

THE DOVE-SHELL FEDERATION

East Crompton St James' CE (VA) Primary School

St Thomas' Moorside CE (VA) Primary School



ENGLISH POLICY

'The mind of the prudent acquires knowledge, and the ear of the wise seeks knowledge.'

Proverbs 18:15

Date of Policy / Reviews	Author(s)	Approved by Gov. Body	Signed	Date for review
19/6/19	Oliver Drake, Larissa Fox, Chloe McCarroll			
April 2020	Andrea Laskey, Larissa Fox, Debra Warren			
October 2020	Louise McIntyre			
December 2022	Louise McIntyre			
May 2024	Louise McIntyre	23/05/2024		May 2028

ENGLISH POLICY

Intent

The vision for English at the Doveshell Federation is:

We believe that children have the right to become confident and competent speakers, readers and writers. English is at the heart of all children's learning. It enables children to communicate with others effectively for a variety of purposes and to examine their own and other's experiences, feelings and ideas. We believe reading is a life skill that every child should be entitled to have. We want to not only inspire children through books but also to promote a love of reading to empower our children to become lifelong readers. Every child has the right to achieve and have access to a variety of life chances and opportunities; English is pivotal in this.

'The mind of the prudent acquires knowledge, and the ear of the wise seeks knowledge.'

Proverbs 18:15

The objectives for teaching English are:

- to enable children to speak clearly and audibly, and to take account of their listeners;
- to encourage children to listen with concentration, in order to identify the main points of what they have heard;
- to show children how to adapt their speech to a wide range of circumstances and demands;
- to teach children effective communication, both verbal and non-verbal, through a variety of drama activities;
- to help them become confident, independent readers, through an appropriate focus on word, sentence and text level knowledge;
- to develop enthusiastic and reflective readers, through contact with challenging and substantial texts;
- to foster the enjoyment of writing, and a recognition of its value;
- to encourage accurate and meaningful writing, be it narrative or non-fiction;
- to improve the planning, drafting and editing of their written work.

Implementation

Implementation of Speaking & Listening

Speaking and listening are fundamental to good communication for us all, and are independent of ability in reading and writing. We recognise the importance of being aware of skills children have already acquired in order to build on this foundation. From entry in EYFS (Early Years Foundation Stage), children are given

opportunities to develop and learn new skills in formal and informal settings, both in and outside of the classroom. Children are encouraged to speak clearly and listen carefully, and both speaking and listening are stimulated in a range of ways, including:

- Listening to and responding to stories, rhymes, poems, songs and games from various cultures.
- Responding to visual and aural stimuli, such as pictures, paintings or film clips.
- Discussing and expressing opinions.
- Giving and receiving instructions or information.
- Using talk partners in all curriculum areas.
- Describing/recounting events.
- Storytelling and reading aloud.
- Reciting lines, songs or poems learned by heart in school plays or presentations.
- Imaginative play (not just in EYFS) for example, role-play, use of puppets or drama.
- PSHE/P4C (Philosophy for Children) and circle time
- Worship (including class assemblies).
- Talk for Writing (EYFS & Key Stage 1).
- Debates (Key Stage 2).
- We also realise that a rich variety of speaking and listening opportunities arise from literature and so we have a vast array of books in each classroom including fiction and non-fiction.
- Within the federation we also have a Communication Champion who is ELKLAN and Wellcomm trained.

Implementation of Reading (Including Phonics)

Phonics

We are proud to be a Read Write Inc. Federation. Read Write Inc. Phonics is a DfE-validated systematic synthetic phonics programme with a whole-school approach to teaching early reading and writing, designed to ensure progress for every child.

Our passionate and highly skilled reading teachers inject their lessons with energy and enjoyment, from teaching the first sounds to developing fluency and comprehension and engaging children in the best stories that reflect all children's personal experiences.

Through the teaching of phonics, children learn to read sounds and blend them into words. They apply this phonic knowledge to read and comprehend Read Write Inc. (RWI) Storybooks that are carefully matched to the sounds they know. Children learn to read these books with a storyteller's voice (Voice Choice). Each week, children take home their Read Write Inc. Storybook that has been taught in their phonics lesson. Children can read this book independently at home having been taught the green and red words.

The aim of Read Write Inc. Phonics is for children to learn to read early. By the end of term 2 in Year 2 children are able to read stories at over 100 words per minute. In our schools, children from Nursery to Year 2 learn how to form letters using mnemonics to help them. They learn to spell correctly using their Fred fingers and they learn to compose their own writing - drawing upon ideas from the story they've just read.

While the children in our schools are learning to read, they work in progress groups to master each level of phonics and reading. The Reading Leader assesses and re-groups children every half-term. This ensures rapid progression through the phonic stages (exposing the children to new sounds, words and stories as they go). Children work in these progress group, that are streamed, for one hour each day. This means they are learning at their 'challenge' level for five hours a week (Reception children build up to this throughout the school year). The teaching of phonics in Nursery starts in the Summer Term. The children start to learn Set 1 sounds using the sound cards as a visual reminder and attempt letter formation.

A timetable for one-to-one phonics tutoring is in place in both schools in our Federation for children who need extra practice to keep up with the pace of the programme. We accelerate the progress of these children with 10 minutes one-to-one tutoring every day to ensure no gaps in knowledge are forming. Our goal is for all children to keep up, not catch up. The Virtual Classroom (RWI Phonics videos) may also be used in the classroom to provide additional afternoon sessions for Year 1 and 2 in preparation for the Phonics Screening Check that takes place in the Summer Term.

A number of RWI Development days are booked throughout the school year. On Development Days, the trainer works with the Reading Leader and Reading Teachers to analyse progress data (via the Ruth Miskin Online Assessment), coach in lessons and support with phonics tuition. Further CPD is available for all staff within the Federation via the Ruth Miskin portal, all staff members are able to access this area.

Reading

Children read daily during the RWI sessions. In addition to this, children who read less often at home will have additional reading time with an adult. As children move through school (or become more able readers), opportunities for sustained independent reading are provided.

In EYFS and Key Stage 1, each child keeps a 'Reading Record' in which parents and teachers share information about a child's reading. Parents are encouraged to read with children as often as possible, preferably 5x a week. Information is provided by teachers at the start of each school year through a parent reading workshop and also at parents evening meetings.

In EYFS, children take home their RWI book, a picture book (RfP), a book to share with adult and a QR code for the book used in CLL sessions.

In Key Stage 1, children take home their RWI book and a reading for pleasure book to share with parents/carers. When children complete the RWI programme they then start to access the banded books which are drawn from a number of different reading schemes.

In Key Stage 2, children continue to access the banded books, progressing to free reading where children have choice from a range of high quality books.

In Key Stage 2, children have more responsibility for selecting books to take home and read. The expectation is that children are able to read independently by this key stage. For children in Key Stage 2 who are not meeting national expectations, an intervention is put in place to support their reading. Although children in Key Stage 2 are likely to read without a parent/carer, we still encourage all readers to share books at home with their family as we want children to develop a lifelong love of reading.

As a school, we recognise the value of reading aloud to children in order to model appropriate use of story language and reading with expression. Each class has a 'treasury' of high quality books that are used by the teacher during daily class book time to model story telling. We want to enthuse children with a love of books and inspire them as writers. Children also have the opportunity to participate in lots of exciting and rewarding activities linked to reading, including:

- World Book Day celebrations – a different theme each year, a variety of engaging reading activities, dressing up etc.
- Visits from authors and poets.
- Yearly Book Fair.
- Competitions e.g. Oldham Library Reading Challenge.

Reading Lessons

EYFS & Key Stage 1

In EYFS and Key Stage 1, reading is taught through the RWI programme. As part of this, children access a daily story time lesson and a Talk Through Stories session. Talk Through Stories has been designed by Ruth Miskin and by using this approach children's comprehension and vocabulary are both extended and deepened.

Children have access to a vast range of texts, including fiction and non-fiction. Children enjoy daily 'story time' so they become familiar with stories and authors and begin to develop a love of reading. In EYFS, this is supported by story sacks and props linked to the story. These sessions are used to develop children's vocabulary, extend experiences and have the opportunity to become familiar with a range of different texts.

When children complete the RWI programme they access RWI comprehension. This is a 20-week programme that provides a stepping stone from RWI phonics on to the Federative English curriculum in Key Stage 2.

Key Stage Two

Reading lessons in Key Stage 2 follow the whole class reading approach. Each week, the class explore a high quality text from Literacy Shed. The same text is used for the full week and teachers follow the medium term plan to ensure that a range of genres and subjects are covered. Texts have been carefully selected to ensure they challenge the children but also link to previous subjects taught in Science, Geography and History (to aid and support metacognition). Over the course of the week, different reading skills are taught using VIPERS, which covers the following reading skills:

- Vocabulary
- Infer
- Predict
- Retrieve
- Summarise

At the start of each session, there is reading time where children familiarise themselves with the text and give the teacher the opportunity to listen to individual children read.

Implementation of Writing

Our aim at the Dove-Shell Federation is to develop children's ability to produce well-structured writing with appropriate detail, in which the meaning is clear and the interest of the reader is engaged. Our approach to writing aims to instil the importance of transcription and composition, as required in the National Curriculum (2014).

Throughout the school, teachers are flexible in their selection of teaching models for English. In EYFS & Key Stage 1, alongside the Get Writing element of the RWI programme, Pie Corbett's Talk for Writing is utilised to support children to develop their story language and learn how to structure stories so that the meaning is clear. Story maps provide children with invaluable opportunities to express their own ideas and develop their own characters and plots. When a new text is introduced, time is spent reading the text in order to develop understanding and language, which develops skills and vocabulary the children can use in their own writing.

Children in all key stages are given daily opportunities to write in a range of contexts, for a variety of purposes, and have regular opportunities to write at length in extended independent writing sessions. Our long term planning for English covers the range of text types set out in the National Curriculum (2014), ensuring a breadth of coverage.

We recognise the importance of Computing and ICT in developing English skills. Children are given lots of opportunities to improve their writing through drama or

short film clips. Interactive technology is used daily in a range of ways to enhance the teaching of English; in EYFS or Key Stage 1 children may play English games on the interactive whiteboard or iPads, in Key Stage 2 they may use the internet to conduct research to support their writing. Technology may be used to support the 'end product' of a writing task.

EYFS

In EYFS, children have a Literacy workshop (4 x a week) which focuses on all aspects of Literacy. These focused adult led sessions are used to teach and develop the skills needed for reading and writing. Writing is taught using the Talk for Writing approach in EYFS and this approach is continued in Key Stage 1. Talk for Writing enables children to imitate the language they need orally, before reading and analysing it, and then writing their own version.

A wide range of exciting Learning Areas also provide children with opportunities to develop their communication, language and literacy skills on a daily basis with a focus on child initiated activities.

As well as a Writing Area, which provides children with a range of materials with which to experiment and practice mark making/creative writing (and eventually to practice taught skills), other Learning Areas are enhanced to provide children with the opportunity to read and write in a range of contexts. A range of resources in the outdoor area, including a mud kitchen also provide valuable opportunities for children to engage in mark making/writing for pleasure.

Adult led activities in EYFS are usually linked to stories, poems or nursery rhymes or to cross curricular Topics. From when they start school, children learn that writing can have a range of purposes and they begin to explore the features of different types of writing as their skills develop.

Key Stage 1

In English lessons, children explore a variety of themes such as Stories in Familiar Settings, Instructions, Fantasy Stories or Poems linked to termly topics. Lessons are taught following the Talk for Writing approach. Talk for Writing enables children to imitate the language they need orally, before reading and analysing it, and then writing their own version. Children study fiction and non-fiction and begin to compare characteristic features of writing. Children learn how to apply these features in their own writing and begin to write at length.

Children will write for a range of purposes, including (but not limited to):

- Stories
- Diaries
- Newspaper reports
- Instructions – recipes
- Explanation texts
- Poems
- Letters & postcards
- Labels, lists and captions

- Recounts
- Non-chronological reports

In Key Stage 1, children have one discrete genre lesson in addition to daily RWI lessons.

Writing skills are developed across the curriculum and children are given lots of opportunities for cross curricular writing. This may be linked to Topic (for example, space linked to Neil Armstrong) or other curriculum areas such as R.E or Science.

Key Stage 2

In Key Stage 2, children have 4 discrete English lessons each week in which they focus on a range of text types throughout the year. These are linked to a book often related to a Topic theme.

During Key Stage 2, children can expect to tackle a range of writing tasks, including (but not limited to):

- Stories (including a variety of genres such as myths & legends, adventure, mystery & suspense)
- Letters
- Play scripts
- Biographies
- Recounts
- Instructions
- Explanations
- Debates
- Poems

Children will also learn to write in a range of styles, including;

- Persuasion
- Report
- Procedures
- Discussion
- Recount
- Explanation
- Narrative

Children are given the opportunity throughout school to edit and improve their writing. Their individual 'Golden Books' documents their writing journey through school.

Implementation of Handwriting

In EYFS and Key Stage 1 children follow the RWI handwriting scheme to ensure children have secured the correct letter formation before beginning to join. EYFS and Year 1 also focus on the development of muscle memory through activities such as dough disco and Squiggle While You Wiggle sessions plus daily practice within phonics and all learning sessions.

From Year 3, we use the Letterjoin Handwriting scheme to help children develop fluent, clear and legible cursive handwriting.

Handwriting aims:

- To develop a neat, legible, speedy handwriting style using continuous cursive letters, which leads to producing letters and words automatically in independent writing.
- To establish and maintain high expectations for the presentation of written work.
- For pupils to understand by the end of Year 6 the importance of neat presentation and the need for different letter forms (cursive, printed or capital letters) to help communicate meaning clearly.

Pupils should experience coherence and continuity in the learning and teaching of handwriting across all school years and be encouraged to take pride in the presentation of their work. The objective is to help pupils enjoy learning and developing their handwriting and a sense of achievement and pride.

To develop a clear, legible style of writing, children are taught to;

- hold a pencil comfortably; promoting a legible style that encourages writing from left to right, from top to bottom of the page and starting and finishing letters correctly;
- develop a consistent size and shape of letters and a regularity of spacing between letters and words;
- join letters correctly and;
- develop greater control and fluency as they become increasingly confident.

Since handwriting is an essential movement skill, correct modelling of the agreed handwriting style by all adults is very important.

Children are able to earn a 'Pen Licence' once they show they can use cursive script accurately and consistently. From the beginning of Year 4, all children will write in pen.

Implementation of Punctuation & Grammar

EYFS and Key Stage 1 are taught grammar through the RWI programme with the national curriculum objectives carefully mapped through the books and the coloured groups.

From Year 3, Spelling, Punctuation & Grammar are taught discretely each week (1 Grammar lesson and 1 Spelling lesson). These sessions focus on aspects of SPaG detailed in the National Curriculum, including:

- Word classes, what they are and when/how to use them.
- Sentence types & structure
- Spelling rules

- Adding suffixes/prefixes
- Using a range of punctuation appropriately
- Subordination and coordination

These sessions are followed up through the use of daily grammar starters.

Implementation of Spelling

In EYFS and Key Stage 1, daily RWI sessions are fundamental in developing children's spelling. In addition, Key Stage 1 have a 30-minute weekly spelling lesson focusing on words from their spelling list (see appendix 2). The spelling lesson focusses on the relationship between sounds and written symbols as well as using morphology to help spell through meaning.

Key Stage 2 classes follow the Spelling Shed scheme for each year group. Each class has a 30-minute weekly spelling lesson, which includes a spelling test. Lessons are planned using the Spelling Shed resources and learning relationship between sounds and written symbols as well as using morphology to help spell through meaning.

Impact

Monitoring

The Role of the Subject Leader

The subject leader is responsible for maintaining and improving the standards of teaching and learning in English by:

- Monitoring and evaluating English
- Taking the lead in policy development
- Auditing and supporting colleagues in CPD
- Purchasing/organising resources
- Keeping up to date with developments in English

The subject leader and the curriculum leader monitor the way English is taught throughout the Federation by:

- learning walks
- learning reviews
- pupil voice
- termly writing moderation
- bi-annual progress meetings

Assessment

Assessment is regarded as an integral part of teaching and learning and is a continuous process. It is the class teacher's responsibility to keep track of the progress made by all children in their class.

Phonics

The Reading Leader assesses and re-groups children every half-term using the Ruth Miskin online assessment portal. Children are then grouped by their phonics progress. The online assessment identifies known sounds and sound gaps. There is also a section that focusses on fluency. Children will remain in the same group if they are not fluently reading review words and a short extract of text.

The 60 word check is an additional tool that can be used to assess fluency.

Reading

During and after whole class reading lessons, teachers assess children's reading formatively. This continual assessment informs teachers of any areas for development and also next steps for the children's learning.

Reading Tracker (Key Stage 2)

At the end of each half-term, teachers will fill in reading trackers. This shows which book band each child in the class is on and the children's progress in the reading scheme throughout the year (see Appendix 1).

Teachers carry out a 60 word check to ensure that children are placed on the appropriate book band whenever they are due to move between these.

Running Records

Running records are used when children are working below age related expectations to indicate the most appropriate book band level. These can then be used to identify which child/children would benefit from our Federative reading intervention (BRP – Boosting Reading at Primary).

Writing

Each year group will complete a piece of written evidence based on the genre they are currently working on. Writing genre grids are used by teachers to assess the level of writing. In Key stage 2, the genre grids are used by children to self-assess and edit their writing. Teachers then mark the children's writing using the genre grids. Year Six will use the Teacher Assessment Frameworks (TAF) to assess the children's writing. (See Appendix 3).

Writing Moderation

Writing moderation takes place termly. Usually this has a focus where different groups of pupils are targeted. Year group staff work together to agree judgements across the Federation. A copy of the genre grid or TAF is placed with a copy of the piece of writing in the Writing Moderation File. This is maintained by the English Subject Lead.

Summative Assessments

At the end of each term, NFER Reading and Maths tests are used in conjunction with continual teacher assessment to level children against age-related expectations. The test also measures how a pupil is performing compared to his/her peers at national level.

In Year 1, children take a statutory Phonics Test to test their decoding skills. Year 2 children who did not meet the expected standard during Year 1 are expected to retake the screening check in Year 2.

Children in Years 6 are assessed through past SATs tests and statutory SATs tests in the summer term.

Gap analysis is used to inform planning and identify children who need further support and interventions (this may be through a small group intervention or pre/post teaching). All records are passed on at the end of each year.

Inclusion

Narrowing the gap interventions for reading and writing

At the Dove Shell Federation, we use a range of research based interventions to narrow the gap for children. Children who are working below the expected level for their year group are identified during pupil progress meetings and will be targeted to access these interventions.

Boosting Reading at Primary (BRP), is a highly successful intervention programme that provides one-to-one additional support for reading for the reader who is under achieving in Key Stage 1, or Key Stage 2. The programme is generally delivered by support staff, focussed on targeted children who need to develop more effective independent reading strategies and text comprehension. It is a 10-week programme – 15 minutes a day, 3 times a week - following a common lesson structure.

Switch On uses a personalised approach with a focus on active, independent problem solving with the aim of developing comprehension and inference. It is a daily 20 minute, 10 week, one to one intervention programme alternating a reading and writing focus day-by-day and led by trained teaching assistants. Switch On aims to increase pupil confidence, interest and motivation, thus accelerating progress, in reading and writing.

Inference training is a group intervention for pupils in Key Stage 2 who decode adequately but fail to get full meaning and enjoyment from their reading. It teaches key comprehension strategies through 'instructional conversations' in groups to help boost reading comprehension. The intervention involves groups of 4 pupils, for 40-minute sessions twice a week over a period of 10 weeks. Through reading and interactive discussions, pupils cover skills such as identifying key words and elaborating on them to enhance meaning; learning new vocabulary; generating questions and inferences; and summarising or re-telling extracts in different ways to emphasise the meaning

Pre/Post teaching sessions

Pre-teaching is a strategy that involves teaching pupils concepts or skills prior to a lesson on the subject. Examples can include: teaching new vocabulary items to be encountered in a reading text or related to a lesson on Geography.

Post-teaching activities provide pupils a way to summarise, reflect and question what they have just read or learnt. They provide opportunities to check, reinforce or re-teach what was taught in the lesson.

Phonics Intervention

Children in Key Stage 2 who require additional support to consolidate their phonics knowledge access daily RWI lessons and 10-minute tutoring session.

Pupils with Special Educational Needs (SEN)

The needs of all children are considered carefully when planning and teaching English at The Dove-Shell Federation. We want children to reach their full potential. Teachers provide children with quality first teaching however where necessary, teachers will identify children who are not making expected progress and take steps to improve their progress and attainment in English. This is usually in conjunction with the Inclusion Lead during pupil progress meetings when children are identified for interventions (see above).

For those children who are working significantly below expectations, teachers will use 'Performance Indicators for Valued Assessment and Targeted Learning' (PIVATs) to plan and assess. PIVATs are used in line with the PIVATs protocol for children who are working significantly below age related expectations. Half termly assessments are completed and children are planned for using the PIVATs statements. More able and talented children are identified and suitable learning challenges are provided.

Reading Tracker Grid

Email to English Lead at the end of each half term.

[illegible]

Green = Sum 2

Appendix 2

Spelling Lists

Year 1

<u>Autumn 1 Wk1</u>	<u>Autumn 1 Wk2</u>	<u>Autumn 1 Wk3</u>	<u>Autumn 1 Wk4</u>	<u>Autumn 1 Wk5</u>	<u>Autumn 1 Wk6</u>	<u>Autumn 1 Wk7</u>
	the a do puff fluff cliff	to today of bell skill mill	said says are dress pass less	was is has fizz buzz jazz	were his I clock neck truck	you your they pink trunk stink
<u>Autumn 2 Wk1</u>	<u>Autumn 2 Wk2</u>	<u>Autumn 2 Wk3</u>	<u>Autumn 2 Wk4</u>	<u>Autumn 2 Wk5</u>	<u>Autumn 2 Wk6</u>	<u>Autumn 2 Wk7</u>
be he me catch ditch fetch	she we no give five have	go so by boxes clouds beaches	my here there hunting jumping walking	where love come hunted jumped walked	some one once quicker higher darker	ask friend school quickest highest darkest
<u>Spring 1 Wk1</u>	<u>Spring 1 Wk2</u>	<u>Spring 1 Wk3</u>	<u>Spring 1 Wk4</u>	<u>Spring 1 Wk5</u>	<u>Spring 1 Wk6</u>	
put push pull train afraid paid	full house our join point soil	day stay play toy enjoy joy	made same came one two three	even these complete four five six	like time side seven eight nine	
<u>Spring 2 Wk1</u>	<u>Spring 2 Wk2</u>	<u>Spring 2 Wk3</u>	<u>Spring 2 Wk4</u>	<u>Spring 2 Wk5</u>	<u>Spring 2 Wk6</u>	
ten eleven twelve home bone spoke	thirteen fourteen fifteen rule use June	sixteen seventeen eighteen park dark garden	nineteen twenty zero tree sheet week	Mr Mrs people each lead teach	called their oh head spread threat	
<u>Summer 1 Wk1</u>	<u>Summer 1 Wk2</u>	<u>Summer 1 Wk3</u>	<u>Summer 1 Wk4</u>	<u>Summer 1 Wk5</u>		
went what why verb perch person	half year o'clock sister better winter	first next then girl third burst	unlock unfair unpick spoon food moon	undo unload untidy good cook stood		
<u>Summer 2 Wk1</u>	<u>Summer 2 Wk2</u>	<u>Summer 2 Wk3</u>	<u>Summer 2 Wk4</u>	<u>Summer 2 Wk5</u>	<u>Summer 2 Wk6</u>	
Monday Tuesday Wednesday road coach toast	Thursday Friday Saturday sound found around	Sunday children everybody down grow show	true drew clue pie cried fried	chief field shield light right bright	north torn more saw draw August	

Year 2

<u>Autumn 1 Wk1</u>	<u>Autumn 1 Wk2</u>	<u>Autumn 1 Wk3</u>	<u>Autumn 1 Wk4</u>	<u>Autumn 1 Wk5</u>	<u>Autumn 1 Wk6</u>	<u>Autumn 1 Wk7</u>
fair hair chair gear hear clear	bear dare share when phonics where	door floor poor badge bridge judge	find mind kind change orange stage	because behind child magic gem digit	children wild climb city space circle	most only both knee knew know
<u>Autumn 2 Wk1</u>	<u>Autumn 2 Wk2</u>	<u>Autumn 2 Wk3</u>	<u>Autumn 2 Wk4</u>	<u>Autumn 2 Wk5</u>	<u>Autumn 2 Wk6</u>	<u>Autumn 2 Wk7</u>
old cold gold gnaw gnome knight	hold told every write wrong wrap	everybody even great table middle little	break steak pretty travel jewel tunnel	beautiful after father petal capital final	fast past last evil pupil pencil	class grass pass try why July
<u>Spring 1 Wk1</u>	<u>Spring 1 Wk2</u>	<u>Spring 1 Wk3</u>	<u>Spring 1 Wk4</u>	<u>Spring 1 Wk5</u>	<u>Spring 1 Wk6</u>	
father plant sugar babies replies cries	path bath hour replied applied multiplied	move prove improve happier funnier angrier	sure eye who writing coming caring	could should would nicer safer baker	whole any many dropping clapping sitting	
<u>Spring 2 Wk1</u>	<u>Spring 2 Wk2</u>	<u>Spring 2 Wk3</u>	<u>Spring 2 Wk4</u>	<u>Spring 2 Wk5</u>	<u>Spring 2 Wk6</u>	
clothes busy people clipped dropped wrapped	water again half call walk also	money other mother brother nothing wonder	key donkey monkey turkey journey kidney	want watch wall warm quack quad	word work world war warm warned	
<u>Summer 1 Wk1</u>	<u>Summer 1 Wk2</u>	<u>Summer 1 Wk3</u>	<u>Summer 1 Wk4</u>	<u>Summer 1 Wk5</u>		
measure usual treasure vision version visual	payment enjoyment agreement amazement movement apartment	darkness sadness happiness kindness weakness illness	careful playful thankful helpful wonderful beautiful	careless homeless hopeless helpless endless useless		
<u>Summer 2 Wk1</u>	<u>Summer 2 Wk2</u>	<u>Summer 2 Wk3</u>	<u>Summer 2 Wk4</u>	<u>Summer 2 Wk5</u>		
there their here hear see sea	too two blue blew son sun	bare bear be bee knight night	station fiction action caption fraction competition	can't didn't couldn't it's doesn't I'll		

Appendix 3

Key Stage 2 Teacher Assessment Framework



Name _____

Writing Assessment Checklist

Based on the Teacher assessment frameworks at the end of Key Stage 2

Working TOWARDS THE EXPECTED STANDARD						
• write for a range of purposes						
• use paragraphs to organise ideas						
• in narratives, describe settings and characters						
• in non-narrative writing, use simple devices to structure the writing and support the reader (e.g. headings, sub-headings, bullet points)						
• use capital letters, full stops, question marks, commas for lists and apostrophes for contraction mostly correctly						
• spell correctly most words from the year 3 / year 4 spelling list, and some words from the year 5 / year 6 spelling list						
• write legibly.						
Working at the EXPECTED STANDARD						
• 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)						
• in narratives, describe settings, characters and atmosphere						
• integrate dialogue in narratives to convey character and advance the action						
• select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility)						
• use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs						
• use verb tenses consistently and correctly throughout their writing						
• use the range of punctuation taught at key stage 2 mostly correctly^ (e.g. inverted commas and other punctuation to indicate direct speech)						
• spell correctly most words from the year 5 / year 6 spelling list,* and use a dictionary to check the spelling of uncommon or more ambitious vocabulary						
• maintain legibility in joined handwriting when writing at speed.						
WORKING AT GREATER DEPTH						
• write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (e.g. literary language, characterisation, structure)						
• distinguish between the language of speech and writing and choose the appropriate register						
• exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this						
• use the range of punctuation taught at key stage 2 correctly (e.g. semi-colons, dashes, colons, hyphens) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity.^						