

Brompton & Sawdon CP Whole-School English Curriculum



Rationale

- It is our duty at Brompton & Sawdon CP, as a mainstream school, to provide a curriculum that is **ambitious** and **challenging** for **all** learners (where practical).
- This curriculum must fulfil the requirements set out in the **National Curriculum**. However, at Brompton, we go **beyond** these expectations, delivering a **deep**, as well as a **broad and balanced**, curriculum, which also reflect the needs, **rural context** and interests of our pupils.
- Whilst it is important that students have the opportunity to experience this depth of learning and experience their year group's curriculum and expectations, this should not be at the expense of **mastery** and **long-term retention**.
- When a student has not mastered a year group's curriculum, it is important that leaders and teachers **adapt** their curriculum, resources and practice. This may require teachers to 'secure' previous year group's expectations.
- At Brompton & Sawdon CP we firmly believe that **mixed-aged classes** are a benefit and not a necessity or hindrance; they allow students to progress at their own rate, whether that is allowing students to build on their strengths and looking at the next years' curricula or allowing students the time and support to secure understanding of previous year groups' curricula.
- We recognise, at Brompton, that students' **starting points** and previous educational experiences vary significantly. Our curriculum allows all students, especially the **disadvantaged**, to achieve their potential.

The following whole-school English curriculum reflects the above rationale. It also sets out how Brompton & Sawdon CP plan for and deliver (**and go beyond**) the National Curriculum. This is a 'working document'; teachers and leaders adapt the following based on the '*impact*' on students.

This plan outlines *What* is taught (Intent), as well as *When, Where, Why, How* it is taught (Implementation. It breaks down the school's English curriculum into each dimension of the subject and then by year group. This allows teachers to clearly see the progression and sequence that skills need to be taught, so they can adapt their practice (if required). (The SPOKEN LANGUAGE element of the English curriculum is interwoven into the other dimensions of the curriculum.)

For the reader's benefit, the document has been broken down into each area of the English subject, appearing in the following order: word reading; comprehension; spelling; transcription (spelling); transcription (handwriting); composition and Vocabulary, Grammar and Punctuation.

English – Reading – Word Reading (Years 1-4)

<p style="text-align: center;">Intent - What is taught? (Objectives)</p> <p style="text-align: center;">How do we go beyond the National Curriculum?</p>	<p style="text-align: center;">Implementation –</p> <p style="text-align: center;">When, How, Where and Why?</p>
<p>Class 1 - Year 1 Students will: (if EYFS learning is secure)</p> <ul style="list-style-type: none"> - Apply phonic knowledge to decode words. - Respond with correct sound to graphemes for all 40+ phonemes, including alternatives. - Read common exception words. - Read words containing taught GPCs, in order to: <ul style="list-style-type: none"> - read words ending in: -s, -es, -ing, -ed, -er and -est - blend sounds in unfamiliar words. - read polysyllabic words - Read contractions. - Read aloud books consistent with their phonic knowledge and do not require other reading strategies. - Re-read books to build fluency and confidence. 	<ul style="list-style-type: none"> • Read, Write, Inc. Synthetic Phonics (30 minute daily sessions) (<i>Please see phonics progression documents in appendix – children/groups work through this and only move on when secure. Regular revisiting of previous learnt sounds is implemented and supported by children’s reading material</i>) • Red Word Walls (extending beyond Year 1) to develop words that are not decodable. • Guided reading sessions and 1:1 readers using school’s banded books (matched to children’s phonic knowledge) and whole class texts. • Grammar Hammer • Morning spellings (Rising Stars) • Story time – from story area. Student-chosen, but also use of texts planned into topics or as part of a Talk4Writing unit. <i>Deliberate reading material choices (cultural capital)</i> • Phoneme frames – Displays the sounds children are learning and sections them to allow children to apply phonic knowledge to reading/writing. • Green word cards – linking to Set 1/2/3 sounds – Word cards are ‘dot and dashed’ for assisted blending until children can say these without blending e.g.

- *Set 1 eg. F-i-sh*
- *Set 2 eg. B-ar-k*
- *Set 3 eg. F-l-air*

- **Contractions explicitly taught in Grammar Hammer, through texts children read and displayed, where appropriate, in the feedback provided to students.**

Class 2 - Year 2 Students will: (if previous is secure)

- Continue to apply phonic knowledge until reading is fluent.
- Read by blending sounds and recognise alternatives.
- Read words of two or more syllables.
- Read words containing common suffixes.
- Read further common exception words.
- Read words quickly without over sounding out.
- Read aloud books closely matched to phonic knowledge, sounding out unfamiliar words.
- Re-read books to build fluency and confidence.

- **Read, Write, Inc. Spellings (Books 2a/2b) backed up existing phonics knowledge and interactive use of complex speed sounds**
- **For those not secure with phonics: 1-1 support within spellings to support the decoding of words. 1-1 support during reading tasks. Complex speed sounds displayed to support learning.**

- **1:1 Reading support – Use of reading records to develop school-home partnership on the strengths and weaknesses of students reading. This informs specific 1:1 reading sessions, using phonic decoding to support.**

