



## English Policy

### Introduction

English is a core subject in the National Curriculum. This policy outlines the intent of English at Ellingham; implementation is the responsibility of all teaching staff, overseen by the co-ordinator.

### Intent

Our English curriculum is designed to expose children to a wide range of challenging, age appropriate texts. These texts also often form the basis of other learning across the curriculum (through Power of Reading). Through Guided Reading we aim to expose our pupils to quality texts and rich language which they can magpie in their writing.

Phonics is systematically taught across the school from EYFS to Year 6 (if required). A range of additional text decoding skills are taught from the early years and reinforced throughout the school. All adults working in the school are expected to use standard English when speaking to the children. Through quality shared writing children understand that writing is a continuous process and redrafting is essential.

### **We aim to improve children's writing fluency through:**

- Daily teaching and practising of handwriting;
- Marking of writing which aims to consolidate, broaden and deepen skills and ensure pupils know their next steps;
- Focused ongoing verbal feedback;
- High expectations of productivity;
- Grammar, punctuation and spelling is systematically taught and embedded in the curriculum from the early years.

## Whole School Overview - Texts

Year group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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1	Biscuit Bear	Beegu	Grandad's Island	Small Knight and George	The world came to our place today	Lila and the Secret of Rain
2	Emily Brown and the Thing	Samuel Pepys' diary	The Snow Queen	The Great Kapok Tree	Halibut Jackson	The Mousehole Cat
3	Into the Forest	Ug	The Wolf's footprint	King Midas Perseus	Window 10 things I can do to help my world	Romulus and Remus
4	The Green Ship	Beowulf	The Blue Hippo	One Plastic Bag The Tin Forest	A Walk Through London	Krindlekrax
5	Cosmic					
6	Pax	Goodnight Mister Tom	Moth	There's A Boy in the Girls' Bathroom	Alma – Literacy Shed	The Hero Twins

# Whole School Overview – Skills and Knowledge Progression -

## Year 1

### Composition, cohesion & effect

I can re-tell familiar stories

I can act out stories, portraying characters and their emotions

I can discuss my ideas with my teacher or my peers

I can orally rehearse and plan my own ideas

I can decide where stories are set

I can write a complete, simple story

I can write sentences in order in non-fiction writing

I can write simple non-fiction texts

### Sentences & paragraphs

I can say a sentence orally

I can write sentences I say, writing one phrase at a time

I can write a simple sentence (single clause)

I can write more than one sentence

I can join clauses using 'and'

I can use the word 'because' to explain (orally)

I can write sentences in a sequence to write a story

### Vocabulary

I can make effective vocabulary choices

I can use story language and patterns that I have heard already

### Punctuation

I can start all sentences with a capital letter

I can use a capital letter at the start of names of people and places

I always write capital 'I' for the personal pronoun

I can put full stops at the end of all my sentences

I can put a question mark at the end of a question

I can mostly use an exclamation mark when needed

### Spelling

I can spell words using the phonemes I have been taught

I can name the letters of the alphabet in order

I can spell the days of the week

I can spell the common exception words for Year 1

I can add the prefix un- to spell words

I can add the suffixes -s, -es to show the plural

I can add the suffixes -ing, -ed, -er to spell words
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I can spell some compound words
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### **Handwriting**

I can hold a pencil correctly
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I can use spaces between words
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I can form capital letters
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I can write digit 0-9
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I can mostly form lower case letters in the right direction and starting in the right place
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I can use clear ascenders
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I can use clear descenders
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Year 2

### **Composition, cohesion & effect**

I can retell familiar stories and narratives that have happened to me
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I can say out loud what I want to write about
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I can plan my own stories with a logical sequence of events
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I can plan a narrative by writing down key words
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I can write simple, coherent narratives about personal experiences and those of others (real or fictional)
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I can start to use some dialogue
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I can write about real events, recording these simply and clearly
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I can re-read to check that my writing makes sense
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### **Sentences & paragraphs**

I can write simple sentences with complete grammatical accuracy
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I can use the present tense correctly and I am starting to use the present progressive
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I can use the past tense correctly and I am starting to use the past progressive
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I can write statements
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I can write commands
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I can write questions with question marks
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I can use co-ordination (or, and, but) to join clauses
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I can use subordination (when, if, that, because) to join clauses
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I can start to vary my sentence openings
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### **Vocabulary**

