curriculum. It is expected that all children in Reception and KS1 will practise their handwriting in regularly, either as part of their phonics sessions or in guided writing sessions.

Writing

We aim for all children to:

- Develop the necessary writing skills for life, viewing writing as a positive experience;
- Have opportunities for developing writing skills across the curriculum;
- Communicate clearly and confidently in speech and writing;

- Understand and develop control of the structures of spoken and written English;
- Be empowered as writers, with a sense of purpose and awareness of their audience and how this affects them.

To fulfil these aims, we are committed to providing:

- Experiences which allow children to encounter written language and to practise their skills from the earliest stage;
- A range of meaningful contexts and purposes for imaginative, factual and poetic writing;
- A foundation of key skills in segmenting for spelling, grammatical awareness and handwriting;
- A consistent framework of assessment, feedback and monitoring, to ensure progress and pupil involvement in the evaluation of learning.

For children to become skilled writers, they need to be provided with meaningful and imaginative contexts within which they can explore the written word. We strongly believe that imagined as well as real worlds, found in quality texts, provide children with the contexts to write for a purpose and with understanding. We believe that writing should be a creative/developmental process both at a functional and an imaginative level. All attempts at writing are valued and we know that all children have potential to be successful writers.

Children learn how writing works through the careful reading of texts, discussion in classrooms, and regular practice. They can pick up on literary styles and rhythms, imagine a reader and influence an audience's response. By working in fictional and real situations, children engage in the act of meaning making through the generation of quality text, embracing models that have been explored in the classroom. The reader is evident in the writer and this principle underlines our approach. We fully understand the importance of collaboration in the early development of writing skills and this forms a central part of our approach to teaching it.

The teacher is a central player in the process, modelling both thought and text to children in a range of ways. Collaboration can take the form of modelled writing, shared and interactive writing or guided writing. These contexts are important components of a child's writing experience and support the achievement of high standards for all learners.

Planning for writing

Class teachers plan writing using a range of stimuli, including good quality texts, images and films. Work is carefully planned to match children's abilities, experiences and interests, but also to ensure progression, continuity and balance throughout the school. When planning, high expectations are set and opportunities are provided for all children to experience success in learning and to be challenged appropriately.

Planning mainly begins with time spent 'immersing children in the text' and familiarising them with the genre by identifying key features of the text. This moves on to an exploration of the text; e.g. through speaking and listening activities, including where appropriate, drama. Following this, the teacher models writing to the class and to groups which is a key strategy in supporting children's writing development and making 'good writing' explicit to all learners. The children then have

opportunities to write independently, working on different aspects of the writing process: drafting, revising and presenting. There are opportunities for Computing skills to be used at each stage of the teaching sequence.

All class teachers are responsible for planning for the specific needs of children within their class and identifying the appropriate teaching and learning strategies required for class and guided group sessions.

Teaching and learning of writing

Early Years:

- Children are provided with daily opportunities to communicate their ideas and feelings to peers and adults. They are encouraged to develop their spoken language and to broaden their vocabulary;
- The learning environment is organised to reflect the importance of language through signs and notices on displays (including the use of signs and symbols), a large writing area, and simple game activities;
- Direct teaching focuses on making meaning through the use of familiar words (e.g. names) and hearing, discriminating and producing sounds, especially through rhyme;
- 'Bug Club Phonics' activities, and activities to develop phonological awareness, are used in whole class and group teaching;
- Shared writing, supported writing and individual writing are introduced;
- The strategy of 'talking tables' is used to promote storytelling and mark-making;
- Daily opportunities to practise finer muscle skills are provided.

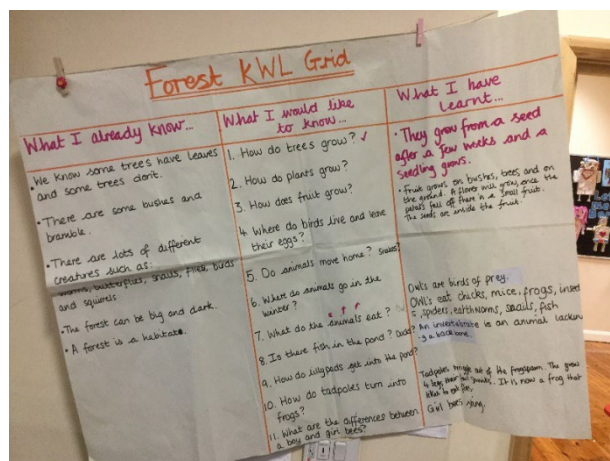
Key Stage 1:

- Daily interactive teaching of phonics and high frequency spelling strategies using the 'Bug Club Phonics' teaching programme are provided;
- Guided writing sessions take place with small focus groups;
- Whole class shared writing sessions, which include talk for writing, supported composition and sentence level work take place;
- Scaffolded and supported opportunities for independent writing are provided.

