

St. Johns RC Primary School



Primary Writing Policy

Date policy last reviewed: _____

Signed by:

_____ Headteacher Date: _____

_____ Chair of governors Date: _____

Contents:

Statement of intent

1. Legal framework
2. Roles and responsibilities
3. Early Years Foundation Stage (EYFS)
4. Teaching and learning
5. Planning
6. Assessment and reporting
7. Cross-curricular links
8. Equal opportunities
9. Monitoring and review

Appendix

- a) English programmes of study: key stages 1 and 2

Statement of intent

Sound English skills are essential for progress across the curriculum and to prepare pupils effectively for tasks of adult life.

All teachers have a responsibility to develop pupils' competence in reading, writing, speaking, and listening in their own subjects and to ensure that pupils become competent users of language, and can access the curriculum effectively and achieve their potential.

St. John's RC Primary School:

- Recognises the effect that a confident, fluent, and coherent understanding of English will have on a pupil's progress, both inside and outside of the school environment.
- Understands how a strong grounding in English writing will impact the future learning and development of a pupil in all aspects of their life.
- Provides a balanced and broad curriculum which encompasses writing practice, including handwriting, spelling, widening vocabulary, and writing for different styles, purposes, and audiences, as well as focussing on spoken English, reading, grammar and pronunciation.
- Ensures that all staff members are aware of planning, assessment, teaching and learning requirements for the English curriculum.
- Ensures that all pupils know how to plan, practise, and evaluate their work.

At St. John's RC Primary School, our intent is for children to:

- Write with confidence, fluency and understanding
- Be able to self-assess, edit, and develop their ideas further
- Have an interest in etymology (where words originate from)
- Develop a widened and rich vocabulary.
- Know, understand and be able to write in a range of genres in fiction, non-fiction, and poetry
- Recognise and use features of specific text types

1. Legal framework

This policy has been created regarding the following statutory guidance:

- DfE (2013) 'English programmes of study: key stages 1 and 2'
- DfE (2021) 'Statutory framework for the early years foundation stage'

2. Roles and responsibilities

The Subject Leader for Writing is responsible for:

- Preparing policy documents, curriculum plans and schemes of work for the subject
- Reviewing changes to the national curriculum and advising on their implementation
- Monitoring the learning and teaching of Writing, providing support for staff where necessary
- Ensuring a progression in writing genres and skills from year group to year group
- Encouraging staff to provide effective learning opportunities for pupils.
- Help to expand on colleagues' areas of expertise in English.
- Liaising with teachers across all phases.
- Communicating developments in the subject to all teaching staff
- Leading staff meetings and providing staff members with the appropriate training.
- Organising, providing, and monitoring CPD opportunities regarding English skills.
- Ensuring common standards are met for recording and assessing pupils' performance.
- Advising and monitoring the contribution of Writing skills in other curriculum subjects.
- Collating assessment data and setting new priorities for the development of English in subsequent years.

Teachers are responsible for:

- Acting in accordance with this policy.
- Ensuring progression of pupils' English skills, with due regard to the national curriculum.
- Planning lessons effectively, ensuring a range of teaching methods are used to cover the content of the national curriculum.
- Liaising with the subject leader about key topics, resources, and support for individual pupils.
- Monitoring the progress of pupils in their class and reporting this on an annual basis to parents.
- Reporting any concerns regarding the teaching of the subject to the subject leader or a member of the SLT.
- Undertaking any training that is necessary in order to effectively teach Writing.

The SENCO is responsible for:

- Liaising with the subject leader to implement and develop English skills throughout the school.
- Organising and providing training for staff regarding the English curriculum for pupils with SEND.
- Advising staff on how best to support pupils' needs.

- Advising staff on the inclusion of English objectives in pupils' individual educational plans.
- Advising staff on the use of teaching assistants in order to meet pupils' needs.