I can use language appropriate to the text type
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I can use expanded noun phrases to describe
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I can use new vocabulary to describe what I am writing about
I can start to use appropriate adverbs to give essential information
I can describe characters

### **Punctuation**

I can use capital letters correctly
I can use full stops correctly
I can use question marks correctly, when required
I can use exclamation marks correctly
I can use commas to separate items in a list
I can use apostrophes for contracted forms
I can use apostrophes for the possessive (singular- the girl's name)

### **Spelling**

I can segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly
I can make phonically-plausible attempts at others words I spell
I can spell many of the common exception words for Year 2
I can add suffixes to spell longer words, forming nouns or adjective e.g. -ment, -ness, -ful, -less
I can use -ly suffix to turn adjectives into adverbs
I can start to spell common homophones correctly
I can start to spell contractions correctly

### **Handwriting**

I leave spaces between words that reflect the size of the letter
I can form capital letters the correct way around and the same size
I can write digits the correct way around
I can form lower-case letters the correct way around and the same size
I can use clear ascenders and descenders
I can use some diagonal and horizontal strokes to join letters

Highlighted sections refer to Year 2 Teacher Assessment Framework

## Year 3

### **Composition, cohesion & effect**

I can include details that are relevant to what I am writing about

I can write stories with a clear structure

I can use dialogue in my narratives

I can express a viewpoint in my writing

I can organise my writing using headings and sub-headings

I can proofread for spelling and punctuation errors (consistent with Year 3)

I can evaluate the effectiveness of my writing, in relation to the purpose and form

I can make improvements to my writing in relation to the purpose and form

### **Sentences & paragraphs**

I can use the present perfect forms of verbs instead of the past tense

I can use present and past tense correctly including the progressive form

I can use 1st or 3rd person consistently

I can link events using conjunctions and adverbs

I can express time using conjunctions, adverbs or prepositions

I can express place using conjunctions, adverbs or prepositions

I can use paragraphs to organise my ideas

I can use fronted adverbials to organise my writing

### **Vocabulary**

I can use appropriate vocabulary for the purpose of my writing

I can imitate simple techniques that I have learnt from reading

I can include detail about the setting

### **Punctuation**

I can use commas to separate grammatical boundaries

I can start to use inverted commas to punctuate direct speech

### **Spelling**

I can use a dictionary to check my spelling

I can spell all the common exception words when using them in my writing

I can spell many words on the Year 3/4 word lists

I can use prefixes to form nouns, for example: super - , anti - , auto -

I can spell words using common word families linked by their meaning
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I can spell common homophones correctly
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<i>I know when to use the correct homophone in my writing e.g. 'of' and 'off'</i>
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I can decide between 'a' or 'an' depending on whether the next word begins with a consonant or a vowel
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<b>Handwriting</b>
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<i>I can use clear ascenders and descenders</i>
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I can use diagonal strokes to join letters correctly
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I can use horizontal strokes to join letters correctly
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I understand which letters when adjacent to one another, are best left unjoined
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Year 4

<b>Composition, cohesion &amp; effect</b>
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I can organise my writing to match the purpose and form
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I can proofread for spelling and punctuation errors (consistent with year 4)
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I can evaluate the effectiveness of a piece of writing and make improvements
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<b>Sentences &amp; paragraphs</b>
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I use Standard English forms for verb inflections (we were, not we was)
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I can use the appropriate pronoun and noun in my sentences to avoid repetition
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I can write sentences with more than one clause by using a wider range of conjunctions
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I can link events using appropriate conjunctions and adverbials
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I can express cause using conjunctions, adverbs or prepositions
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I can organise writing into paragraphs to show a change in setting, character or time
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I can organise my paragraphs around a theme
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I can use fronted adverbials effectively
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<b>Vocabulary</b>
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I can expand noun phrases by adding adjectives and nouns
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I can expand noun phrases by adding prepositional phrases

I can use figurative language (similes and metaphors)

I can develop mood and atmosphere using a range of vocabulary

I can describe a character using specific and relevant vocabulary

I can write a description of a setting using specific and relevant vocabulary

### **Punctuation**

I can use commas after fronted adverbials

I can use apostrophes to mark plural possession

I can use the possessive apostrophe correctly, depending on whether words have regular or irregular plurals (e.g. girls', children's)

I can indicate speech by using inverted commas and a comma after the reporting clause.