In Reception, children experience writing in a range of settings and opportunities for developmental writing and this is available in all areas of learning. Children's own attempts at early writing are celebrated and promoted, alongside the direct teaching of the key skills that will enable them to progress through the stages of writing development. In the Early Years and KS1, writing that needs interpretation must be scribed by an adult.

Shared writing

This is modelled by the teacher as the expert writer, with contributions from the children. This is teacher-led writing, with children watching and contributing ideas. Shared writing is not exclusive to English sessions and can be taught across the curriculum. The emphasis may be on the generation of ideas, grammar, spelling and phonics, compositional, transcriptional, presentational and text level skills or other key strategies needed for writing. Not all of these can be modelled in one session, but the teacher as the expert writer leads the writing process.



Interactive writing

This is a fully scaffolded approach to writing a sentence, in which the teacher models first (word by word) and the children have a go independently afterwards. The technique is used to reinforce key skills identified by assessment, such as grammar and punctuation and spelling.

The technique:

A4 lined workbooks landscape – top page is a practice page. Children need a laminated finger each for finger spaces. A Teacher's Toolkit is useful so that all resources are to hand. Have a tricky word washing line and alphabet visible to the children.

1. Start with a stimulus linked to an interest/ topic (picture, object etc.).
2. Talk about it (vocabulary development).
3. Generate a sentence containing the high frequency words, tricky words and phonetically decodable words you want the children to use.
4. Say the sentence to the children (my turn, your turn) and count the words.
5. Say the sentence in interactive ways (e.g. clapping, jumping, shouting, whispering, singing etc.).
6. Count the number of words in the sentence.
7. Model writing the sentence on the whiteboard using lines to show the correct placing of letters. Say each word in turn aloud (my turn, your turn) and orally segment together as appropriate, squeeze the phonemes on fingers, find on the tricky word chart etc.).
8. Ask the children to have a go at writing the sentence in their books (ENSURE THEY FORM THEIR LETTERS CORRECTLY). Remind them to put their laminated finger next to the word to create a space.

9. Read the sentence together and check any errors. The children make the necessary amendments.

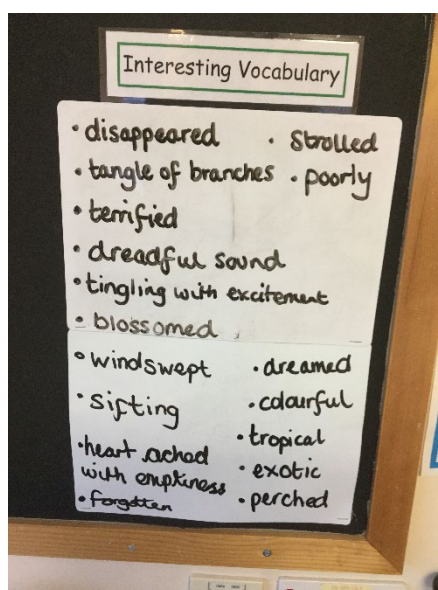
Talk for Writing

Talk for Writing is our primary approach to the teaching of writing, and the three-part model (reading-planning-writing) is used by teachers to plan sequences of learning. Over a half term period, children will engage with fiction, non-fiction and poetry and produce written outcomes.

See **Appendix 3** for the KS1 Talk for Writing half termly planning structure.

The writing environment

We celebrate quality writing through displays of work in both handwritten and typed form as well as signs and labels. All classrooms have attractive and well-equipped resources for writing that children can access through a writing area. Opportunities for writing are planned for and accessible throughout the learning environment and school day.



Sentence level work

This includes grammatical awareness, sentence construction and punctuation. This is taught directly through quality texts, modelled examples, investigation of personal writing, children's examples and participative activities. Sentence level work is taught through the main English session, led and modelled by the teacher and also during guided group work (which all children have access to weekly) and at other times where required.

Assessment and Targets

Reading

In the Early Years, children are assessed using the EYFS Tracker. At the end of Reception, they are assessed against the Early Learning Goals. In KS1, ongoing assessments are made during reading sessions, using agreed school formats

(including running records). These inform the learning objectives for future sessions and help teachers monitor the progress of individual children. Grouping of children is flexible and informed by these assessments. Summative assessment of reading takes place on a termly basis and is recorded using the Progression in Knowledge statements. KS1 tests are also used to support judgements. Results are analysed to monitor progress and underachieving children are identified and targeted through a system of termly progress meetings.

Writing

As with reading, children are assessed using the EYFS Tracker and the Early Learning Goals in the Early Years. In KS1, ongoing writing assessment is carried out formatively through focus group assessments and marking. These assessments are used to inform target setting and planning and to monitor pupil progress. Summative assessment of writing takes place on a termly basis and is recorded using the Progression in Knowledge statements.

Phonics

Children's phonic knowledge and sight vocabulary are assessed frequently by class teachers and teaching assistants. Phonics is also formally assessed at the end of Year 1 when children complete the Phonics Screening Check.