- **Poem of the Day (read to the class)**

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	<ul style="list-style-type: none"> • Intervention programme for those who did not pass phonic screening assessment. • Phonically decodable reading books (banded). Students progress through these until 'free reader' stage.
<p><u>Class 2/3 - Year 3 & 4 Students will:</u> (if previous is secure)</p> <ul style="list-style-type: none"> - Apply growing knowledge of root words, prefixes and suffixes to read and understand new words. - Read further exception words. <p>At this stage, teaching comprehension and broadening vocabulary will take precedence (see below).</p>	<ul style="list-style-type: none"> • Building on Read, Write, Inc. Spelling programme (Books 3 & 4) • Word of the Day and/or Vocab. Work – addressing misconceptions and applying to writing. • Whole class reading scheduled at least 3 times a week. Text choice is sometimes based on topic (where appropriate), but also allows student to explore unfamiliar texts and hear unfamiliar language.
<p><u>Class 3 – Year 5 Students who Cannot Do the Preceding:</u></p> <p>Intervention support: Extra focus on these students during comprehension/reading sessions, to continue to develop this skill without the barrier of word reading.</p>	<p>Led by teacher or appropriately trained TA:</p> <ul style="list-style-type: none"> • Fresh Start at Phonics (Read, Write, Inc.) • Whole-part and/or Whole reading techniques input. (Predict, Clarify, Ask Questions, Summarise) • 1:1 Reading support • Extended home reading • Targeted support in Whole-Class Reading sessions • <i>Above is in addition to any SEN adaptations.</i>

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IMPACT:

FUTURE FOCUS:

- Developing the phonics input in Year 2
- Other reading strategies (whole-part, part-whole, whole) to support 'struggling' readers after robust phonic input.

English – Reading – Comprehension (Years 1-6)

<p style="text-align: center;">Intent - What is taught? (Objectives) Beyond?</p>	<p style="text-align: center;">Implementation – When, How, Where and Why?</p>
<p><u>Class 1 - Year 1 Students will:</u> (if EYFS learning is secure)</p> <ul style="list-style-type: none"> - Listen to & discuss a wide range of poems, stories and non-fiction texts at a level beyond that which can be read independently. - Link reading to own experiences. - Become familiar with key stories, fairy/traditional tales and retell them, considering their particular characteristics. - Recognise and join in with predictable phrases. - Appreciate and recite (by heart) rhymes and poetry. - Discuss word meanings, linking to those already known. <p>Understand books (both read and listened to) by:</p> <ul style="list-style-type: none"> - Drawing on knowledge, background info. & vocab. given by adults. - Checking texts make sense whilst reading, correcting inaccuracies. - Discussing the significance of the title and events. - Making inferences based on what is said and done. - Predicting what might happen based on what has been read so far. - Participating in discussions (incl. listening) about what is read. - Explaining own understanding of what is read. 	<ul style="list-style-type: none"> • Story time (as above) • Topic-based texts: These are chosen when planning the LTP. They are texts which enhance or support the literacy objectives. Example - Pumpkin Soup during a harvest topic - to support role play within the classroom using harvest vegetables. Linking to harvest festival and sharing. Leading to instruction writing for pumpkin soup. Leading to making pumpkin soup. • Talk4Writing – Developing our experience of texts - to model and allow for children to work on their inference/prediction using stories they may already be familiar with. Using familiarity with texts, after learning them in depth and over time, to develop sentence level work. • Guided Reading – Class 1 have planned guided reading texts within their MTPs (see Splendid Skies for an example). These are done through a range of whole class story sessions using questioning to develop comprehension; paired reading in small

groups which encourages children to read sections of the text to a group and reading books of a higher level to extend children's exposure to texts which they cannot access on their own. We also ensure individual reading is completed with a child and listen to their home reading books to allow for monitoring of progression through our home reading scheme.

- Rhymes, poetry and non-fiction - Planned for through LTP. Eg. Bonfire 'senses' poetry. Using information texts to find out about topics such as people who help us.
- Fairy/traditional tales- Through topic planning - LTP. For example the next topic is Fairytales and castles, with a focus on Hansel and Gretel. The outdoor wendy house will become a Hansel and Gretel cottage.
- Inference, predicting and discussion is modelled through adult questioning and discussion. Using questions representative of AfL questions. Using the thinking bubble, "I am thinking... I notice that...the bear seems upset here. Why do you think he is upset?"

Class 2 - Year 2 Students will: (if previous is secure)

- Listen to, discuss and express views about a wide range of contemporary & classic poetry, stories and non-fiction at a level beyond that which can be read independently.
- Discuss sequence of events in books and how items of information are related.
- Become increasingly familiar with and retell a wider range of stories, fairy and traditional tales.
- Introduce non-fiction books structured in different ways.
- Recognise simple recurring literary language in stories and poetry.
- Discuss/clarify the meaning of words, linking to known vocab.
- Discuss favourite words and phrases.
- Continue to build repertoire of poems learnt by heart, reciting with appropriate intonation.

Understand books (both read and listened to) by:

- Drawing on knowledge, background info. & vocab. given by adults.
- Checking texts make sense whilst reading, correcting inaccuracies.
- Making inferences based on what is said and done.
- Answering and asking questions.
- Predicting what might happen based on what has been read so far.
- Participating in discussions about books, poems and other works that are read to them and read independently.
- Explain/discuss own understanding of books, poems and other works that are read to them and read independently.

- **Guided reading four times a week on a rotation basis which includes reading with an adult, independent and poem of the day. Follows the Predict, Clarify, Question and Summarise process, followed by the children completing a book review to evidence comprehension and expressing an opinion to be discussed with the class teacher.**
- **Poem of the Day - Children read the poem (more advanced use the poem to produce a drama interpretation as well). The poem always solicits a discussion based on the content and the writers meaning and intent.**
- **1:1 Intervention for those whose phonic knowledge is not secure (Read, Write, Inc. Fresh Start and Phonic intervention).**
- **Non-fiction – home/guided reading materials introduce a variety of subjects and text types that children may not typically be exposed to (cultural capital).**
- **Fairy/traditional tales - Alternative versions of traditional tales have been read in the past (such as the Three Little Wolves and some early guided reading books show links to traditional stories, The Adventures of the Dish and the Spoon’) – discussions are then had about the links. Also taught as part of**