3. Early Years Foundation Stage (EYFS)

In the Early Years Foundation Stage, children become individual and confident writers through the systematic application of phonics. Children are given opportunities to explore mark making which develops into letter formation and sentence building. The Early Years leader ensures that the continuous provision is rich with meaningful opportunities to write for purpose and embeds real life opportunities for rehearsing writing skills.

In accordance with the early learning goals (ELGs) outlined in the 'Statutory framework for the early years foundation stage', children will be taught to:

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
- Anticipate, where appropriate, key events in stories.
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes, and poems and during role-play.
- Say a sound for each letter in the alphabet and at least 10 digraphs.
- Write recognisable letters, most of which are correctly formed.
- Spell words by identifying sounds in them and representing the sounds with a letter or letters.
- Write simple phrases and sentences that can be read by others.

4. Teaching and Learning

During English Writing lessons, children have opportunities to engage with high quality texts which contain varied and rich vocabulary to promote a love of writing. We inspire young writers by using a range of film clips and age-appropriate texts from the Literacy Shed Plus scheme, to spark creativity and imagination.

Lessons are sequenced so children write a range of text types suitable to their year group. Clear progression is carefully mapped out so that each year, skills are built upon, and children learn about new text types as they move from Year 1 up to Year 6.

At St. John's we offer regular independent writing opportunities, which include key skills and prior learning, enabling children to showcase their writing ability frequently. Children are expected to self-assess their own learning by editing their writing in purple polishing pens. We have built-in opportunities for children to write across the broad curriculum.

Spelling, Punctuation and Grammar (SPaG) are taught as discreet lessons; however, class teachers have the expectation that children continually apply these skills to their own writing. Spelling rules are taught weekly with the children learning and practicing the rules 4 times a week. Children will learn the rules by exploring definitions, finding synonyms or antonyms, and applying them to sentences. Children learning words with the specific spelling rule, is part of their weekly home learning.

Grammatical errors are corrected on written work by classroom teachers and discussed orally, through live marking, with pupils where necessary. Pupils are also encouraged, by their classroom teachers, to discuss their English skills with their peers before beginning their written work. Pupils will be given sufficient time to discuss, plan and edit their work with 'purple polishing pens'.

Classroom teachers will use high-quality resources which effectively model English skills and demonstrate good practice. Pupils self-assess their work against the learning objective at the end of each lesson so they can effectively evaluate their ideas.

To broaden pupils' vocabulary and improve understanding, the following teaching methods will be implemented by classroom teachers:

- Weekly spellings to practise for home learning, focused on a key spelling rule or challenge words (*Common exception words*)
- Using English displays for modelling key words linked to topics and subjects and for recalling prior knowledge.
- Practising using the correct vocabulary orally.
- Dedicated spelling lessons focussed on spelling patterns and rules.
- Encouraging the use of dictionaries and thesauruses.
- Reading a variety of examples of texts to explore new vocabulary.
- Exposing pupils to modelled texts as a structure for their own writing - '*What a Good One Looks Like*' (WAGOLL)

The classroom teacher, in collaboration with the subject leader, will ensure that every pupil's needs are met by:

- Setting writing activities which can have a variety of responses.
- Providing resources of differing complexity, according to the ability of the pupils.
- Utilising teaching assistants to ensure that all pupils are satisfactorily supported.

5. Planning

Planning of the English curriculum is focussed on core areas:

- Ensuring pupils acquire a rich, wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for writing.
- Teaching pupils to write clearly, accurately, and coherently, adapting language and style in and for a range of contexts and purposes.
- Ensuring pupils feel confident with discussion; pupils should be able to elaborate and clearly explain their understanding and ideas, in order to learn.

At St. John's RC Primary School, Writing is taught both as a singular lesson and skills are embedded into cross-curricular subjects where appropriate.

Teachers will use the key learning content in the DfE's statutory guidance 'English programmes of study: key stages 1 and 2', alongside the Literacy Shed Plus scheme of Learning to support planning and delivery of Writing.

Lesson plans are sourced through Literacy Shed Plus and demonstrate a balance of interactive and independent elements used in teaching, ensuring that all pupils engage with their learning.