All assessment records are passed on from teacher to teacher, ensuring progression and continuity.

Special Educational Needs and Disabilities

All children learn in an inclusive environment, in which teachers differentiate provision to ensure children with SEND are supported. Children with identified special needs have a SEND support plan written by the class teacher and reviewed with the SENCO. Activities are planned to support lower performing children. Where intervention programmes are considered appropriate, children will be supported by teaching assistants, in discussion with the Inclusion Leader, SENCO and relevant class teachers.

Higher Performing Learners

Higher performing learners are identified as part of our formative and summative assessment procedures. We provide for their needs through a framework of quality first teaching which focuses on ensuring the children are appropriately challenged. The progress of all learners is rigorously tracked to ensure children reach their full potential.

Monitoring

The implementation of this policy is monitored by:

- Classroom observations of English and phonics lessons;
- Observations of English interventions;
- Analysis of planning;
- Assessment analysis and tracking (including formative and summative assessments);

- English book looks;
- Discussions with children.

The Subject Leader

The role of the English Subject Leader involves:

- Modelling good practice;
- Responsibility for the upgrading and ordering of resources and arranging for their storage;
- Keeping informed about developments and new initiatives to support the teaching of language and English and ensure staff are informed;
- Auditing needs and organising staff training;
- Training staff in teaching and learning of English;
- Monitoring planning;
- Conducting work scrutiny;
- Conducting lesson observations with constructive feedback;
- Supporting colleagues with planning and using resources;
- Training volunteers so that there is consistency of practice;
- Updating the school policy when necessary;
- Working in collaboration with the Inclusion Leader and other staff to identify and implement interventions;
- Supporting intervention where necessary;
- Working alongside colleagues in shared planning sessions.

Appendix 1
Progression of Songs and Rhymes

Nursery	Reception Recap YN and introduce:	Year 1 Recap YR and introduce:	Year 2 Recap Y1 and introduce:
Here we go round the mulberry bush	Heads shoulders knees and toes	Someone's in the kitchen with Dinah	John Brown's baby
Humpty Dumpty	Everybody do this	The pre-historic animal brigade	Everybody's building
Jack and Jill	The three bears	Okki tokki unga	Alexander's ragtime band
Baa baa black sheep	There was a princess long ago	Do your ears hang low?	I do like to be beside the seaside
Twinkle twinkle little star	The letter	The wise man and the foolish man	Jamaica farewell
Miss Polly	Put your finger on your head	Nicky knocky knacky noo	The runaway train
The wheels on the bus	I'm a little teapot	The music man	My grandfather's clock
I have a body	Old McDonald	One finger one thumb	I'd like to teach the world to sing
Incy wincy spider	If you're happy	You are my sunshine	Morningtown ride
Tommy Thumb	Early in the morning	Michael row the boat ashore	The hippopotamus song
If you're happy and you know it	Waddy atcha	I'm forever blowing bubbles	A windmill in old Amsterdam
Dingle dangle scarecrow	I have a body	Sing a rainbow	Clap stamp slap click

Number Rhymes and Songs	London Bridge is falling down	Bananas in pyjamas	Rounds and 2 Parts
Two little dicky birds	We're going on a bearhunt	She'll be coming round the mountain	Kookaburra (round)
Hickory dickory dock	In and out the dusty bluebells	Down in the valley	Land of the sliver birch (round)
12345	Number Rhymes and Songs	Oats and beans and barley grow	Are you sleeping? (round - Frere Jacques; Row, row row)
The grand old Duke of York	My hat it has three corners	Michael row the boat ashore	Drunken sailor; Sinner man (2 parts)
Three blind mice	Alice the camel	The animal fair	The animal fair (2 parts)
One elephant went out to play	Five fat sausages	Rounds	I like the flowers (2 parts)
Five currant buns	Five little speckled frogs	Whose pigs are these? (round)	
	Five hairy monsters	London's burning (round)	
	Ten in the bed		
	The ants go marching		

Appendix 2

Our Reading Spine

Nursery spine:

