

**Policy: English**

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| **Headteacher** | **L Jones** |
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# **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.

**Royd Nursery Infant 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 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.
* Ensures that all pupils understand all elements of English, as per the national curriculum.

# **Legal framework**

* 1. This policy has been created with regard to the following statutory guidance:
* DfE (2013) ‘English programmes of study: key stages 1 and 2’
* DfE (2017) ‘Statutory framework for the early years foundation stage’

# **Roles and responsibilities**

* 1. The **headteacher** is responsible for:
* Appointing an appropriate **English subject leader and curriculum team**.
* Ensuring that appropriate procedures are in place for reporting and managing accidents.
* Ensuring that effective health and safety procedures are in place.
* Completing a risk assessment.
	1. The **English subject leader and curriculum team** is responsible for:
* Encouraging staff to provide effective learning opportunities for pupils.
* Help to expand on colleagues’ areas of expertise in English.
* Organising the deployment of resources and carrying out an annual audit of all related resources.
* Liaising with teachers across all phases.
* Communicating developments in the subject to all teaching staff and the senior leadership team (SLT), as appropriate.
* 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 on the contribution of English in other curriculum areas, including cross-curricular and extra-curricular activities.
* Collating assessment data and setting new priorities for the development of English in subsequent years.
	1. The classroom teacher(s) is/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 **English subject leader and curriculum team** about key topics, resources and support for individual pupils.
* Monitoring the progress of pupils in their class and reporting this on an **annual** basis.
* Reporting any concerns regarding the teaching of the subject to a **member of the SLT**.
* Undertaking any training that is necessary in order to effectively teach English.
	1. The special educational needs coordinator (SENCO) is responsible for:
* Liaising with the **English subject leader and curriculum team** in order to implement and develop specialist English-based learning throughout the school.
* Organising and providing training for staff regarding the English curriculum for pupils with special educational needs and disabilities (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 assistant (TAs) in order to meet pupils’ needs.
	1. The pupil is responsible for:
* Ensuring they complete work on time and to the best of their ability.
* Ensuring they behave in accordance with the **Pupil Code of Conduct**.

# **The curriculum**

* 1. The school aims to assist pupils in achieving attainment targets set out in the national curriculum. By the end of each key stage, pupils are expected to know, apply and understand the matters, skills, and processes specified in the national curriculum. Pupils will learn a broad range of subject knowledge and draw on disciplines such as maths, science, computing and art.

**EYFS**

* 1. All pupils within the EYFS are taught to develop their English skills as an integral part of the topic work covered during the academic year.
	2. All English objectives within the EYFS are underpinned by the following three prime areas outlined in the ‘Statutory framework for the early years foundation stage’:
* Communication and language
* Physical development
* Personal, social and emotional development
	1. There are four specific areas through which the three prime areas are strengthened and applied:
* Literacy
* Mathematics
* Understanding the world
* Expressive arts and design
	1. The English curriculum in the EYFS focusses on the specific areas of Literacy.
	2. In accordance with the English area of the early learning goals outlined in the ‘Statutory framework for the early years foundation stage’ (2017), pupils will be taught to:
* Listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.
* Answer ‘how’ and ‘why’ questions about their experiences and in response to stories or events.
* Use past, present and future forms accurately when talking about events that have happened or are to happen in the future.
* Develop their own narratives and explanations by connecting ideas or events.
* Be confident with speaking in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities.
* Work as part of a group or class, and understand and follow the rules.
* Read and understand simple sentences.
* Use phonic knowledge to decode regular words and read them aloud accurately.
* Read some common irregular words.
* Demonstrate understanding when talking with others about what they have read.
* Use their phonic knowledge to write words in ways which match their spoken sounds.
* Write some irregular common words.
* Write simple sentences which can be read by themselves and others.
* Spell some words correctly and others are phonetically plausible.

**KS1**

* 1. Pupils will be taught:
* read easily, fluently and with good understanding
* develop the habit of reading widely and often, for both pleasure and information
* acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic
* conventions for reading, writing and spoken language
* appreciate our rich and varied literary heritage
* write clearly, accurately and coherently, adapting their language and style in and for a
* range of contexts, purposes and audiences
* use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
* are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

# **Cross-curricular links**

* 1. The English skills that are developed in English lessons are applied to and in every lesson that is conducted in accordance to the national curriculum. English skills make up the basis for all other future skills.

**Mathematics:**

* In regards to mathematics, English skills contribute greatly. EYFS students encounter patterns, spaces and shapes in English lessons.
* Further on in their development, pupils will learn a new and wider vocabulary which will include mathematic-specialist terms.
* Children in KS1 come across stories that involve rhymes that include counting and sequencing.

**Science:**

* Pupils are expected to engage in research during science lessons. English skills are used here for writing a range of reports, and for verbally explaining their findings to the class and to a teacher.