All lessons will have clear learning objectives, which are shared and reviewed with pupils.

Schemes of works for phonics, grammar and spelling are used when developing lesson plans to ensure developmental learning, building on pupils' prior knowledge. All Writing activities are planned so that they consistently build upon a pupil's prior knowledge. All pupils of all abilities are provided with the opportunity to develop their skills, knowledge, and confidence, ensuring a progression of skills and an introduction to new writing genres.

Homework is set weekly and will involve children learning and applying 10 key spellings, based on one spelling rule or pattern. These will be on display in classrooms and are re-visited by the class teacher across the week. The children are tested on these spellings during the test period each Thursday and parents are updated on their child's score.

6. Assessment and Reporting

Pupils will be assessed, and their progression recorded in line with the school's Primary Assessment Policy.

The progress and development of pupils within the Early Years Foundation Stage is assessed against the early learning goals outlined in the 'Statutory framework for the early years foundation stage'.

Assessments from Years 1 to 6, will be undertaken in various forms, including the following:

- Talking to pupils and asking questions.
- Discussing pupils' work with them.
- Marking work against the learning objectives.
- Pupils' self-evaluation of their work against the learning objective
- Moderation of pupil work alongside other staff members

Formative assessment, which is carried out informally throughout the year and through live marking, enables teachers to identify pupils' understanding and inform their immediate lesson planning.

Summative assessments for Writing are also used three times a year (the end of Autumn, Spring and Summer terms). This is based on a whole school approach where all children complete an extended piece of writing using Literacy Shed Plus plans. This is then moderated collaboratively and internally with staff.

Verbal reports of pupil progress will be provided at parent-teacher meetings during the Autumn and Spring terms. Parents will also be provided with a written report about their child's progress during the summer term every year. These will include information on pupils' attitudes towards writing, their progress, and future targets. An opportunity will be provided for parents to discuss this report with the relevant teachers.

The progress of pupils with SEND will be monitored by the SENCO.

7. Cross-curricular links

The specific spelling, punctuation and grammar skills that are developed in English lessons, are applied to every lesson that is conducted in accordance with the national curriculum. These skills make up the basis for all other future skills.

At St. John's RC Primary School, we ensure that children are provided with opportunities to write across the broad curriculum. In each Science, Humanities and R.E lesson, children are expected to apply the rich and technical vocabulary, to write freely about their learning. Teachers will model this writing to embed relevant Spelling, Punctuation and Grammar.

8. Equal Opportunities

At St. John's RC Primary School, all pupils will have equal access to the Writing curriculum. Gender, learning ability, physical ability, ethnicity, linguistic ability and/or cultural circumstances will not impede pupils from accessing English Writing lessons.

Where it is inappropriate for a pupil to participate in a lesson due to reasons related to any of the factors outlined above, the lesson will be adapted to meet the pupil's needs and alternative arrangements involving extra support will be provided where necessary.

Cultural and gender differences are positively reflected in lessons and relevant teaching materials used.

St. John's RC Primary School aims to provide academically more able pupils with further opportunities across the curriculum to apply their skills to extended pieces of writing.

9. Monitoring and review

This policy will be reviewed annually by the subject leader.

The subject leader will monitor teaching and learning at St. John's, ensuring that the content and skills embedded in the national curriculum are covered across all phases of pupils' education.

A named member of the governing board will be briefed to oversee the teaching of English and meets regularly with the subject leader to review progress.

Any changes made to this policy will be communicated to all teaching staff.

English programmes of study: key stages 1 and 2

All pupils within KS1 and KS2 are taught English in line with the requirements of the English national curriculum.

Years 1-6

Spoken language:

- Listen and respond appropriately to adults and their peers.
- Ask relevant questions to extend their understanding and knowledge.
- Use relevant strategies to build their vocabulary.
- Articulate and justify answers, arguments and opinions.
- Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.
- Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.
- Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.
- Speak audibly and fluently with an increasing command of Standard English.
- Participate in discussions, presentations, performances, role play, improvisations and debates.
- Gain, maintain and monitor the interest of the listener(s).
- Consider and evaluate different viewpoints, attending to and building on the contributions of others.
- Select and use appropriate registers for effective communication.