Title and Author	Theme
Goldilocks and the Three Bears	Family/ Home
The Three Little Pigs	Family/ Home
Rapunzel	Good/ Bad Behaviour
The Three Billy Goats Gruff	Family/ Home
Little Red Riding Hood	Family/ Home
The Gingerbread Man	Good/ Bad Behaviour
Hairy Maclary From Donaldson's Dairy - Linley Dodd	Sharing
The Smartest Giant in Town - Julia Donaldson	Kindness
The Paper Dolls - Julia Donaldson	Forgiveness
Chapati Moon - Pippa Goodhart	Multicultural/ Sharing
Come on Daisy – Jane Simmonds	Staying Safe
The Train Ride – June Crebin	Wider World
Five Minutes Piece – Jill Murphy	Family/Home
Each Peach Pear Plum – Janet and Allan Ahlberg	Rhyme/ Prediction
Handa's Noisy Night – Eileen Browne	Multicultural/ Animals
My Hair – Hannah Lee	Multicultural/ Uniqueness
All Are Welcome Here – Alexandra Penfold	Multicultural/ Uniqueness
The Ugly Five – Julia Donaldson	Love
Some Dogs Do – Jez Alborough	Truth
Where's My Teddy – Jez Alborough	Loss/ Comfort
This is the Bear – Sarah Hayes	Loss/ Comfort
This is the Bear and the Scary Night – Sarah Hayes	Fear
This is the Bear and the Picnic Lunch – Sarah Hayes	Change
There's a Mouse in the House – Ross Collins	Kindness
We're Going on a Bear Hunt – Michael Rosen	Family
Baby Goes to Market - Antinuke & Angela Brookesbank	Multicultural
Jasper's Beanstalk – Nick Butterworth	Growth
The Green Donkey - Anushke Allepuz	Trying New Things
Whatever Next – Jill Murphy	Family
Just One of Those Days – Jill Murphy	Resilience
Where's Spot? – Eric Hill	Family/Resilience
Dear Zoo – Rod Campbell	Animals
I'm Sticking with You – Smitri Halls	Friendship/ Forgiveness
My Friend Bear – Jez Alborough	Friendship
I'm Not Going out There – Paul Bright	Fear/ Forgiveness
Don't Call Me Sweet- Smitri Halls	Uniqueness
Brown Bear, Brown Bear – Bill Martin Jr	Differences
The Hairy Toe – Daniel Postgate	Fear/ Theft

Little Rabbit Foo Foo – Michael Rosen	Listening/ Kindness
Dirty Bertie – David Roberts	Manners

Reception spine:

Title and Author	Theme
Owl Babies – Martin Waddell	Family, fear, nocturnal animals
Farmer Duck – Martin Waddell	Importance of hard work, self-respect
The Gruffalo – Julia Donaldson	Bravery
Zog – Julia Donaldson	Friendship, perseverance, following your dreams
The Detective Dog – Julia Donaldson	Joy of books, consequences of stealing
A Squash and a Squeeze – Julia Donaldson	Being grateful for what we have
Monkey Puzzle – Julia Donaldson	Perseverance, different animals/insects
Tiddler – Julia Donaldson	Honesty, not telling lies
Handa's Surprise – Eileen Browne	Multicultural, friendship, uncommon fruits/animals
Handa's Hen – Eileen Browne	Multicultural, Kenyan animals
Rosie's Walk - Pat Hutchins	Staying safe, unspoken dangers
Six Dinner Sid – Inga Moore	Craftiness
Mrs Armitage – Quentin Blake	Problem solving
Whatever Next? – Jill Murphy	Imaginative play
On the Way Home – Jill Murphy	Bravery, telling the truth, using your imagination
Duck in the Truck – Jez Alborough	Problem solving, team work
Monkey and Me – Emily Gravett	Guessing, problem solving
Oi Frog – Kes Gray	Rhyming
The Way Back Home – Oliver Jeffers	Family, friendship, team work
How to Catch a Star – Oliver Jeffers	Patience, determination
Solomon Crocodile – Catherine Rayner	Importance of being kind
Commotion in the Ocean – Giles Andreae	Rhyming, ocean animals
Rumble in the Jungle – Giles Andreae	Rhyming, jungle animals
Mad About Minibeasts – Giles Andreae	Rhyming, minibeasts and insects
Farmyard Hullabaloo – Giles Andreae	Rhyming, farmyard animals
We're Going on an Egg Hunt – Laura Hughes	Easter, counting
Little Beauty – Anthony Browne	Friendship, sign-language
Ten Seeds – Ruth Brown	Subtraction, growing plants
The Selfish Crocodile – Faustine Charles	Bravery, friendship
Kind – Alison Green and Axel Scheffler	Kindness, sharing
Bad Tempered Ladybird – Eric Carle	Friendship, kindness
The Koala Who Could – Rachel Bright	Change, worries
The Lion Inside – Rachel Bright	Change, determination
The Squirrels Who Squabbled – Rachel Bright	Friendship, sharing
The Family Book – Todd Parr	Difference, families
Those Shoes – Maribeth Boelts	Need versus want
Ravi's Roar – Tom Percival	Dealing with emotion

Mr Gumpy's Outing – John Burningham	Animals, transport, problem solving
Shhhh! – Sally Grindley	Postmodern traditional tale

Year 1 spine:

Title and Author	Theme
Cops and Robbers – Janet and Allan Ahlberg	British Values – Rule of Law
Avocado Baby – John Burningham	Difference
The Smeds and The Smoos – Julia Donaldson and Axel Scheffler	Difference
Knuffle Bunny – Mo Willems	Cautionary tale
Lost and Found – Oliver Jeffers	Belonging
Dodger – Shirley Hughes	Belonging
The Elephant and the Bad Baby – Elfrida Vipont	Self-awareness
You Matter – Christian Robinson	Cultural diversity
Beegu – Alexis Deacon	Difference / belonging
Meesha Makes Friends – Tom Percival	Friendship
Can't You Sleep, Little Bear? – Martin Waddell and Barbara Firth	Fear
The Smartest Giant in Town – Julia Donaldson	Difference / individuality
Little Beaver and the Echo – Amy Macdonald and Sarah Fox-Davies	Loneliness / discovery
The Shopping Basket – John Burningham	Resilience / perseverance
The Day the Crayons Quit – Drew Daywalt	Individualism/ characterisation
The Everywhere Bear – Julia Donaldson and Rebecca Cobb	Adventure
Peace at Last – Jill Murphy	Resilience / home life
The True Story of the 3 Little Pigs – Jon Scieszka	Post-modern traditional folktale
Prince Cinders – Babette Cole	Post-modern traditional folktale
Elmer – David McKee	Difference / diversity
Kitchen Disco – Clare Foges and Al Murphy	Rhyme
Veg Patch Party – Clare Foges and Al Murphy	Rhyme
The Magic Porridge Pot – Rosie Dickens	Traditional tale
The Enormous Turnip – Illustrated by Georgien Overwater	Traditional tale
The Paper Dolls – Julia Donaldson and Rebecca Cobb	Belonging / adversity
The Gingerbread Man – Miriam Latimer	Traditional folktale
The Boy who Cried Ninja – Alex Latimer	Honesty / truthfulness
The Colour Monster – Anna Llenas	Emotions
The Colour Monster who goes to School - Anna Llenas	Life experiences / emotions
Simon Sock – Sue Hendra and Paul Linnet	Belonging / friendship / difference
The Great Cheese Robbery -	Bravery / courage
There's a Rang-Tan in My Bedroom – James Sellick and Frann Preston-Gannon	Environmental issues
It's a No Money Day – Kate Milner	Diversity / poverty / home life
Where the Wild Things Are – Maurice Sendak	Adventure / imagination
Thank Goodness for Bob – Matthew Morgan and Gabriel Alborozo	Emotions / empathy

Bringing the Rain to Kapiti Plain – Verna Aardema	Cultural Diversity
The Pig in the Pond – Martin Waddell	Difference
Hairy Maclary Scattercat – Lynley Dodd	Rhyme / humour
Hairy Maclary's Bone – Lynley Dodd	Rhyme / humour
Hairy Maclary and Zachary Quack – Lynley Dodd	Rhyme / humour
Hairy Maclary's Caterwaul Caper – Lynley Dodd	Rhyme / humour

Year 2 spine:

Title and Author	Theme
Traction Man is Here - Mini Grey	Characterisation / Adventure
Amazing Grace – Mary Hoffman	Resilience
Pumpkin Soup – Helen Cooper	Friendship
Who's Afraid of the Big Bad Book? – Lauren Child	Post Modern Traditional Tale
Dr Xargle's Book of Earthlets – Tony Ross	Difference
Emily Brown and The Thing – Cressida Cowell	Coping with fear
Frog and Toad Together – Arnold Lobel	Difference
The Owl Who Was Afraid of the Dark – Jill Tomlinson	Self-esteem, respect, appreciating others.
Flat Stanley – Jeff Brown	Discrimination
Not Now Bernard – David McKee	Home Life
Tuesday – David Wiesner	Fantasy Fiction
The Flower – John Light	Loneliness / Environmental Issues
The Garden - Dyan Sheldon and Gary Blythe	Cultural Diversity
The Proudest Blue – Ibtiyah Muhammad	Cultural Diversity
Where the Poppies Now Grow – Hilary Robinson	British History
Stubby – Michael Forman	British History
Somebody Swallowed Stanley – Sarah Roberts	Environmental Issues
The Paper Bag Princess – Robert Munsch	Feminism
The Moon Dragon - Dyan Sheldon and Gary Blythe	Truth, value
Unicorn Dreams – Dyan Sheldon & Neil Reed	Dreams, hope, believing
Looking after Louis – Lesley Ely & Polly Dunbar	Neurodiversity
The Whales Song – Dyan Sheldon and Gary Blythe	Dreams, hope, believing
A Piece of String is a Wonderful Thing – Judy Hindley	History
Black Dog – Levi Pinfold	Fear, courage
Polonious the Pit Pony – Richard O'Neil	Cultural Diversity
The Tale of Three Trees – Angela Elwell Hunt	God has a plan, traditional folktale
Fantastically Great Women Who Made History – Kate Pankhurst	Real Life Heroes
Fantastically Great Women Who Changed the World – Kate Pankhurst	Real Life Heroes
Links to Jan Fearnley – Mr Wolf's Pancakes (English Unit)	
Mr Wolf and the Three Bears – Jan Fearnley	Post Modern Traditional Tale
Mr Wolf and the Enormous Turnip – Jan Fearnley	Post Modern Traditional Tale
The Boy Who Cried Wolf – Tony Ross	Truth, honesty
Links to Anthony Browne – Hide and See, Into the Forest (English Unit)	