### **Spelling**

I can use a dictionary to check my spelling

I can spell words that are often misspelt (NC app.1)

I can spell all the words on the Year 3/4 word lists

I can spell common homophones correctly

*I can use the correct homophones in my writing e.g. 'of' and 'off'*

I can spell contractions correctly

### **Handwriting**

*I can use clear ascenders and descenders*

I can produce handwriting that is legible, clear and consistent

<b>Composition, cohesion &amp; effect</b>
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I can identify the audience and purpose I am writing for
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I can use the features of a text type independently
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I can integrate dialogue in a narrative to convey how the character feels and move the story on
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I can write in a consistent style appropriate to form
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I can use headings, sub-headings and bullet points to organise my writing
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I can construct appropriate introductions and conclusions/ openings and endings in my writing
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I can proofread for spelling and punctuation errors (consistent with Year 5)
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I can edit my writing and make changes to grammar or vocabulary to enhance the effect
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I can evaluate the effectiveness of a piece of writing and suggest improvements
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<b>Sentences &amp; paragraphs</b>
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I can choose vocabulary, word order, sentence length and punctuation for effect
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I use the correct tense throughout my writing
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I can use modal verbs (e.g. might, should, will, must)
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I ensure correct subject and verb agreement when using singular and plural
--

I can use a range of conjunctions for linking, comparing and contrasting
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I can use relative clauses beginning with who, which, where, when, whose, that
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I can include sentences of different lengths in my writing to vary the pace
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I can use adverbials of time, place and number
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I can build cohesion by making sure the sentences in my paragraphs link using a wide range of devices
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I can use adverbials to link ideas across paragraphs
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<b>Vocabulary</b>
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I can start to use modifiers in noun phrases
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I can use a thesaurus appropriately
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I can 'show not tell' when describing my characters
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I can use colons to introduce a list and a semi colon within a list

### Spelling

I can use a dictionary to check my spelling and the meanings of words

I can spell many words on the Year 5/6 word lists

I can spell words using a range of prefixes, for example: dis-, de-, mis-, over-, re-

I can convert nouns or adjectives into verbs using suffixes (-ate, -ise, -ify)

I can spell homophones correctly

*I can use the correct homophones in my writing e.g. 'of' and 'off'*

### Handwriting

*I can use clear ascenders and descenders*

I can write fluently and with increasing speed

Year 6

### Composition, cohesion & effect

I can write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing).

I can use a range of devices to build cohesion within and across paragraphs.

I can use pronouns to build cohesion within and across paragraphs.

I can use adverbials of time and place to build cohesion within and across paragraphs.

I can use synonyms to build cohesion within and across paragraphs.

I can integrate dialogue in narratives to convey character and advance the action.

In narratives, I can describe settings, characters and atmosphere.

## Sentences & paragraphs

I can use verb tenses consistently and correctly throughout my writing.

## Vocabulary

I can select vocabulary and grammatical structures that reflect what the writing requires; doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative).

I can use modal verbs to suggest degrees of possibility.

I can use passive verbs to affect how information is presented.

## Punctuation

I can use the range of punctuation taught at key stage 2 mostly correctly (e.g. inverted commas and other punctuation to indicate direct speech).

I can use colons to introduce a list and a semi colon within a list.

I can use commas to clarify meaning and avoid ambiguity.

I can use brackets, dashes or commas for additional information

## Spelling

I can spell correctly most words from the year 5 / year 6 spelling list.

I can use a dictionary to check the spelling of uncommon or more ambitious vocabulary.

*I can use the correct homophones in my writing e.g. 'of' and 'off'.*

<b>Handwriting</b>
I can maintain legibility in joined handwriting when writing at speed.
<i>I can use clear ascenders and descenders.</i>

Highlighted sections refer to Year 6 TAF.

**Reading Progression Below:**

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Decoding</b>	<ul style="list-style-type: none"> <li>Apply phonic knowledge to decode words</li> <li>read accurately by blending taught GPC</li> <li>read common exception words</li> <li>read common suffixes (-t, -es, -ing, -ed, etc.)</li> <li>read multiplyable words containing taught GPCs</li> <li>read contractions and understanding use of apostrophe</li> <li>read aloud phonically-decodable texts</li> </ul>	<ul style="list-style-type: none"> <li>secure phonic decoding until reading is fluent</li> <li>read accurately by blending, including alternative sounds for graphemes</li> <li>read multiplyable words containing these graphemes</li> <li>read common suffixes</li> <li>read exception words, noting unusual correspondences</li> <li>read most words quickly &amp; accurately without overt sounding and blending</li> </ul>	<ul style="list-style-type: none"> <li>Apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet</li> <li>read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word</li> </ul>	<ul style="list-style-type: none"> <li>Apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet</li> <li>read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word</li> </ul>	<ul style="list-style-type: none"> <li>Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet</li> </ul>	<ul style="list-style-type: none"> <li>Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet</li> </ul>
<b>Range of Reading</b>	<ul style="list-style-type: none"> <li>listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently</li> <li>being encouraged to link what they read or hear read to their own experience</li> </ul>	<ul style="list-style-type: none"> <li>listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently</li> </ul>	<ul style="list-style-type: none"> <li>listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>reading books that are structured in different ways and reading for a range of purpose</li> </ul>	<ul style="list-style-type: none"> <li>listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>reading books that are structured in different ways and reading for a range of purpose</li> </ul>	<ul style="list-style-type: none"> <li>continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>reading books that are structured in different ways and reading for a range of purpose</li> <li>making comparisons within and across books</li> </ul>	<ul style="list-style-type: none"> <li>continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>reading books that are structured in different ways and reading for a range of purpose</li> <li>making comparisons within and across books</li> </ul>
<b>Familiarity with texts</b>	<ul style="list-style-type: none"> <li>becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics</li> <li>recognising and joining in with predictable phrases</li> </ul>	<ul style="list-style-type: none"> <li>becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales</li> <li>recognising simple recurring literary language in stories and poetry</li> </ul>	<ul style="list-style-type: none"> <li>increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</li> <li>identifying themes and conventions in a wide range of books</li> </ul>	<ul style="list-style-type: none"> <li>increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</li> <li>identifying themes and conventions in a wide range of books</li> </ul>	<ul style="list-style-type: none"> <li>increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions</li> <li>identifying and discussing themes and conventions in and across a wide range of writing</li> </ul>	<ul style="list-style-type: none"> <li>increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions</li> <li>identifying and discussing themes and conventions in and across a wide range of writing</li> </ul>
<b>Poetry &amp; Performance</b>	<ul style="list-style-type: none"> <li>learning to appreciate rhymes and poems, and to recite some by heart</li> </ul>	<ul style="list-style-type: none"> <li>contributing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear</li> </ul>	<ul style="list-style-type: none"> <li>preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</li> <li>recognising some different forms of poetry</li> </ul>	<ul style="list-style-type: none"> <li>preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</li> <li>recognising some different forms of poetry</li> </ul>	<ul style="list-style-type: none"> <li>learning a wider range of poetry by heart</li> <li>preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience</li> </ul>	<ul style="list-style-type: none"> <li>learning a wider range of poetry by heart</li> <li>preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience</li> </ul>
<b>Word meanings</b>	<ul style="list-style-type: none"> <li>discussing word meanings, linking new meanings to those already known</li> </ul>	<ul style="list-style-type: none"> <li>discussing and clarifying the meanings of words, linking new meanings to known vocabulary</li> <li>discussing their favourite words and phrases</li> </ul>	<ul style="list-style-type: none"> <li>using dictionaries to check the meaning of words that they have read</li> </ul>	<ul style="list-style-type: none"> <li>using dictionaries to check the meaning of words that they have read</li> </ul>		
<b>Understanding</b>	<ul style="list-style-type: none"> <li>drawing on what they already know or on background information and vocabulary provided by the teacher</li> <li>checking that the text makes sense to them as they read and correcting inaccurate reading</li> </ul>	<ul style="list-style-type: none"> <li>discussing the sequence of events in books and how items of information are related</li> <li>drawing on what they already know or on background information and vocabulary provided by the teacher</li> <li>checking that the text makes sense to them as they read and correcting inaccurate reading</li> </ul>	<ul style="list-style-type: none"> <li>checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</li> <li>asking questions to improve their understanding of a text</li> <li>identifying main ideas drawn from more than one paragraph and summarising these</li> </ul>	<ul style="list-style-type: none"> <li>checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</li> <li>asking questions to improve their understanding of a text</li> <li>identifying main ideas drawn from more than one paragraph and summarising these</li> </ul>	<ul style="list-style-type: none"> <li>checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</li> <li>asking questions to improve their understanding</li> <li>summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas</li> </ul>	<ul style="list-style-type: none"> <li>checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</li> <li>asking questions to improve their understanding</li> <li>summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas</li> </ul>
<b>Inference</b>	<ul style="list-style-type: none"> <li>discussing the significance of the title and events</li> <li>making inferences on the basis of what is being said and done</li> </ul>	<ul style="list-style-type: none"> <li>making inferences on the basis of what is being said and done</li> <li>answering and asking questions</li> </ul>	<ul style="list-style-type: none"> <li>drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> </ul>	<ul style="list-style-type: none"> <li>drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> </ul>	<ul style="list-style-type: none"> <li>drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> </ul>	<ul style="list-style-type: none"> <li>drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> </ul>
<b>Prediction</b>	<ul style="list-style-type: none"> <li>predicting what might happen on the basis of what has been read so far</li> </ul>	<ul style="list-style-type: none"> <li>predicting what might happen on the basis of what has been read so far</li> </ul>	<ul style="list-style-type: none"> <li>predicting what might happen from details stated and implied</li> </ul>	<ul style="list-style-type: none"> <li>predicting what might happen from details stated and implied</li> </ul>	<ul style="list-style-type: none"> <li>predicting what might happen from details stated and implied</li> </ul>	<ul style="list-style-type: none"> <li>predicting what might happen from details stated and implied</li> </ul>
<b>Authorial Intent</b>			<ul style="list-style-type: none"> <li>discussing words and phrases that capture the reader's interest and imagination</li> <li>identifying how language, structure, and presentation contribute to meaning</li> </ul>	<ul style="list-style-type: none"> <li>discussing words and phrases that capture the reader's interest and imagination</li> <li>identifying how language, structure, and presentation contribute to meaning</li> </ul>	<ul style="list-style-type: none"> <li>identifying how language, structure and presentation contribute to meaning</li> <li>discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</li> </ul>	<ul style="list-style-type: none"> <li>identifying how language, structure and presentation contribute to meaning</li> <li>discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</li> </ul>
<b>Non-fiction</b>		<ul style="list-style-type: none"> <li>being introduced to non-fiction books that are structured in different ways</li> </ul>	<ul style="list-style-type: none"> <li>retrieve and record information from non-fiction</li> </ul>	<ul style="list-style-type: none"> <li>retrieve and record information from non-fiction</li> </ul>	<ul style="list-style-type: none"> <li>distinguish between statements of fact and opinion</li> <li>retrieve, record and present information from non-fiction</li> </ul>	<ul style="list-style-type: none"> <li>distinguish between statements of fact and opinion</li> <li>retrieve, record and present information from non-fiction</li> </ul>
<b>Discussing reading</b>	<ul style="list-style-type: none"> <li>participate in discussion about what is read to them, taking turns and listening to what others say</li> <li>explain clearly their understanding of what is read to them</li> </ul>	<ul style="list-style-type: none"> <li>participate in discussion about books, poems &amp; other works that are read to them &amp; those that they can read for themselves, taking turns and listening to what others say</li> <li>explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves</li> </ul>	<ul style="list-style-type: none"> <li>participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say</li> </ul>	<ul style="list-style-type: none"> <li>participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say</li> </ul>	<ul style="list-style-type: none"> <li>recommending books that they have read to their peers, giving reasons for their choices</li> <li>participate in discussions about books, building on their own and others' ideas and challenging views courteously</li> <li>explain and discuss their understanding of what they have read, including through formal presentations and debate, provide reasoned justifications for their views</li> </ul>	<ul style="list-style-type: none"> <li>recommending books that they have read to their peers, giving reasons for their choices</li> <li>participate in discussions about books, building on their own and others' ideas and challenging views courteously</li> <li>explain and discuss their understanding of what they have read, including through formal presentations and debate, provide reasoned justifications for their views</li> </ul>