Year 1

Reading – word reading:

- Apply phonic knowledge and skills as the route to decode words.
- Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.
- Read accurately by blending sounds in unfamiliar words containing Grapheme Phoneme Correspondences (GPCs) that have been taught.
- Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.
- Read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings.
- Read other words of more than one syllable that contain taught GPCs.
- Read words with contractions, for example, I'm, I'll and we'll, and understand that the apostrophe represents the omitted letter(s).
- Accurately read aloud books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words.
- Re-read these books to build up their fluency and confidence in word reading.

Reading – comprehension:

- Develop pleasure in reading, motivation to read, vocabulary and understanding by:
 - Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently.
 - Being encouraged to link what they read, or hear read, to their own experiences.
 - Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics.
 - Recognising and joining in with predictable phrases.
 - Learning to appreciate rhymes and poems, and to recite some by heart.
 - Discussing word meanings, linking new meanings to those already known.
- Understand both the books they can already read accurately and fluently and those they listen to by:
 - Drawing on what they already know or on background information and vocabulary provided by the teacher.
 - Checking that the text makes sense to them as they read and correct inaccurate reading.
 - Discussing the significance of the title and events.
 - Making inferences on the basis of what is being said and done.
 - Predicting what might happen on the basis of what has been read so far.
- Participate in discussion about what is read to them, taking turns and listening to what others say.
- Explain clearly their understanding of what is read to them.

Writing – transcription:

- Spell:
 - Words containing each of the 40+ phonemes already taught.
 - Common exception words.
 - The days of the week.
 - Name the letters of the alphabet:
 - Naming the letters of the alphabet in order.
 - Using letter names to distinguish between alternative spellings of the same sound.
- Add prefixes and suffixes:
 - Using the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs.
 - Using the prefix un-.
 - Using -ing, -ed, -er and -est where no changes are needed in the spelling of root words, for example helping, helper, eating, quicker and quickest.
- Apply simple spelling rules and guidance, as listed in [English Appendix 1](#), as seen in the national curriculum.
- Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.

Handwriting:

- Sit correctly at a table, holding a pencil comfortably and correctly.

- Begin to form lower-case letters in a correct direction, starting and finishing in the right place.
- Form capital letters.
- Form digits 0-9.
- Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practice these.

Writing – composition:

- Write sentences by:
 - Saying out loud what they are going to write about.
 - Composing a sentence orally before writing it.
 - Sequencing sentences to form short narratives.
 - Re-reading what they have written to check that it makes sense.
- Discuss what they have written with the teacher or other pupils.
- Read aloud their writing clearly enough to be heard by their peers and the teacher.

Writing – vocabulary, grammar and punctuation:

- Develop their understanding of the concepts set out in [English Appendix 2](#) by:
 - Leaving spaces between words.
 - Joining words and joining clauses using.
 - Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark.
 - Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'.
 - Learning the grammar for Year 1 in English Appendix 2.
- Use the grammatical terminology in English Appendix 2 in discussing their writing.

Year 2

Reading – word reading:

- Continue to apply phonetic knowledge and skills to decode words until automatic decoding has become embedded and reading is fluent.
- Read accurately by blending the sounds in the words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.
- Read accurately words of two or more syllables that contain the same graphemes as above.
- Read words containing common suffixes.
- Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.
- Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered.
- Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.
- Re-read these books to build up their fluency and confidence in word reading.