The Flower – John Light	Loneliness / Environmental Issues
Gorilla – Anthony Browne	Loneliness / Friendship
Hansel and Gretel – Anthony Browne	Post Modern Traditional Tale
The Tunnel – Anthony Browne	Worries, anxiety
A Walk in the Park – Anthony Browne	Friendship, family issues
Voices in the Park – Anthony Browne	Friendship, family issues
The Visitors Who Came to Stay – Annalena McAfee	Family differences
Poetry	
When We Were Very Young – A.A. Milne	Poetry
Please Mrs Butler – Allan Ahlberg	Poetry
Poems to Perform – Julia Donaldson	Poetry
Chapter Books	
Fantastic Mr Fox – Roald Dahl	Perseverance, resilience, problem solving
The Hodgeheg – Dick King-Smith	Staying Safe
Willie and Old Miss Annie – Berlie Doherty	Friendship

Appendix 3

Talk for Writing – KS1 Half Termly Planning Structure

Fiction – 3 weeks

Day	Shared Work
1	Shared reading Build-up to text 'Hook' activity – e.g. looking at objects from the story and predicting what it might be about. Focus on speaking and listening.
2	Shared reading Read through and enjoy Read through text, predicting on each page what will happen next. Discuss initial reactions, links to own lives, preferences, likes and dislikes. Incorporate modelled reading into the session with a focus.
3	Shared reading Word focus Re-read text, noticing word choices. Discuss difficult vocabulary. Use post-its to cover words and try synonyms to see how they influence meaning. Drama Go through the mirror to explore the setting and generate more vocabulary.
4	Shared reading Sentence focus Read through and look at sentences. Innovate and change some sentences by swapping words over. Look at punctuation. SPAG objective.
5	Shared reading Characters and settings focus Re-read text and discuss the characters. Talk about the motives (why) and feelings (how). Talk about the setting. Drama Hotseat characters to find out more about them/'phone a friend' in role.
6	Shared reading 'Big picture' reading Re-read text and discuss how the book makes us feel. Why is it special? What does the author do? How can we write in this way? Generate a writing toolkit together.
7	Planning for writing Create the story map and re-tell using the map. Choose 5 pictures from the story (opening, build-up, problem, resolution, ending) and stick them onto the story mountain in the right place.
8	Shared writing Innovation Re-tell the story/text using the story map. Discuss how to change a part of the opening. Opening Shared write the opening using teacher demonstration. Check against the toolkit. SPAG objective.
9	Shared writing Innovation Re-tell the story/text using the story map. Discuss how to change a part of the build-up. Build-up Shared write the build-up using shared composition. Check against the toolkit. SPAG objective.
10	Shared writing Innovation Re-tell the story/text using the story map. Discuss how to change a part of the problem. Problem Improve a paragraph that you have already written for the problem. Check against the toolkit. SPAG objective.
11	Shared writing Innovation Re-tell the story/text using the story map. Discuss how to change a part of the resolution. Resolution

	Shared write the resolution using teacher demonstration. Check against the toolkit. SPAG objective.
12	Shared writing Innovation Re-tell the story/text using the story map. Discuss how to change a part of the ending. Ending Shared write the ending using shared composition. Check against the toolkit. SPAG objective.
13	Shared writing Invention Demonstrate how to create a new story map based on the model of the story you have just written. Begin to write the story together (a mixture of teacher demonstration and shared composition). Write at least half of it (to the problem). Check against the toolkit.
14	Shared writing Invention Re-read and continue to write the story together (a mixture of teacher demonstration and shared composition). Write the rest of the story. Check against the toolkit.
15	Evaluation Demonstrate how to evaluate your shared writing against success criteria.

Non-Fiction – 2 weeks (linked to the story)

Day	Shared Work
1	Speaking and listening Tuning into the topic Re-tell the story you will be using as a basis for the non-fiction writing. 'Hook' activity depending on text type – drama e.g. how to trap a wolf/interviews with a character to write a news report etc.
2	Shared reading Read examples of the text type Read through text(s), and respond using booktalk. Discuss initial reactions, links to own lives, preferences, likes and dislikes. Incorporate modelled reading into the session with a focus.
3	Shared reading Word focus Discuss the layout of the text(s). Read through the text(s) noticing word choices. Discuss difficult vocabulary. Do some cloze procedure together. SPAG objective.
4	Shared reading Sentence focus Read through the text(s) and look at sentences. Innovate and change some sentences by swapping words over. Look at punctuation. Create a writer's toolkit. SPAG objective.
5	Speaking and listening Oral rehearsal Create the text map of a chosen text (possibly using a washing line or other planning format) and re-tell using the map. Highlight and list any words or phrases that might be useful for our writing. Add them to the toolkit.
6	Shared writing Demonstration Imitation Re-tell the text using the text map. Shared write the text using teacher demonstration, showing the children how to use the toolkit as you do this.
7	Planning for writing Model how to organise the content for an invented version of the text-type onto a text map (based on the story).
8	Shared writing Demonstration Invention Re-tell your invented text using the text map.