**Humanitarian subjects:**

* Humanitarian subjects include history, geography and religious studies. These subjects require a technical and subject-specific jargon. English skills will be utilised here when learning the new jargon.
* Researching is also required for these subjects, meaning that the register in which any work is written often needs to be adapted depending upon the task set.

**Drama:**

* English skills are fundamental for oral expression. Effective English skills will ensure a pupil feels confident taking part in group tasks and class discussion/performance.

**Computing:**

* Using computer software, such as Purple Mash and PowerPoint, develops a pupil’s understanding of jargon, lexicon, sentence structure and many grammatical rules.

# **Teaching and learning**

* 1. The English curriculum is delivered as follows:

KS1 phonics

Phonics lessons take place five times a week (20 minute lessons). Four lessons focus on the teaching of a new phoneme and follow the following structure:

1) Revisit and review – an opportunity for pupils to use Speed Chart sounds containing Set 1, 2 and 3 phonemes, and a PowerPoint containing real and monster words using Set 1, 2, and 3 phonemes

2) Hear it – an opportunity for pupils to identify the phoneme of the day

3) Say it – an opportunity for pupils to pronounce the phoneme and the Read Write Inc caption connected to the phoneme

4) Read it – an opportunity for pupils to blend real and monster words

5) Write it – an opportunity for pupils to practise joining the phoneme using Read Write Inc terminology, spell words linked to the phoneme and to apply the phoneme as part of a sentence

KS1 writing

1. Short spell focusing on high frequency and common exception words twice a week (20 minute lessons).
2. Big spell focusing on phonics based spellings once a week (1 hour lesson) using the scheme “Spelling Made Easy”.
3. Punctuation and Grammar four times a week (1 hour lesson).

KS1 shared reading

Pupils receive a balanced diet of fiction and non-fiction texts as part of shared read.

1. Year 1 receive five shared read lessons each week (30 minute lessons). The five components of the shared reading cycle are as follows: 1) Background Knowledge 2) Read aloud, think aloud 3) Vocabulary 4) Visualise 5) Comprehension.
2. Year 2 complete shared read as part of a 2 week cycle.

Week 1 of the cycle, pupils receive five shared read lessons (30 minute lessons). The five components of the shared reading cycle are as follows: 1) Background Knowledge 2) Read aloud, think aloud 3) Vocabulary 4) Visualise 5) Comprehension.

Week 2 of the cycle, pupils receive five shared read lessons (30 minute lessons) focusing on comprehension questions.

KS1 guided reading

Pupils receive a balanced diet of fiction and non-fiction texts as part of guided read.

Pupils receive three shared read lessons each week (20 minute lessons). The pupils have an opportunity to read with a member of staff and to read the same text independently. When children reach “pale blue” band the children have the opportunity to complete a written comprehension activity. Prior to the children reaching “pale blue” band the member of staff provides verbal comprehension activities.

* 1. Grammatical errors are corrected on written work by classroom teachers, and discussed orally with pupils where necessary.
	2. Classroom teachers will use high-quality resources which effectively model English skills and demonstrate good practice.
	3. Pupils will be encouraged, by their classroom teachers, to discuss their English skills with their peers and with the whole class before beginning their written work.
	4. Pupils will be given sufficient time to discuss, plan and edit their work.
	5. In regards to handwriting, writing frames and scaffolds will be provided for pupils who are less confident, in order to develop their handwriting skills.
	6. To broaden pupils’ vocabulary and improve understanding, the following teaching methods will be implemented by classroom teachers:
* Spelling lists and key words to take home and practise.
* Using displays of key words linked to topics and subjects.
* Practising using the correct vocabulary orally.
* Dedicating lessons focussed on word patterns and choices.
* Encouraging the use of dictionaries and thesauruses.
* Reading a variety of examples of texts to explore new vocabulary.
* Providing one-to-one support, where necessary.
	1. Classroom teachers will encourage the development of speaking and listening through activities within each English lesson.
	2. The **classroom teacher** will work with the **English subject leader and curriculum team** to ensure that the needs of all pupils are met by:
* Setting tasks which can have a variety of responses.
* Providing resources of differing complexity, according to the ability of the pupils.
* Setting tasks of varying difficulty, depending on the ability group.
* Utilising TAs to ensure that pupils are effectively supported.
	1. As part of English, pupils are provided with Spelling books and Writing books and Comprehension books, which they are required to present their work in. The books are used to evidence pupils’ responses.
	2. Spelling books, Writing books and Comprehension books are an essential record of individual pupils’ experiences and ideas throughout a year, and will be seen as evidence for assessment and reporting purposes.
	3. Displays of English based work will feature on Golden Writing displays and are used to celebrate achievement and support teaching and learning.
	4. The school promotes displays of English based work on topic displays in classrooms to influence how pupils feel about their environment, convey standards and promote high expectations.
	5. Displays are used to communicate ideas, stimulate interest, celebrate pupils’ work, reflect the ethos of the school and respond to pupils’ interests.

# **Planning**

* 1. All relevant staff members are briefed on the school’s planning procedures as part of staff training.
	2. Throughout school, English is taught as a discrete lesson and as part of cross-curricular themes when appropriate.
	3. Teachers will use the key learning content in the DfE’s ‘English programmes of study: key stages 1 and 2’ and the national curriculum as a starting point for their planning.
	4. Issues of health and safety are addressed in the planning and delivery of the English curriculum.
	5. Lesson plans will demonstrate a balance of interactive and independent elements used in teaching, ensuring that all pupils engage with their learning.
	6. Lesson plans will demonstrate the balance of visual, auditory and kinaesthetic elements used in teaching, ensuring that all pupils with different learning styles can access the learning experience.
	7. There will be a clear focus on direct, instructional teaching and interactive oral work with the whole class and targeted groups.
	8. Planning of the English curriculum is focussed on five core areas:
* Teaching pupils to read easily, fluently and with good understanding.
* Developing the habit of reading widely and often, for both pleasure and information, which in turn will develop an appreciation for our literary heritage.
* Pupils will acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language.
* Pupils will write clearly, accurately and coherently, adapting language and style in and for a range of contexts, purposes and audiences.
* Ensuring pupils feel confident with discussion; pupils should be able to elaborate and explain clearly their understanding and ideas, in order to learn.
	1. The school creates long-term, medium-term and short-term plans for the delivery of the art curriculum – these are as follows:
* Long-term: includes the topics studied in each **term** during the key stage
* Medium-term: includes the details of work studied each **term**
* Short-term: includes the details of work studied during each **lesson**
	1. The **English subject leader and curriculum team** is responsible for reviewing and updating long-term and medium-term plans, and communicating these to teachers.
	2. Teachers are responsible for reviewing and updating short-term plans, building on the medium-term plans, taking into account pupils’ needs and identifying the methods in which topics could be taught.
	3. Long-term planning will be used to outline the units to be taught within each year group.
	4. Medium-term planning will be used to outline the vocabulary and skills that will be taught in each unit of work, as well as highlight the opportunities for assessment.
	5. Medium-term plans will identify learning objectives, main learning activities and differentiation.
	6. Medium-term plans will be shared with the **English subject leader and curriculum team** to ensure there is progression between years.
	7. Short-term planning will be used flexibly to reflect the objectives of the lesson, the success criteria and the aims of the next lesson.
	8. All lessons will have clear learning objectives, which are shared and reviewed with pupils.
	9. Schemes of works for phonics and spelling are used when developing lesson plans to ensure developmental learning, building on pupils’ prior knowledge.
	10. All English activities are built so that they 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 progression through increasing class challenges.

# **Assessment and reporting**

* 1. Pupils will be assessed, and their progression recorded, in line with the school’s **Assessment Policy**.
	2. By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.
	3. An EYFS profile will be completed for each pupil in the final term of the year in which they reach age five.
	4. The progress and development of pupils within the EYFS is assessed against the early learning goals outlined in the ‘Statutory framework for the early years foundation stage’.
	5. The progress and development of pupils within KS1 is assessed against the descriptors outlined in the national curriculum.
	6. Throughout the year, teachers will plan on-going creative assessment opportunities in order to gauge whether pupils have achieved the key learning objectives.
	7. Assessments will be undertaken in various forms, including the following:
* Talking to pupils and asking questions.
* Discussing pupils’ work with them.
* Marking work against the curriculum content (steps for success).
* Pupils’ self-evaluation of their work and their peers’ work.
* Classroom tests and formal exams.
	1. Teachers attend ongoing meetings to discuss the progress of pupils, and regularly monitor the progress of pupils during lessons. When doing so, they consider, but are not limited to, the following questions:
* Is the writing legible?
* Are letters in the correct shape?
* Is the space between words, lines and letters appropriate?
* Is the size of the writing appropriate?
* How many pupils are achieving the standards set out in the national curriculum?
* Is there undue hesitation when reading?
* Can the pupil decipher an unknown word?
* Is the pupil confident with reading aloud?
* Can the pupil speak with confidence?
* Is the pupil making the expected progress set out in the national curriculum?
	1. Teachers will record pupils’ ability and progression through two types of assessment – formative and summative.
	2. Formative assessment, which is carried out informally throughout the year, will be used to identify pupils’ understanding of subjects and inform their immediate lesson planning.
	3. In terms of summative assessments, the results of end-of-year assessments will be passed to relevant members of staff, such as pupils’ future teachers, in order to demonstrate where pupils are at a given point in time.
	4. Standardised tests will be used at four points of the academic year, to measure each pupil’s attainment in Reading and SPAG. These results will be compared with an ‘average’ for all pupils of that age.
	5. Parents will be provided with a written report about their child’s progress during the **Summer term** every year. This will include information on pupils’ attitudes towards art, understanding of methods, investigatory skills and the knowledge levels they have achieved.
	6. Verbal reports will be provided at parents’ evenings during the **Autumn** and **Spring** terms.
	7. The progress of pupils with SEND will be monitored by the **SENCO**.

# Resources and equipment

* 1. The school has a selection of centrally stored materials, tools and equipment to ensure that all pupils have access to the necessary resources (e.g. guided read books).
	2. The school library contains resources and topic books to support pupils’ research. The school receive books form Sheffield City Council Library on the topic focus for each half term and a selection of authors are accessible in each KS1 classroom. Books are displayed in the classroom linked to the half termly topic.
	3. The English budget covers the cost of materials and replacement tools. Class teachers are required to maintain the tools and equipment in their classrooms.
	4. Pupils may occasionally be asked to bring materials from home if they can; however, to provide all pupils with the same opportunities, the school will provide for pupils who are unable to do this.
	5. Display walls are utilised and updated on a half **half termly** basis, in accordance with the area of English being taught at the time.
	6. At the **start of each school year**, the **English subject leader and curriculum team** will work with the **head teacher** to assess the school’s English tools, materials and equipment to ensure there is sufficient equipment for pupils, allowing for funds to be allocated where necessary.

# Health and safety

* 1. Staff members will act in accordance with the school’s Health and Safety Policy at all times.
	2. Accidents and near-misses will be reported following the procedure outlined in the school’s Accident Reporting Procedure Policy.
	3. All staff members will be shown how to correctly use equipment as part of their induction training.
	4. Any ‘new’ activities which a teacher has not used in the classroom before will be trialled prior to being performed with pupils.
	5. Pupils are allowed full access to a wide range of materials in English, to maximise their learning experience; however, health and safety concerns are inherent with this subject, including storing materials and tools, and the use of equipment.
	6. PPE, such as gloves and eye protection, is made available to all pupils and teachers where required.
	7. The risks of each task and the tools required will be assessed by the **classroom teacher** and **English subject leader and curriculum team** before lessons, and relevant PPE will be compulsory based on their decisions.
	8. All tools and equipment will be checked before the start of every lesson by the **classroom teacher**.
	9. Pupils will be taught to use tools and equipment properly by the **classroom teacher** before use. They will also be fully briefed on the importance of how to correctly use tools and equipment.
	10. All tools and equipment are stored in the **resource room** at the end of each day. Classrooms are **not accessed during lunch and break times by children** to prevent unsupervised access to potentially harmful tools or equipment.

# **Homework**

* 1. Homework will be set on a weekly basis and will follow and build upon curriculum content. The content of the writing homework will be decided by the class teacher and monitored by **SLT.** Throughout the academic year there will be a range of homework provided linked to differing subjects.
	2. Homework will be varied according to the different abilities of pupil – this includes difficulty and the time required to complete work.
	3. Homework will focus on numerous aspects of writing, for example, handwriting practice, and Spelling Punctuation and Grammar (SPAG) etc.
	4. Spelling homework is set in accordance with the school’s **phonics scheme** and will be sent home weekly.
	5. Reading homework is set in accordance with the school’s “book band” system. Children are expected to read part of a book linked to their coloured “book band” each night and parents are to record this in their child’s reading record.

# **Equal opportunities**

* 1. We are an inclusive school that ensures all pupils are provided with equal learning opportunities, regardless of social class, gender, culture, race, disability or learning difficulties. Our **Equal Opportunities Policy** ensures all pupils are able to achieve their potential in all areas of the curriculum.
	2. In order to ensure pupils with SEND achieve to the best of their ability, outcomes are adapted, and the delivery of the English curriculum is differentiated for these pupils, in line with the school’s **SEND Policy**.
	3. The planning and organising of teaching strategies for English will be reviewed on an **annual** basis by the **English subject leader and curriculum team** to ensure that no pupil is at a disadvantage.
	4. The school aims to maximise the use and benefits of English as one of many resources to enable all pupils to achieve their full potential.

# **Monitoring and review**

* 1. This policy will be reviewed on an **annual** basis by the **English subject leader and curriculum team** and **head teacher**.
	2. Any changes made to this policy will be communicated to all members of staff and the governing board.
	3. All members of staff directly involved with teaching English are required to familiarise themselves with this policy.

# **English programmes of study: key stages 1 and 2**

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

# **Years 1-2**

**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](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/335186/PRIMARY_national_curriculum_-_English_220714.pdf), 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](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/335186/PRIMARY_national_curriculum_-_English_220714.pdf) 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 works 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 works 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:**

* Pupils should be taught to:
	+ 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.