Objectives for Year 3 and Year 4 are and so are reprinted identically.

Objectives for Year 5 and Year 6 are and so are reprinted identically.

## Handwriting

### Aim:

Our aim is that children will leave Ellingham being able to write legibly, fluently and at reasonable speed using their own style. By developing this, our children will not be disadvantaged when they leave Ellingham.

### Progression of skills

We use the Nelson Handwriting Scheme at Ellingham.

#### **Nursery and Reception**

The focus is upon correct letter formation and identification of how letters are formed. All children have opportunities to develop fine and gross motor control as part of continuous provision.

#### **Year 1**

Cursive handwriting may be introduced halfway through Year 1, when children are ready.

#### **Year 2**

The teaching of cursive handwriting continues in Year 2, when the children will use joined writing in their class work. At the end of KS1, children must be able to form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters. They must also be able to use spacing between words that reflects the size of the letters in order to achieve the expected standard.

#### **KS2**

As children progress through the school, a slant in their writing may be introduced. Children will continue to be taught cursive handwriting. At the end of KS2, children must be able to maintain legibility in joined handwriting when writing at speed to achieve the expected standard.

### **Teaching**

The teaching of handwriting is timetabled regularly throughout the week. Teachers use the Nelson Handwriting Scheme and the resources provided. We recognise that some children take longer to develop the necessary skills; therefore, we provide additional interventions and monitor their progress carefully. Children with a physical disability are catered for according to their individual needs.

### **Handwriting tools**

Throughout their time at Ellingham, children use a range of tools for different purposes and styles of handwriting including: a wide range of tools and media for mark-making in the EYFS, whiteboard pens for use on mini-whiteboards, fingers when writing on the interactive whiteboard, art supplies including coloured pens and pencils for posters, displays and artwork, sharp pencils for most writing in KS1 and a handwriting pen for when children are able to sustain a good level of presentation.

### **Feedback**

Teachers will give verbal feedback during every handwriting lesson and model best practise. This can be done within lesson time.

### **Assessment**

At the beginning of the school year, every child will copy a poem that will be relevant to their age. This will act as a benchmark for teachers to judge progress by.

## **Planning, assessment and monitoring**

### **Planning of the English curriculum focuses on the following:**

- Teaching pupils to read fluently, easily and with good understanding (this is done through systematic teaching of phonics and then with regular Guided Reading sessions in KS2).
- Pupils acquiring a wide vocabulary and an understanding of grammar and linguistic conventions. This is done through the timetabling of GPS that is taught explicitly; at Ellingham we use the programme Grammar and Spelling Bug as well as various other resources to show progression in the skills children are being taught.
- Pupils writing clearly, accurately and coherently; the purpose and audience of a text is placed at the centre of every piece of writing to give our children a clear reason for what they are doing.

- At Ellingham, we map our English curriculum through medium and long-term planning that shows the different texts studied throughout each year group. We aim to choose texts that represent the wide range of ethnicities, cultures and backgrounds at our school.

### **Assessment of the English curriculum:**

At Ellingham we assess our English curriculum and the progress children make in a variety of ways. We have created our own writing assessment system that allows teachers to compare children's work with the National Curriculum statements for their age group. Teachers can then plan for progress by addressing the gaps in their learning.

We assess reading summatively through the phonics screening, KS1 and KS2 SATs tests. For children not in an assessment year, we use the NFER tests to validate teacher judgements. Formative assessment is an ongoing process; through planning, questioning, tailored guided reading sessions, teacher-led activities and interventions.

Handwriting and spelling are assessed through baselines at the beginning of the Autumn term and then regular assessments after that to check children's progress. We use the Nelson Handwriting Scheme to inform our teaching of handwriting and No Nonsense Spelling to provide guidance for the spelling curriculum and inclusion of specific words in the right year group.

### **Monitoring:**

We monitor English on a regular basis through book looks, planning and learning walks/observations. Through looking at books, we check that writing is being marked for progress and gives clear, next steps for children to focus on. Looking at planning allows us to see how differentiation is incorporated in each lesson and how various groups are catered for. Learning walks allow us to observe the classroom environment and see that children are encouraged to read for pleasure through the visual displays.

## **Additional Information**

At Ellingham we celebrate reading through World Book Day every year; children are invited to turn up as a book character and the wider community are invited in to hear a class read.