	Shared write the text using teacher demonstration, showing the children how to use the toolkit as you do this.
9	Shared writing Shared composition Invention Re-tell your invented text using the text map. Shared write the rest of the text using text using shared composition, showing the children how to use the toolkit as you do this.
10	Evaluation Demonstrate how to evaluate your shared writing against success criteria.

Poetry – 1 week

Day	Shared Work
1	Shared reading Read and enjoy Share a range of poems that link to the theme. Discuss initial reactions, links to own lives, preferences, likes and dislikes ('poetry talk'). Incorporate modelled reading into the session with a focus.
2	Shared reading Word and sentence focus Re-read focus poems. Explore the different patterns created by the poems, both by the ways words and phrases are used and sequenced, and the way the text is laid out on page or screen. Use human phrases to play with words/word order. Create word banks.
3	Speaking and listening Performance Use a simple poetry map to learn a poem by heart and perform it. Use musical instruments/props where appropriate.
4	Shared writing Demonstration Innovation Using the poetry map, demonstrate how to change parts of a simple poem to create a new one.
5	Shared writing Shared composition Invention Using a writing frame, invent a new poem using the structure you have focussed on in the week. Perform and evaluate its effectiveness.

Appendix 4

Spelling, Punctuation and Grammar Year 2

10-minute discrete sessions focussing on playing games, concluded with the modelling of a related question from a SPAG paper.

Terminology	noun, noun phrase statement, question, exclamation, command, compound, adjective, verb, suffix tense (past, present) apostrophe, comma	
Word	Formation of nouns using suffixes such as <i>-ness</i> , <i>-er</i> and by compounding (e.g. <i>whiteboard</i> , <i>superman</i>)	Jumpstart Grammar P 1-9 Jumpstart Grammar P13 Compound Nouns
	Formation of adjectives using suffixes such as <i>-ful</i> , <i>-less</i> (A fuller list of suffixes can be found in the year 2 spelling appendix.)	Jumpstart Literacy P62 Strange Word Combinations (focus on adjectives) Jumpstart Grammar P19-25
	Use of the suffixes <i>-er</i> , <i>-est</i> in adjectives and <i>-ly</i> to turn adjectives into adverbs	Jumpstart Literacy P20 Talking Adverbs Jumpstart Literacy P21 In the Manner of the Word Jumpstart Grammar P73-79
Sentence	Subordination (using <i>when</i> , <i>if</i> , <i>that</i> , <i>because</i>) and co-ordination (using <i>or</i> , <i>and</i> , <i>but</i>)	Jumpstart Grammar P138 Adding On/Drop-in
	Expanded noun phrases for description and specification (e.g. <i>the blue butterfly</i> , <i>plain flour</i> , <i>the man in the moon</i>)	Jumpstart Literacy P48 Poetic Sentences (with a focus on the nouns) Jumpstart Grammar P36-38
	How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command	Jumpstart Literacy P57 Mr Copycat Jumpstart Literacy P51 Syntactical Gymnastics

		Jumpstart Grammar P120-123
Text	Correct choice and consistent use of present tense and past tense throughout writing	Grammar for Writing P36 Change/Replace Grammar for Writing P76 Tenses
	Use of the progressive form of verbs in the present and past tense to mark actions in progress (e.g. <i>she is drumming</i> , <i>he was shouting</i>)	Grammar for Writing P76 Tenses (with a focus on the progressive form)
Punctuation	Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences	Jumpstart Grammar P128 Jumpstart Literacy P42 Sentence Doctor (with punctuation errors) Grammar for Writing P45 Cloze (remove punctuation) Grammar for Writing P70 Mis-commas (change to include other punctuation)
	Commas to separate items in a list	Grammar for Writing P90 Re-order (with a focus on commas in lists) Jumpstart Grammar P162-163
	Apostrophes to mark where letters are missing in spelling	Jumpstart Grammar P177-185

Appendix 5

Silly Sentences

Session sequence:

- Teacher explains the primary sentence objective.
- Where appropriate, teacher pulls objects or word cards out of the 'Silly Sentence' basket.
- Teacher writes a sentence or words on the board (make them funny as a hook to children).
- Teacher models examples on the board focussing on the objective, asking the children for contributions.
- Teacher explains success criteria and points allocated to each.
- Children compose their own orally with a partner.
- Children write their sentences on whiteboards with a partner (pre-planned) and sharing the transcription.
- Children hold up their whiteboards so that the teacher can see them.
- Teacher chooses a good example to share, and asks permission to improve it further.
- Teacher improves on the board, taking contributions from the children.
- Children allocate themselves points using the success criteria.
- Teacher allocates final points linked to collaborative and learning behaviours.