Reading – comprehension:

- Develop pleasure in reading, motivation to read, vocabulary and understanding by:
 - Listening to, discussing and expressing views about a wide range of contemporary and classical poetry, stories and non-fiction at a level beyond that at which they can read independently.
 - Discussing the sequence of events in books and how items of information are related.
 - Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales.
 - Being introduced to non-fiction books that are structured in different ways.
 - Recognising simple recurring literary language in stories and poetry.
 - Discussing and clarifying the meanings of words, linking new meanings to known vocabulary.
 - Discussing their favourite words and phrases.
 - Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.
- Understand both books that they can already read accurately and fluently and those they listen to by:
 - Drawing on what they already know, or background information and vocabulary provided by the teacher.
 - Checking that the text makes sense to them as they read and correct inaccurate reading.
 - Making inferences on what is being said and done.
 - Answering and asking questions.
 - Predicting what might happen on the basis of what has been read so far.
- Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say.
- Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.

Writing - transcription:

- Pupils should be taught to spell by:
 - Segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly.
 - Learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones.
 - Learning to spell common exception words.
 - Learning to spell more words with contracted forms.
 - Learning the possessive apostrophe (singular) for example, the girl's book.
 - Distinguishing between homophones and near-homophones.
- Add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly.
- Apply spelling rules and guidance, as listed in English Appendix 1.
- Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.

Handwriting:

- Form lower-case letters of the correct size relative to one another.
- Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.
- Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.
- Use spacing between words that reflects the size of the letters.

Writing – comprehension:

- Develop positive attitudes towards and stamina for writing by:
 - Writing narratives about personal experiences and those of others (real and fictional).
 - Writing about real events.
 - Writing poetry.
 - Writing for different purposes.
- Consider what they are going to write before beginning by:
 - Planning or saying out loud what they are going to write about.
 - Writing down ideas and/or key words, including new vocabulary.
 - Encapsulating what they want to say, sentence by sentence.
- Make simple additions, revisions and corrections to their own writing by:
 - Evaluating their writing with the teacher and other pupils.
 - Re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form.
 - Proofreading to check for errors in spelling, grammar and punctuation, for example end of sentences punctuated correctly.
- Read aloud what they have written with appropriate intonation to make the meaning clear.

Writing – vocabulary, grammar and punctuation

- Develop their understanding of the concepts set out in English Appendix 2 by:
 - Learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular).
- Learn how to use:
 - Sentences with different forms: statement, question, exclamation, command.
 - Expand upon phrases to describe and specify, for example, the blue butterfly.
 - The present and past tenses correctly and consistently including the progressive form.
 - Subordination (using when, if, that, or because) and co-ordination (using or, and, or but).
 - The grammar for year 2 in English Appendix 2.
 - Some features of the written Standard English.

- Use and understand the grammatical terminology in English Appendix 2 in discussing their writing.

Years 3 and 4

Reading – word reading:

- Apply their growing knowledge to root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet.
- Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.

Reading – Comprehension:

- Develop positive attitudes to reading and understanding of what they read by:
 - Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.
 - Reading books that are structured in different ways and reading for a range of purposes.
 - Using dictionaries to check the meaning of words that they have read.
 - Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally.
 - Identifying themes and conventions in a wide range of books.
 - Preparing poems and play scripts to read aloud and perform, showing understanding through intonation, tone, volume and action.
 - Discussing words and phrases that capture the reader's interests and imagination.
 - Recognising some different forms of poetry, for example free verse, narrative poetry.
- Understanding what they read, in books they can read independently, by:
 - Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.
 - Asking questions to improve their understanding of a text.
 - Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.
 - Predicting what might happen from details stated and implied.
 - Identifying main ideas drawn from more than one paragraph and summarising these.
 - Identifying how language, structure, and presentation contribute to meaning.
- Retrieve and record information from non-fiction.
- 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.

Writing - transcription:

- Use further prefixes and suffixes and understand how to add them to root words (English Appendix 1).
- Spell further homophones.

- Spell words that are often misspelt (English Appendix1).
- Place the possessive apostrophe accurately in words with regular plurals (for example, girls', boys') and in words with irregular plurals (for example, children's).
- Use the first two or three letters of a word to check its spelling in a dictionary.
- Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.

Handwriting:

- Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.
- Increase the legibility, consistency and quality of their handwriting (for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch).