‘Defeated Monster’ unit (Jack and the Beanstalk – the Giant’s perspective)

- **Whole-class reading and discussion – topic-based texts used or student-chosen text (sometimes outside the usual reading ‘diet’ of the students).**
- **Non-fiction - Primarily as part of guided reading or home readers with teacher discussions or as part of a topic – ‘Where in the World’.**
- **Topic-led stories including: Diamond Brother books when topic was ‘Around the World’ as the stories are international (cultural capital)**
- **‘The Girl and the Robot’ during ‘Robots and Inventors’**
- **Poetry forms – Explicit teaching at various times of the year. Also inform and discuss limericks, sonnets and haiku poetry, such as during Scented Garden or Volcanoes topics.**
- **Designing and reading aloud poetry, play scripts, reports and narrative - Some home reader and guided reading books include these and are read as part of these sessions. Also explicitly teach play**

	<p>scripts, non-chronological reports and narratives during topics such as Volcanoes where research and reports are read to inform learning.</p> <ul style="list-style-type: none"> • Specific questioning techniques employed to support the above, e.g. open and closed questioning to help identify inference and comprehension. E.g. What if? Questions.
<p><u>Class 2/3 - Year 3 & 4 Students will:</u> (if previous is secure)</p> <ul style="list-style-type: none"> - Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and references books or textbooks. - Read books structured differently and for different purposes. - Retrieve and record info. from non-fiction. - Use dictionaries to check meaning of words they have read. - Increase familiarity with a wide range of books, incl. fairy stories, myths and legends, retelling some of these orally. - Identify themes and conventions within a range of books. - Prepare poems and play scripts to read aloud and perform, showing understanding through intonation, tone, volume & action. - Discuss words/phrases that capture reader's interest/imagination. - Recognise different forms of poetry. - Participate in discussion about books read independently and read to them. <p>Understand books (read independently) by:</p> <ul style="list-style-type: none"> - Checking texts make sense to them, discussing their understanding and explaining meaning of words in context. - Ask questions to improve understand of texts. - Draw inferences, such as inferring characters' feelings, thoughts & motives from their actions, justifying with evidence. - Predicting what might happen from details stated and implied. 	<p><u>Whole-class reading:</u> Through a range of texts, develop and build the skill of comprehension of a range of text types and genre. E.g. Adventure / comedy (Diamond Brothers), Character comedy (David Walliams), situational and character adventure (Roald Dahl)</p> <p><u>ReadTheory:</u> Developing comprehension through targeted question/response system. Text complexity increasing over time (by lexiles).</p> <p><u>Picture Books (guided reading):</u> Developing comprehension without the need to word read or decode, especially with early readers, e.g. Mog books, Winnie the Witch, Julie Donaldson. More advanced readers (teaching inference): The Journey, Town is by the Sea, The Arrival.</p>

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- Identify main idea over several paragraphs by summarising.
- Identify how language, structure & presentation add to meaning.

Class 3 – Year 5/6 Students Will: (if previous is secure)

- Continue to read/discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.
- Read books structured differently and for different purposes.
- Retrieve, record and present info. from non-fiction.
- Increase familiarity with a wide range of books, incl. myths, legends, traditional stories, modern fiction, fiction from our literary heritage and books from other cultures/traditions.
- Recommend books to peers, giving reasons for their choices.
- Identify/discuss themes & conventions across a range of writing.
- Make comparisons within and across books.
- Learn a wide range of poetry by heart.
- Prepare poems and plays to read aloud and perform, showing understanding through intonation, tone and volume, so it is clear to an audience.
- Discuss/evaluate how authors use language, incl. figurative, considering impact on the reader.
- Distinguish between statements of fact and opinion.
- Participate in discussions about books read independently and read to them, challenging views courteously.
- Explain/discuss understand of what they have read, including through presentations/debates, maintaining a focus on the topic, using notes where necessary.
- Provide reasoned justifications for their views.

Understand books (read independently) by:

- Checking texts make sense to them, discussing their understanding and explaining the meaning of words in context.

Use of carefully chosen texts (e.g. Harry Potter, War Horse, Beowulf, George Cayley's autobiography, etc.) to allow a broad range of genre and text type to be taught/read.

Use of non-fiction texts/material to research topic-based subjects (e.g. websites, reference texts)

Use of Predict, Clarify, Ask Questions, Summarise process when engaging with texts, supported by Point, Evidence, Explain process for answering (where appropriate).

Poetry units – analysing the form, structure and features of standard poetry types (e.g. haiku, tanka, renga, limerick, narrative, free verse)

Recommendations shared through Mr C's library and on display (occasionally).

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<ul style="list-style-type: none"> - Asking questions to improve understanding. - Draw inferences, such as inferring characters' feelings, thoughts and motives from their actions, justifying with evidence. - Predicting what might happen from details stated and implied. - Summarising main ideas drawn from more than one paragraph, identifying key details that support the main ideas. <p>The above is similar to the 'Intent' of the Year 3/4 curriculum, however these skills are taught alongside more complex texts with more mature vocabulary and themes.</p>	
<p><u>Class 3 – Year 6 Students Reading at Greater Depth</u> <u>Standard Will:</u> (if the previous is at 'Greater Depth')</p> <ul style="list-style-type: none"> - Read a range of (age-appropriate) texts from a wider range of genres, historical periods, forms and authors, including pre-1914 literature and poetry and Shakespeare. - Choose texts for challenge, interest and enjoyment, as well as texts from unfamiliar authors/genres. - Re-read books encountered earlier and make comparisons between new and previous understanding of these texts. 	<p>Scholastic pre-1914 literature available for these students (e.g. <i>Dracula</i>, <i>Alice in Wonderland</i>).</p>
<p><u>IMPACT:</u></p>	<p><u>FUTURE FOCUS</u> Whole-class reading trial</p>

<p style="text-align: center;">Intent - What is taught? (Objectives) Beyond?</p>	<p style="text-align: center;">Implementation – When, How, Where and Why?</p>
<p><u>Class 1 - Year 1 Students will:</u> (if EYFS learning is secure)</p> <ul style="list-style-type: none"> - Spell: <ul style="list-style-type: none"> - Words containing each of the 40+ phonemes taught. - Common exception words - The days of the week - Name the letters of the alphabet in order and use letter names to distinguish between alternative spellings of the same sound. - Add prefixes and suffixes: <ul style="list-style-type: none"> - Using spelling rule for adding -s or -es to plural nouns and third person verbs - Using the prefix un- - Using -ing, -ed, -er and -est where root word does not change. - Apply simple spelling rules from National Curriculum Appendix 1 - Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far. <p>Reading will be taught alongside spelling. There will also be a balanced teaching input of grapheme-phoneme correspondence and phoneme-grapheme correspondence, so that students are taught to spell as well as read the taught GPCs.</p>	<ul style="list-style-type: none"> • Phonics, including ‘dot & dash’: We dot and dash things in our phonics lesson, which is also known as ‘sound buttons’. This allows children to identify the sounds in the word (digraphs and trigraphs) so they can blend for reading. This is also done throughout all lessons including words on the WB, words in a title etc to allow the children to read them independently. • Grammar Hammer – weekly sessions relating to spelling rules. • Morning spellings: Rising Stars spelling programme for KS1. It assesses spelling of phonetic and red words. It then puts children in a ‘phase’. Children are given the spellings to work on each morning. Read, say out loud, cover and spell format. • <u>More able spellers work with Class 2 on Read, Write, Inc Programme, which follows from school’s phonic approach</u> • Formal literacy sessions (to reinforce spelling teaching). • Red Word Wall (days of the week, months of the year)

	<ul style="list-style-type: none"> • Talk4Writing - We use toolkits, topic words and we include words on our story mapping to help children use and become familiar with uncommon words or story words such as ‘early morning’. • Phoneme frames, magnetic letters/boards - Children put their words into a rectangular frame broken into sections for the sounds. This helps children to identify all of the sounds they can hear in the words to use them for spelling. • Complex Speed Sound Chart on the wall and table prompt • e.g. Common error prompt – On the table where children are writing they have a b and d prompt which spells bed. The children can also make this symbol with their hands by putting two thumbs up together. The children use this to look at the formation of the b or d by finding it in the word bed.
<p><u>Class 2 - Year 2 Students will:</u> (if previous is secure)</p> <ul style="list-style-type: none"> - Spell by: <ul style="list-style-type: none"> - Segmenting spoken words into phonemes and representing these by graphemes. - Learning new ways of spelling words that contain phonemes which have alternatives, including some common homophones. - Learning to spell common exception words and more words with contracted forms. - Learning the possessive apostrophe (singular). - Distinguish between homophones and near-homophones - Add suffixes to spell longer words, incl. -ment, -ness, -ful, less, -ly. - Apply spelling rules from National Curriculum Appendix 1 	<ul style="list-style-type: none"> • Read, Write, Inc. Spellings (Books 2a/2b) backed up existing phonics knowledge and interactive use of complex speed sounds • Those not secure are developed with identification of phonemes in words and using the complex speed sounds within the classroom. Year 2 writing and spellings are geared towards segmenting and producing phonically sound words and looking at the alternative sounds available to enhance spelling rules.

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<p>- Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.</p>	<ul style="list-style-type: none"> • Explicit teaching of possessive apostrophe. • Exception words for handwriting practice. • Classroom discussions e.g. Classroom discussions of special focus areas in RWI Practice Books. Use of these as handwriting words to practice. Discussions when ‘word of the day’ is identified. • Spelling log books for children to update and refer to, which will explicitly used in writing sessions.
<p><u>Class 2/3 - Year 3 & 4 Students will:</u> (if previous is secure)</p> <ul style="list-style-type: none"> - Use further prefixes and suffixes and understand how to add them. - Spell further homophones and words often misspelt. - Place possessive apostrophe in regular and irregular plurals. - Use first 2/3 letters of a word to check its spelling in a dictionary. - Write from memory simple sentences dictated by the teacher that includes words and punctuation taught so far. 	<ul style="list-style-type: none"> • Children taught and encouraged to correct spellings from a dictionary. • Spelling Books 3 & 4 (develop age-appropriate rules and exception words, including the use of possessive apostrophe in regular and irregular plurals).
<p><u>Class 3 – Year 5/6 Students Will:</u> (if previous is secure)</p> <ul style="list-style-type: none"> - Use further prefixes and suffixes and understand how to add them. - Spell some words with ‘silent’ letters - Continue to distinguish between homophones and other words often confused. - Use knowledge of morphology and etymology in spelling and understand the spelling of some words needs to be learn specifically - Use dictionaries to check spelling and meaning of words. - Use first 3/4 letters of a word to check meaning/spelling in a dictionary. - Use a thesaurus. 	<ul style="list-style-type: none"> • Spelling Books 5 & 6 (develop age-appropriate rules and exception words) • Marking and feedback reflect up to 5 misspellings per task that relate to words students have learnt, experienced or should know (incl. subject-specific or tier 3, as appropriate) • Use of dictionaries to support the above. • Thesaurus use throughout writing tasks and during Grammar Hammer activities.
<p><u>Class 3 – Year 6 Students Spelling at Greater Depth Standard Will:</u> (if the previous is at ‘Greater Depth’)</p>	<ul style="list-style-type: none"> • Key Stage 3 subject-specific spellings (transition project and/or Greater Depth spellers)

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- Use gap analyses to identify any individual words or spelling pattern not taught in Key Stage 1 or 2 that is not secure (and then practise these).
- Be exposed to Key Stage 3 subject-specific technical vocabulary, in order to spell it.

- **Word Juice and other spelling apps to secure prev. learning and introduce further vocab. and spellings.**

IMPACT:

FUTURE FOCUS

Phonics into Spelling – Action Plan already in process (started Mar '19)

English – Writing – Transcription (Handwriting) (Years 1-6)

<p style="text-align: center;">Intent - What is taught? (Objectives) Beyond?</p>	<p style="text-align: center;">Implementation – When, How, Where and Why?</p>
<p><u>Class 1 - Year 1 Students will:</u> (if EYFS learning is secure)</p> <ul style="list-style-type: none"> - Sit correctly at a table, holding a pencil comfortably/correctly. - Begin to form lower-case letters in correct direction, starting and finishing in the right place. - Form capital letters, digits 0-9. - Understand which letters belong to which handwriting ‘families’ and practise these. - Receive specific input if left-handed. 	<ul style="list-style-type: none"> • Within Phonics and Maths: • Formation of letters using RWI rhymes • Formation of numbers • Grammar Hammer – identify and use capital letters questions. • Perfect Page – outlining presentation expectation.
<p><u>Class 2 - Year 2 Students will:</u> (if previous is secure)</p> <ul style="list-style-type: none"> - 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. - Learn to write with a joined style when they can form letters securely with the correct orientation (and not before). 	<ul style="list-style-type: none"> • Daily handwriting practice using scheme. Implementation into books. • Marking and feedback to reflect expectations regarding handwriting and presentation. • Perfect Page.
<p><u>Class 2/3 - Year 3 & 4 Students will:</u> (if previous is secure)</p> <ul style="list-style-type: none"> - Use diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined. - Increase legibility, consistency and quality of their handwriting. - Learn to join ‘hanging’ letters that sit below the line when they can join all other letters securely (and not before). <p><u>Class 3 – Year 5/6 Students Will:</u> (if previous is secure)</p>	<ul style="list-style-type: none"> • Daily handwriting practice using scheme. Implementation into books. • Marking and feedback to reflect expectations regarding handwriting and presentation. • Perfect Page.

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<ul style="list-style-type: none">- Write legibly, fluently and with increasing speed.- Choose which shape of letter to use when given choice and decide whether or not to join specific letters.- Choose the writing implement that is best suited for a task.	<ul style="list-style-type: none">• Pen Licence system.• Thinking books – choice of implement.
<p><u>Class 3 – Additional Handwriting Expectations:</u></p> <ul style="list-style-type: none">- Use 'Pencil Skills' Programme to develop writing implement control and to practise terminology pertaining to school's handwriting scheme.- Use an unjoined style appropriate (e.g. writing e-mail address, filling in a form).	<ul style="list-style-type: none">• Pencil Skills (extension of handwriting scheme – also enhances <u>Art & Design</u> skills of controlling implements, shading and perspective drawing.
<p><u>IMPACT:</u></p>	<p><u>FUTURE FOCUS:</u></p> <p>Beyond OFSTED – Handwriting expectations (Perfect Page relaunch and consistent use in all classes)</p>

<p style="text-align: center;">Intent - What is taught? (Objectives) Beyond?</p>	<p style="text-align: center;">Implementation – When, How, Where and Why?</p>
<p><u>Class 1 - Year 1 Students will:</u> (if EYFS learning is secure)</p> <ul style="list-style-type: none"> - Write sentences by: <ul style="list-style-type: none"> - 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 to check it makes sense. - Discuss own writing with the teaching and other pupils. - Read aloud own writing clearly enough to be heard by peers and the teacher. 	<ul style="list-style-type: none"> • Talk4Writing - Children rehearse the stories to create a ‘bank of stories’ in their head which they can draw on as they progress throughout the school. We orally rehearse the stories to support children to ‘hold’ sentences in their head before/whilst writing. • Edit/review (green pen) – If a child finishes their work and reviews this with the class teacher, they are sometimes asked to return to their work to make corrections using the green pen. Eg. replacing incorrect capital letters with the correct letter in a green pen. • <u>Examples of writing units where adjacent is taught:</u> • Writing to inform - creating imitations of the story Rapunzel. • Writing to entertain - writing instructions on how to look after a dragon. • <u>Shared writing examples:</u> • The teacher models the construction of a text type with input from the children. The children are asked what sentences to include, how to spell words, what grammar is needed etc. Eg. Instructional texts are created in class together. They are written on a large flipchart paper. The children will check the shared

writing to check it is compliant with our 'class created toolkit'. If we have said that we will number our instructions, the children will check for this. The children will then use this to support their own independent writing.

Class 2 - Year 2 Students will: (if previous is secure)

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 what they are going to write about
- Writing down ideas and/or key words, incl. new vocab.
- Encapsulating what they want to say, sentence by sentence.

Make simple additions, revisions and corrections by:

- Evaluate own writing with a teacher and other pupils.
- Re-read to check writing makes sense and that verbs to indicate time are use correctly/consistently, including verbs in continuous form.
- Proof-read to check for errors in spelling, grammar, punctuation.
- Read aloud what they have written with appropriate intonation to make the meaning clear.

- **Explicit teaching of planning of writing with Talk4Writing as part of an introduction into each unit of writing (unless a cold task is chosen as a baseline).**
- **Examples of writing units to teach for a range of writing purposes include: Recounts of trips (real events), poetry (acrostic, rhyming, free verse), information texts (Volcanoes or Anglo Saxon).**
- **Each child is provided either verbal or written feedback, then they are scheduled a time to respond and correct. This is sometimes using peers to assess the writing and also encouragement is given for the children to re-read their own work to assess that it**

	<p>makes sense, that it has the correct spelling and punctuation.</p> <ul style="list-style-type: none"> • Feedback can occur on a 1:1 basis or as a whole class.
<p><u>Class 2/3 - Year 3 & 4 Students will:</u> (if previous is secure)</p> <p>Plan writing by:</p> <ul style="list-style-type: none"> - Discussing similar writing to that being planned, to learn from its structure, vocab. and grammar. - Discussing and recording ideas. <p>Draft and write by:</p> <ul style="list-style-type: none"> - Composing and rehearsing sentences orally, building a varied and rich vocab. and a range of sentence structures. - Organising paragraphs around a theme. - Create settings, characters and plot in narratives. - Use simple organisational devices in non-narrative writing. <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> - Assessing effectiveness of own and others' writing. - Proposing changes to grammar and vocab. to improve consistency, including the accurate use of pronouns. <ul style="list-style-type: none"> - Proof-read for spelling and punctuation errors. - Read aloud own writing, to a group or whole class, using appropriate intonation and controlling tone/volume so the meaning is clear. <p>- Write for real purposes and audiences, adapting writing appropriately.</p>	<ul style="list-style-type: none"> • Talk4Writing - Looking at examples of a structure (e.g. Kassim and the Greedy Dragon) – shows how a story is set out, give examples of the structure of 3 and the use of effective adjectives to provided atmosphere and interest. • Talk4Writing (boxing up) – e.g. Orally recorded the story of ‘The Girl and the Robot’ to establish understanding and recall. Boxing up on persuasive writing to write a leaflet about the dangers of the seaside. • Explicit teaching of features of writing relating to its purpose. Each writing session is introduced with ‘Who are we writing for?’ to embed the understanding that it is for the reader. This is the basis of all feedback, if the reader cannot understand then it needs amending. This leads to whole class reading of work and peer to peer reading.

- Reading aloud own and peers' writing and/or Poem of the Day
- Checking/assessing own work with peers as described above.

Class 3 – Year 5/6 Students Will: (if previous is secure)

Plan writing by:

- Identify audience/purpose of writing, selecting appropriate form and using other similar writing as models for own.
- Noting and developing initial ideas, drawing on reading and research where necessary.
- Considering how authors have developed characters and settings and apply this to own narrative writing.

Draft and write by:

- Select appropriate grammar and vocab., understand how such choices can change/enhance meaning.
- Describe settings, characters and atmosphere, integrating dialogue to convey character and advance the action in narratives.
- Precising longer passages.
- Use a wide range of cohesive devices within and across paragraphs.
- Use further organisational/presentation devices to structure text and to guide the reader.

Evaluate and edit by:

- Assessing effectiveness of own and others' writing.
- Proposing changes to vocab., grammar and punctuation to enhance effects and clarify meaning.
- Ensuring consistent/correct use of tense throughout writing.
- Ensuring correct subject-verb agreement when using singular and plural, distinguishing between language of speech and writing, choosing appropriate register.

Planning

Use of thinking books to compile thoughts, ideas, to consider audience and purpose.

Use of well-known and established authors/texts as a guide to develop characters, plot and setting (e.g. *Harry Potter*, *War Horse*)

Use of Talk4Writing process to identify features of text types in a 'Toolkit' – the criteria students use to assess their work.

Draft/Write

Adapt language, grammar and vocab. Based on the 'Toolkit' and purpose/audience for writing (e.g. formal letter writing and distinction between narrator and character register)

Explicit teaching of speech rules (e.g. Hagrid in *Harry Potter*)

Use of organisational/presentational and cohesive devices explicitly taught in non-fiction units of work (e.g. information texts relating to local history study or *George Cayley*)

Evaluate and Edit

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<ul style="list-style-type: none"> - Proof-read for spelling and punctuation errors - Perform own compositions, using appropriate intonation, volume, and movement so that meaning is clear. 	<p>Peer/self-feedback using 'Toolkit'. Explicit feedback given on the feedback itself during these sessions.</p> <p>Grammar Hammer – teaching basic skills, such as subject-verb agreement, consistent use of tense</p> <p>Feedback to reinforce the above/adjacent.</p> <p>Proof-reading mandatory before work is shared with adult/peer.</p> <p>Story-telling and self-written poetry/writing shared (e.g. during Lights, Camera, Action poetry unit)</p> <p>Use of plan-draft-redraft process with all text types.</p>
<p><u>Class 3 – Year 6 Students Writing at Greater Depth Standard Will:</u> (if the previous is at 'Greater Depth')</p> <ul style="list-style-type: none"> - Write for a wider range of purposes and audiences, including: arguments, personal and formal letters. - Use more complex literary and linguistic devices used by other authors. - Adapt register of writing according to audience and purpose. - Manipulate vocab. and grammar to achieve the above. - Write at length for pleasure. 	<p>Free-writing</p> <p>Further use of complex devices: subjunctive form, metaphor, personification, figurative language, etc.</p>
<p><u>IMPACT:</u></p>	<p><u>FUTURE FOCUS</u></p> <p>Embed (in all classes):</p> <p>Plan – draft – re-draft process</p> <p>Peer/self/teacher feedback</p>

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English – Writing – Vocabulary, Grammar and Punctuation (Years 1-6)

Intent - What is taught? (Objectives) Beyond?	Implementation – When, How, Where and Why?
<p><u>Class 1 - Year 1 Students will:</u> (if EYFS learning is secure)</p> <ul style="list-style-type: none"> - Leave spaces between words. - Join words and clauses using ‘and’. - Begin to punctuate sentences using a capital and a full stop, question mark or exclamation mark - Using a capital for names of people, places, the days of the week and the personal pronoun ‘I’ - Learn the grammar and terminology for Year 1 in National Curriculum Appendix 2 (Year 1) and use to discuss own writing. - Begin to use Standard English. 	<ul style="list-style-type: none"> • Finger Spaces • Grammar Hammer – to introduce and reinforce the adjacent. • English writing sessions – to introduce and reinforce the adjacent. • Marking and feedback – reinforce adjacent and address misconceptions.
<p><u>Class 2 - Year 2 Students will:</u> (if previous is secure)</p> <ul style="list-style-type: none"> - Learn how to use both familiar and new punctuation correctly, incl. full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contractions and possession (singular). - Use sentences with different forms: statements, questions, exclamations, commands. - Use expanded noun phrases to describe and specify. - Use the present and past tenses correctly and consistently, incl. progressive form. - Use subordination and co-ordination. - Use, discuss and understand the grammatical terminology in National Curriculum Appendix 2 (Year 2). - Use some features of Standard English. 	<ul style="list-style-type: none"> • Explicit teaching of punctuation and grammar elements listed, sometimes introduced as worksheet, but developed as part of ongoing writing exercises and feedback provided. Needs to be continued as part of every writing exercise in order to embed. • All elements listed are reinforced/corrected through marking and feedback. 1-1 discussions are had about the best way to improve any writing and referred back to all elements of existing teaching, grammar hammer exercises and improving the reader experience. • Grammar Hammer.

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Class 2/3 - Year 3 & 4 Students will: (if previous is secure)

- Extend the range of sentences with more than one clause by using a wider range of conjunctions, incl. when, if, because, although.
- Use the present perfect form of verbs in contrast to past tense.
- Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.
- Use conjunctions, adverbs and prepositions to express time/cause.
- Use fronted adverbials followed by a comma.
- Use, discuss and understand the grammatical terminology in National Curriculum Appendix 2 (Year 3&4).
- Use possessive apostrophes with plural nouns.
- Use and punctuate direct speech.
- Choose Standard English and non-Standard English appropriate, especially when writing speech.

- Incorporated into English writing units, where appropriate/needed (and where it would improve a student's knowledge/skill of writing – not for the sake introducing it)
- Grammar Hammer – isolated teaching and assessment of the adjacent aspects of writing.
- Explicit speech teaching during English narrative units.

Class 3 – Year 5/6 Students Will: (if previous is secure)

- Recognise vocab. and structures that are appropriate for formal speech and writing, incl. the subjunctive forms.
- Use passive verbs to affect presentation of info. in a sentence.
- Use perfect form of verbs to mark relationship between time and cause.
- Use expanded noun phrases to convey complicated info. concisely.
- Use modal verbs or adverbs to indicate degrees of possibility.
- Use relative clauses beginning with who, which, where, when, whose, that or with an implied relative pronoun.
- Use, discuss and understand the grammatical terminology in National Curriculum Appendix 2 (Year 5&6).
- Use commas to clarify meaning or avoid ambiguity.
- Use hyphens to avoid ambiguity.
- Use brackets, dashes or commas to indicate parenthesis.
- Using semi-colons, colons or dashes to mark boundaries between independent clauses.

- Use of model texts within writing units to identify formal writing features (e.g. comparison between newspaper report and diary entry relating to an incident).
- Grammar Hammer – isolated teaching and assessment of the adjacent aspects of writing.
- Reinforcing of adjacent features through marking and feedback, as well as redrafting and editing.
- Structural punctuation taught when relevant to purpose of writing, e.g. instructional writing to include a Toolkit listing semi-colons and bullet points (where appropriate).

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<p>- Punctuate bullet points consistently.</p>	
<p><u>Class 3 – Year 6 Students Writing at Greater Depth Standard Will:</u> (if the previous is at ‘Greater Depth’)</p> <ul style="list-style-type: none">- Adapt register of writing according to audience and purpose.- Manipulate vocab. and grammar to achieve the above.- Amend vocab. and grammar of writing to improve its coherence and overall effectiveness.	<ul style="list-style-type: none">• Use of Marking and Feedback to stretch the more able or Greater Depth writers.
<p><u>IMPACT:</u></p>	<p><u>FUTURE FOCUS</u> Teaching grammar in context and not in standalone tasks (where possible) unless to introduce/secure new content. Standard English – in speech and writing</p>

Appendix – Phonics Progression Throughout School, including how reading scheme complements the sounds taught and how assessments determine progress

A typical route through Read Write Inc. Phonics

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The purpose of RWI Phonics is for children to complete it as quickly as possible so they will then be able to read a wide range of books that will propel their vocabulary growth. Teach at the speed of children's decoding and not their ability to encode. Encourage children to use the Non-fiction books and Set A Storybooks at each stage as take home books, or for extra reading practice in class if necessary. The timings below are approximate – be guided by the attainment of the children.

Speed Sounds Set 1, blending and segmenting Steady pace Fast pace

Children are taught the letter-sound correspondence for 'm' with the help of a mnemonic and how to write the grapheme 'm'	Day 1	Day 1
Children are taught more letter-sound correspondences from Speed Sounds Set 1: e.g. m, a, s, d, and t. Mnemonics are dropped once they know them well.	Week 1	Day 2
In Word Time! children are taught to blend words for reading and segment them for spelling, using the sounds they have learnt, m, a, s, d and t: e.g. mad, sad, mat.	Week 2	Days 3, 4, 5
Children are taught more Speed Sounds from Set 1 and how to blend and segment words made up of them, until they know them all at speed and can write them: m a s d t i n p g o c k u b f e l h s h r j v y w t h z c h q u x n g n k	Weeks 2-6	Weeks 2, 3
Once children know the Speed Sounds Set 1 at speed and can blend, they apply their phonic knowledge to reading the Ditties: an important bridge between reading single words and stories.	Weeks 7-12	Weeks 4, 5, 6

Speed Sounds Set 2

Once children can read Ditties using sound-blending, they begin to be taught the Speed Sounds Set 2 (ay, ee, igh, ow, oo, oo, ar, or, air, ir, ou, oy) and apply their phonic knowledge to reading the books at Green and Purple levels and developing their writing and spelling skills through activities in the accompanying Get Writing! books.	Weeks 13-20	Weeks 7-10 Miss out Purple books
Children are taught more Speed Sounds Set 2 and apply their phonic knowledge to reading the Pink and Orange level books and the accompanying Get Writing! books. Letter names are taught in preparation for teaching Speed Sounds Set 3 for spelling.	Weeks 21-33	Weeks 10-15 Miss out Orange books 1-5

Speed Sounds Set 3

Children are taught to read Speed Sounds Set 3 first. They are then retaught Set 3, this time with the spelling element of the lesson too. They apply their phonic knowledge to reading the books at Yellow, Blue and Grey levels and developing their writing and spelling skills through activities in the accompanying Get Writing! books.	Weeks Approx. 30	Weeks Approx. 15-20 Miss out Yellow books 1-3
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New Speed Sounds to learn	Speed Sounds to review	Ditties, Storybooks and Get Writing! Books
Set 1 + blending		
	Set 1 + blending	Ditties
Set 2	Set 1 + blending	Green and Purple Storybooks and Get Writing! Books
Teach letter names.	Set 1 and 2	Pink Storybooks and Get Writing! Books
Teach Set 3 reading only.	Set 1 and 2	Orange Storybooks and Get Writing! Books
Teach Set 3 reading and spelling	Set 1 and 2	Yellow, Blue and Grey Storybooks and Get Writing! Books

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Assessment and grouping

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Sound and Word Assessment 2

A	m a s d t i n p g o c k u b f e l h r j v y w v x z
B	bed net hat cog jug jam pot lip zop mev fas bip guk rab
C	sh th ch qu ng nk rink sing thick mush chin shop thup jong chab hish shep
D	pluck splash land p̄ress stick flump foll criff dimp bluck
E	ay ee igh ow oo oo tray creep sight blow broom look
F	ār or air ir ou oy cart sport chair girl mouse toy
G	sight blouse boy hair dirt shark corf jair tarf zay ploop klow yout feen
H	ā-e ī-e ō-e ea flame slime broke steam mabe fibe chope gean
I	ū-e ai oa ew oi ire ear er aw ow ure are ur plain moan flew joint hire fear her paw clown pure care purse flute flur sloip graw per gear splare flowp frew stoan vuke slaig ture
J	complaint holiday yesterday operate delight decide provoke pollute pronounce prepare argue surround annoy addition suspicious

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Assessment and grouping

Sound and Word Assessment 2 Placement Chart

	Sound and Word Assessment	Degree of sound blending used	Speed sounds to teach and review	Ditties or Storybooks
A	No or few sounds	No blending	Teach Set 1 sounds Word Time! 1, 2, 3	
B	m a s d t i n p g o c k u b f e l h r j v y w v x z bed net hat cog jug jam pot lip zop mev fas bip guk rab	Sounds out most real and nonsense words	Review Set 1 sounds (Focus upon th, sh, ch, ng, nk) Review Word Time! 1, 2, 3 Teach Word Time! 4, 5	Red Ditty Books 1-5
C	sh th ch qu ng nk rink sing thick mush chin shop thup jong chab hish shep	Sounds out most real and nonsense words	Review Set 1 sounds Review Word Time! 1-5 Teach Word Time! 6, 7	Red Ditty Books 6-10
D	pluck splash land press stick flump foll criff dimp bluck	Sounds out all words and can read approx. 6 B-D real words with instant sound blending	Review Set 1 sounds and Word Times. Teach Set 2 sounds. Review Green words in mixed sets.	Green Purple
E	ay ee igh ow oo oe tray creep sight blow broom look	Sounds out all words and can read approx. 12 B-E real words with instant sound blending	Review Set 2 sounds. Review Green words in mixed sets.	Pink
F	ar or air ir ou oy cart sport chair girl mouse toy	Sounds out all words and can read most B-F real words with instant sound blending	Review Set 2 sounds. Review Green words in mixed sets. Start teaching Set 3 sounds and words for reading.	Orange
G	sight blouse boy hair dirt shark corf jair tarf zay ploop klow yout feen	Sounds out all words and can read most B-G real words with instant sound blending	Review Set 2 sounds. Review Green words in mixed sets. Teach Set 3 for reading and spelling.	Yellow
H	ā-e ī-e ō-e ea flame slime broke steam mabe fibe chope gean	Sounds out all words and can read most B-H real words with instant sound blending	Review Set 3 for reading and spelling.	Blue
I	ū-e ai oa ew oi ire ear er aw ow ure are ur plain moan flew joint hire fear her paw clown pure care purse flute flur sloip graw per gear splare flowp frew stoan vuke slaig ture	Sounds out all words and can read most B-I real words with instant sound blending	Review Set 3 for reading and spelling.	Grey
J	complaint holiday yesterday operate delight decide provoke pollute pronounce prepare argue surround annoy addition suspicious	Sounds out all words and can read most B-J real words with instant sound blending	Child does not need RWI Phonics and can progress on to RWI Spelling	Child can progress on to RWI Comprehension