Vocabulary to be used:

Noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb tense (past, present), apostrophe, comma.

Week	Objective	Session Content	Success Criteria
Vocabulary Noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb tense (past, present), apostrophe, comma			
1	Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences.	1. Improve – Improve a text with no sentence demarcation by adding in appropriate punctuation. Discuss full stops, question marks and exclamation marks and explore what happens to the meaning when you change the punctuation at the end of a sentence. 2. Improve - Improve a text with no sentence demarcation by adding in appropriate punctuation. Discuss full stops, question marks and exclamation marks and explore what happens to the meaning when you change the punctuation at the end of a sentence. 3. Invent – Pull an object out the 'Silly Sentence' basket and use it to create different sentences that need full stops, question marks and exclamation marks. 4. Invent - Pull another object out the 'Silly Sentence' basket and use it to create different sentences that need full stops, question marks and exclamation marks.	My sentence always starts with a capital letter. I have used finger spaces. My sentence makes sense. I can finish my sentence with a full stop, question mark or exclamation mark.
2	Use of commas to separate items in a list.	1. Improve – Improve a sentence with no commas to separate items in a list by adding in appropriate punctuation. 2. Improve – Improve a sentence with commas in the wrong places by correcting the punctuation. 3. Invent – Pull three objects out the 'Silly Sentence' basket and use them to create a sentence that needs commas to separate the items in a list.	My sentence has a capital letter and full stop. I have used finger spaces. My sentence makes sense. I can use commas to separate items in a list.

		4. Invent - Pull three different objects out the 'Silly Sentence' basket and use them to create a sentence that needs commas to separate the items in a list.	
3	Expanded noun phrases for description and specification [for example, <i>the blue butterfly, plain flour, the man in the moon</i>].	<p>1. Improve – Improve a bad model by inventing new expanded noun phrases and adding them in. Identify the noun first.</p> <p>2. Improve - Improve a bad model by inventing new expanded noun phrases and adding them in. Identify the noun first.</p> <p>3. Invent - Pull an object out of the 'Silly Sentence' basket. Model using the object to write a sentence with an expanded noun phrase.</p> <p>4. Invent - Pull a different object out of the 'Silly Sentence' basket. Model using the object to write a sentence with an expanded noun phrase.</p>	<p>My sentence has a capital letter and full stop.</p> <p>I have used finger spaces.</p> <p>My sentence makes sense.</p> <p>I know which word is a noun.</p> <p>I can invent an expanded noun phrase.</p>
4	Co-ordination (using <i>or, and, but</i>).	<p>1. Improve - Make two simple sentences into a compound sentence using 'and' in the middle. Focus on powerful verbs and adjectives as well (sentence stacker).</p> <p>2. Improve - Make two simple sentences into a compound sentence using 'but' in the middle. Focus on powerful verbs and adjectives as well (sentence stacker).</p> <p>3. Invent – Pull an object and the word card 'and' out of the 'Silly Sentence' basket. Invent a compound sentence using that word. Focus on powerful verbs and adjectives as well (sentence stacker).</p> <p>4. Invent – Pull an object and the word card 'or' out of the 'Silly Sentence' basket. Invent a compound sentence using that word. Focus on powerful verbs and adjectives as well (sentence stacker).</p>	<p>My sentence has a capital letter and full stop.</p> <p>I have used finger spaces.</p> <p>My sentence makes sense.</p> <p>I know which word is a verb.</p> <p>I know which word is an adjective.</p> <p>I can invent a compound sentence.</p>

5	Subordination (using <i>when, if, that, because</i>).	<p>1. Improve - Make two simple sentences into a complex sentence using 'because' in the middle. Focus on powerful verbs and adjectives as well.</p> <p>2. Improve - Make two simple sentences into a complex sentence using 'when' in the middle. Focus on powerful verbs and adjectives as well.</p> <p>3. Invent – Pull an object and the subordinating conjunction 'if' out of the 'Silly Sentence' basket. Invent a complex sentence using that conjunction in the middle. Focus on powerful verbs and adjectives as well.</p> <p>4. Invent – Pull an object and the subordinating conjunction 'that' out of the 'Silly Sentence' basket. Invent a complex sentence using that conjunction in the middle. Focus on powerful verbs and adjectives as well.</p>	<p>My sentence has a capital letter and full stop.</p> <p>I have used finger spaces.</p> <p>My sentence makes sense.</p> <p>I know which word is a verb.</p> <p>I know which word is an adjective.</p> <p>I can invent a complex sentence.</p>
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