Writing – composition:

- Plan their writing by:
 - Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.
 - Discussing and recording ideas.
- Draft and write by:
 - Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2).
 - Organising paragraphs around a theme.
 - In narratives, creating settings, characters and plot.
 - In non-narrative material, using simple organisational devices, for example headings and sub-headings.
- Evaluate and edit by:
 - Assessing the effectiveness of their own and other's writing and suggest improvements.
 - Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.
- Proofreading for spelling and punctuation errors.
- Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.

Writing – vocabulary, grammar and punctuation:

- Develop their understanding of the concepts set out in English Appendix 2 by:
 - Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although.
 - Using the present perfect form of verbs in contrast to the past tense.
 - Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.
 - Using conjunctions, adverbs and prepositions to express time and cause.
 - Using fronted adverbials.

- Learning the grammar for years 3 and 4 in English Appendix 2.
- Indicate grammatical and other features by:
 - Using commas after fronted adverbials.
 - Indicating possession by using the possessive apostrophe with plural nouns.
 - Using and punctuating direct speech.
- Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.

Years 5 and 6

Reading – word reading:

- Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet.

Reading – comprehension:

- Maintain positive attitudes towards reading and understanding by:
 - Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.
 - Reading books that are structured in different ways and reading for a range of purposes.
 - 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.
 - Recommending books that they have read to their peers, giving reasons for their choices.
 - Identifying and discussing themes and conventions in and across a wide range of writing.
 - Making comparisons within and across books.
 - Learning a wider range of poetry by heart.
 - 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.
- Understand what they read by:
 - Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context.
 - Asking questions to improve their understanding.
 - Drawing inferences, such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.
 - Predicting what might happen from details stated and implied.
 - Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.
 - Identifying how language, structure and presentation contribute to meaning.
- Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.
- Distinguish between statements of fact and opinion.

- Retrieve, record and present information from non-fiction.
- Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously.
- Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.
- Provide reasoned justifications for their views.

Writing – transcription:

- Use further prefixes and suffixes and understand the guidance for adding them.
- Spell some words with 'silent' letters, for example, knight, psalm, solemn.
- Continue to distinguish between homophones and other words which are often confused.
- Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1.
- Use dictionaries to check the spelling and meaning of words.
- Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.
- Use a thesaurus in order to expand vocabulary.

Handwriting and presentation:

- Write legibly, fluently and with increasing speed by:
 - Choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters.
 - Choosing the writing implement that is best suited for a task.

Writing – composition:

- Plan their writing by:
 - Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.
 - Noting and developing initial ideas, drawing on reading and research where necessary.
 - In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed.
- Draft and write by:
 - Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.
 - In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action.
 - Précising longer passages.
 - Using a wide range of devices to build cohesion within and across paragraphs.
 - Using further organisational and presentational devices to structure text and to guide the reader, for example headings, bullet points, underlining.

- Evaluate and edit by:
 - Assessing the effectiveness of their own and others' writing.
 - Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.
 - Ensuring the consistent and correct use of tense throughout a piece of writing.
 - Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register.
- Proof-read for spelling and punctuation errors.
- Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.

Writing – vocabulary, grammar and punctuation:

- Develop their understanding of the concepts set out in English Appendix 2 by:
 - Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms.
 - Using passive verbs to affect the presentation of information in a sentence.
 - Using the perfect form of verbs to mark relationships of time and cause.
 - Using expanded noun phrases to convey complicated information concisely.
 - Using modal verbs or adverbs to indicate degrees of possibility.
 - Using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun.
 - Learning the grammar for Years 5 and 6 in English Appendix 2.
- Indicate grammatical and other features by:
 - Using commas to clarify meaning or avoid ambiguity in writing.
 - Using hyphens to avoid ambiguity.
 - Using brackets, dashes or commas to indicate parenthesis.
 - Using semi-colons, colons or dashes to mark boundaries between independent clauses.
 - Using a colon to introduce a list.
 - Punctuating bullet points consistently.
- Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading.