

# St Mary's RC Primary School English Policy

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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.

St Mary's RC Primary School:

- Recognises the effect that a confident, fluent and coherent understanding of English will have on a pupil's progress, both inside and outside of the school environment.
- Understands how a strong grounding in English 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.

Signed by:

\_\_\_\_\_ Headteacher

Date: \_\_\_\_\_

\_\_\_\_\_ Chair of governors

Date: \_\_\_\_\_

Review date: \_\_\_\_\_

## **1. Legal framework**

1.1. 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'

## **2. Roles and responsibilities**

2.1. The headteacher is responsible for:

- Appointing an appropriate English Subject Leader.
- 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.

2.2. The English Subject Leader 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.

2.3. 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 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 the English Subject Leader or a member of the SLT.
- Undertaking any training that is necessary in order to effectively teach English.

2.4. The special educational needs coordinator (SENCO) is responsible for:

- Liaising with the English Subject Leader 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.

2.5. 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.

### **3. Early years foundation stage (EYFS)**

3.1. 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.

3.2. All English objectives are underpinned by the areas of learning and development that are required to shape educational programmes in early years settings.

3.3. 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.
- Use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems.

#### **4. Teaching and learning**

- 4.1. The English curriculum is delivered daily in Key Stages 1 and 2.
- 4.2. Grammatical errors are corrected on written work by classroom teachers and discussed orally with pupils where necessary in line with school marking policy.
- 4.3. Classroom teachers will use high-quality resources which effectively model English skills and demonstrate good practice.
- 4.4. 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.
- 4.5. Pupils will be given sufficient time to discuss, plan and edit their work.
- 4.6. With regards to handwriting, writing frames and scaffolds will be provided for pupils who are less confident, in order to develop their handwriting skills.
- 4.7. 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 or small group support, where necessary.
- 4.8. Classroom teachers will encourage the development of speaking and listening through activities within each English lesson.
- 4.9. Speaking and listening will be commented on where appropriate in pupils' books, with positive work/progress rewarded in line with school rewards systems.
- 4.10. Systems such as 'collaborative group work' structures are to be used to ensure active participation in group and class discussions.
- 4.11. Pupils will be provided with checklists to self-assess their work and the work of peers, so they can share ideas and evaluate work effectively.
- 4.12. The classroom teacher, in collaboration with the English Subject Leader, will ensure that every pupils' needs are met by:
- Setting tasks which can have a variety of responses.
  - Providing resources of differing complexity, according to the ability of the pupils.
  - Utilising TAs to ensure that all pupils are satisfactorily supported.

## 5. Planning

- 5.1. 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.
- 5.2. The school creates long-term, medium-term, and short-term plans for delivery of the writing curriculum – these are as follows:

- Long-term: curriculum jigsaw maps for each year group provide long-term overviews for topics, themes and genres.
  - Medium-term: includes the details of work studied during each term.
  - Short-term: includes the details of work studied during each lesson.
- 5.3. The English Subject Leader is responsible for reviewing and updating long-term and medium-term plans and communicating those to teachers.
  - 5.4. Teachers are responsible for reviewing and updating short-term plans, building on the medium-term plans, considering pupils' needs and identifying the methods in which topics could be taught.
  - 5.5. All relevant staff members are briefed on the school's planning procedures as part of their staff training.
  - 5.6. In the school, English is taught both as a singular lesson and as part of cross-cultural themes where appropriate.
  - 5.7. Teachers will use the key learning content in the DfE's statutory guidance 'English programmes of study: key stages 1 and 2', published in 2013.
  - 5.8. Lesson plans will demonstrate a balance of interactive and independent elements used in teaching, ensuring that all pupils engage with their learning.
  - 5.9. There will be a clear focus on direct, instructional teaching and interactive oral work with the whole class and targeted groups.
  - 5.10. Long-term planning will be used to outline the units to be taught within each year group.
  - 5.11. 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.
  - 5.12. Medium-term plans will identify learning objectives, main learning activities and differentiation between units of work.
  - 5.13. Medium-term plans will be shared with the English Subject Leader to ensure there is a progression between years.
  - 5.14. Short-term planning will be used flexibly to reflect the objectives of the lesson, the success criteria and the aims of the next lesson.
  - 5.15. Schemes of works for phonics, grammar and spelling are used when developing lesson plans to ensure developmental learning, building on pupils' prior knowledge.
  - 5.16. 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.



- 5.17. All lessons will have clear learning objectives, which are shared and reviewed with pupils.
- 5.18. Teachers will plan homework that will take a variety of formats, including reading, writing, speaking, and comprehension tasks, which will ensure positive learning for pupils through different teaching techniques.

## **6. Homework**

- 6.1. Homework will be set on a weekly basis and will follow and build upon the week's lesson objectives.
- 6.2. Homework will be varied according to the different abilities of pupil – this includes difficulty and the time required to complete work.
- 6.3. Homework will focus on numerous aspects of English, for example, grammar, spelling, comprehension, reading skills, etc.
- 6.4. Spelling homework is set in accordance with the school's spelling policy.

## **7. Assessment and reporting**

- 7.1. Pupils will be assessed, and their progression recorded in line with the school's on a half-termly basis.
- 7.2. Children aged between two and three will be assessed in accordance with the 'Statutory framework for the early years foundation stage' 2017, in order to identify each child's strengths and identify any areas where progress is below the expected level.
- 7.3. An EYFS Profile will be completed for each pupil in the final term of the year in which they reach age five.
- 7.4. 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'.
- 7.5. Throughout the year, teachers will plan on-going creative assessment opportunities to gauge whether pupils have achieved the key learning objectives.
- 7.6. 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 learning objectives.
  - Pupils' self-evaluation of their work and their peers' work.
  - Classroom tests and formal exams.

- 7.7. Formative assessment, which is carried out informally throughout the year, enables teachers to identify pupils' understanding of subjects and inform their immediate lesson planning.
- 7.8. In terms of summative assessments, the result of end-of-year assessments will be passed to the relevant members of staff, such as pupils' future teachers, in order to demonstrate where pupils are at a given point.
- 7.9. Summative assessments are also used at the end of a unit of work. Teachers will make a judgement about the work of each pupil in relation to the national curriculum – the score will be noted in pupils' workbooks.
- 7.10. Standardised tests may be used during the academic year, to measure each pupil's attainment in some areas of English such as reading or Spelling, Punctuation and Grammar. These results will be compared with an 'average' for all pupils of that age.
- 7.11. Parents will be provided with a written report about their child's progress during the end of Autumn and Summer terms every year. These will include information on pupils' attitudes towards English and their progress. An opportunity will be provided for parents to discuss this report with the relevant teachers.
- 7.12. Verbal reports will be provided at parent-teacher interviews during the Autumn and Spring terms. When necessary, further verbal conversations can take place to ensure parents are fully and adequately informed of their child's attainment and progress.
- 7.13. The progress of pupils with SEND will be monitored by the SENCO.

## **8. Cross-curricular links**

- 8.1. 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.

#### **ICT:**

- Using computer software, such as Word, develops a pupil's understanding of jargon, lexicon, sentence structure and many grammatical rules.

## **9. Equal opportunities**

- 9.1. All pupils will have equal access to the English curriculum.
- 9.2. Gender, learning ability, physical ability, ethnicity, linguistic ability and/or cultural circumstances will not impede pupils from accessing English lessons.
- 9.3. If English is an additional language (EAL), a TA will be allocated to the pupil to provide extra help where needed. Additionally, outside support can be offered to the pupil.
- 9.4. Where it is inappropriate for a pupil to participate in a lesson due to reasons related to any of the factors outlined above, the lesson will be adapted to meet the pupil's needs and alternative arrangements involving extra support will be provided where necessary.
- 9.5. Cultural and gender differences are positively reflected in lessons and teaching materials used.

## **10. Monitoring and review**

- 10.1. This policy will be reviewed annually by the English Subject Leader.

- 10.2. The English Subject Leader will monitor teaching and learning in English at St Mary's RC Primary School, ensuring that the content of the National Curriculum is covered across all phases of pupils' education.
- 10.3. A named member of the governing board will be briefed to oversee the teaching of English and meets at least annually with the English Subject Leader to review progress.
- 10.4. Any changes made to this policy will be communicated to all teaching staff.

# English programmes of study: key stages 1 and 2

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

## Years 1-6

### Spoken language:

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

## Year 1

### Reading – word reading:

- Apply phonic knowledge and skills as the route to decode words.
- Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.
- Read accurately by blending sounds in unfamiliar words containing Grapheme Phoneme Correspondences (GPCs) that have been taught.
- Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.
- Read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings.

- Read other words of more than one syllable that contain taught GPCs.
- Read words with contractions, for example, I'm, I'll and we'll, and understand that the apostrophe represents the omitted letter(s).
- Accurately read aloud books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words.
- Re-read these books to build up their fluency and confidence in word reading.

### **Reading – comprehension:**

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

### **Writing – transcription:**

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

### **Handwriting:**

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

### **Writing – composition:**

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

- Read aloud their writing clearly enough to be heard by their peers and the teacher.

### **Writing – vocabulary, grammar and punctuation:**

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

## **Year 2**

### **Reading – word reading:**

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

Re-read these books to build up their fluency and confidence in word reading.

### **Reading – comprehension:**

- Develop pleasure in reading, motivation to read, vocabulary and understanding by:



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

**Writing - transcription:**

- Pupils should be taught to spell by:
  - Segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly.

- Learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones.
- Learning to spell common exception words.
- Learning to spell more words with contracted forms.
- Learning the possessive apostrophe (singular) for example, the girl's book.
- Distinguishing between homophones and near-homophones.
- Add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly.
- Apply spelling rules and guidance, as listed in English Appendix 1.
- Write from memory simple sentences dictated by the teacher or teaching assistant 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.

## **Years 3 and 4**

### **Reading – word reading:**

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

### **Reading – Comprehension:**

- Develop positive attitudes to reading and understanding of what they read by:

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

### **Writing - transcription:**

- Use further prefixes and suffixes and understand how to add them to root words (English Appendix 1).
- Spell further homophones.
- Spell words that are often misspelt (English Appendix1).

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

### **Handwriting:**

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

### **Writing – composition:**

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

### **Writing – vocabulary, grammar and punctuation:**

- Develop their understanding of the concepts set out in English Appendix 2 by:
  - Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although.
  - Using the present perfect form of verbs in contrast to the past tense.
  - Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.
  - Using conjunctions, adverbs and prepositions to express time and cause.
  - Using fronted adverbials.
  - Learning the grammar for years 3 and 4 in English Appendix 2.
- Indicate grammatical and other features by:
  - Using commas after fronted adverbials.
  - Indicating possession by using the possessive apostrophe with plural nouns.
  - Using and punctuating direct speech.
- Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.

## **Years 5 and 6**

### **Reading – word reading:**

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

### **Reading – comprehension:**

- Maintain positive attitudes towards reading and understanding by:
  - Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.
  - Reading books that are structured in different ways and reading for a range of purposes.

- Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions.
- Recommending books that they have read to their peers, giving reasons for their choices.
- Identifying and discussing themes and conventions in and across a wide range of writing.
- Making comparisons within and across books.
- Learning a wider range of poetry by heart.
- Preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.
- Understand what they read by:
  - Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context.
  - Asking questions to improve their understanding.
  - Drawing inferences, such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.
  - Predicting what might happen from details stated and implied.
  - Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.
  - Identifying how language, structure and presentation contribute to meaning.
- Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.
- Distinguish between statements of fact and opinion.
- Retrieve, record and present information from non-fiction.
- Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously.
- Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.
- Provide reasoned justifications for their views.

**Writing – transcription:**

- Use further prefixes and suffixes and understand the guidance for adding them.

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

### **Handwriting and presentation:**

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

### **Writing – composition:**

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



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

**Writing – vocabulary, grammar and punctuation:**

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



# St Mary's Primary School – Grammar, Sentence and Punctuation Policy

## Year 1

**Terminology:** word, sentence, letter, capital letter, full stop, punctuation, singular, plural, question mark, exclamation mark, noun, verb, adjective, prefix, suffix, conjunction

Word	Sentence	Text	Punctuation
<ul style="list-style-type: none"> <li>Name the letters of the alphabet in order</li> <li>Regular plural noun suffixes – s or –es (e.g. <i>dog</i> → <i>dogs</i>, <i>wish</i> → <i>wishes</i>)</li> <li>Suffixes that can be added to verbs, where no change is needed in the spelling of root words (e.g. –ing, –ed, –er; <i>helping</i>, <i>helped</i>, <i>helper</i>)</li> <li>How the prefix <i>un–</i> changes the meaning of verbs and adjectives (negation, e.g. <i>unkind</i>, <i>undoing</i>, <i>untie</i>)</li> </ul>	<ul style="list-style-type: none"> <li>How words can combine to make sentences</li> <li>Joining words and joining clauses using the conjunction <i>and</i></li> </ul>	<ul style="list-style-type: none"> <li>Sequencing sentences to form short narratives</li> </ul>	<ul style="list-style-type: none"> <li>Separation of words with spaces</li> <li>Begin to use capital letters, full stops, question marks and exclamation marks to demarcate sentences</li> <li>Use capital letters for the names of people, places, days of the week, and the personal pronoun <i>'I</i></li> </ul>

These are the minimum expectations of pupils in grammar, sentence and punctuation within this school. More able pupils should be working from the policy expectations of the year/s above. The terminology used in this policy is to be used with and by the children when discussing their writing and reading, and should follow the grammatical terminology Appendix 2 and glossary for the programmes of study.

# St Mary's Primary School – Grammar, Sentence and Punctuation Policy

## Year 2

**Terminology:** tense (past, present), apostrophe, comma, adverb, noun phrase, statement, question, exclamation, command, compound, subordinate/subordination, co-ordinate/co-ordination

Word	Sentence	Text	Punctuation
<ul style="list-style-type: none"> <li>• Formation of nouns using suffixes such as <i>-ness, -er</i>, and by compounding (e.g. <i>superman, whiteboard</i>)</li> <li>• Formation of adjectives using suffixes such as <i>-ful, -less</i> (with a fuller list of suffixes found on page 3 in the year 2 spelling section in English Appendix 1)</li> <li>• Use of the suffixes <i>-er, -est</i> to form comparatives of adjectives and adverbs</li> <li>• Use of <i>-ly</i> in Standard English to turn adjectives into adverbs</li> </ul>	<ul style="list-style-type: none"> <li>• Subordination (using <i>when, because, if, that</i>) and coordination (using <i>and, but, or</i>)</li> <li>• Expanded noun phrases for description and specification (e.g. <i>the blue butterfly, plain flour, the man in the moon</i>)</li> <li>• How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command</li> </ul>	<ul style="list-style-type: none"> <li>• Correct choice and consistent use of past tense and present tense throughout writing</li> <li>• Use of continuous/progressive form of verbs in present and past tense to make actions in progress (e.g. <i>she is drumming, he was shouting</i>)</li> </ul>	<ul style="list-style-type: none"> <li>• Use of capital letters, full stops, questions marks and exclamation marks to demarcate sentences</li> <li>• Use of commas to separate items in a list</li> <li>• Use of apostrophes to mark contracted forms in spelling and to mark possessive (singular), (e.g. <i>the girl's name</i>)</li> </ul>

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# St Mary's Primary School – Grammar, Sentence and Punctuation Policy

## Year 3

**Terminology:** word family, preposition, direct speech, inverted commas (or speech marks), consonant, vowel, clause, subordinate clause, main clause, determiner

Word	Sentence	Text	Punctuation
<ul style="list-style-type: none"> <li>• Formation of nouns using a range of prefixes, such as <i>super-</i>, <i>auto-</i>, <i>anti-</i></li> <li>• Use of the determiners <i>a/an</i> according to whether a word begins with a vowel (e.g. <i>a rock</i>, <i>an open box</i>)</li> <li>• Word families based on common words, showing how words are related in form and meaning (e.g. solve: solution, solver, dissolve, insoluble)</li> </ul>	<ul style="list-style-type: none"> <li>• Expressing time and cause using conjunctions (e.g. <i>when</i>, <i>so</i>, <i>before</i>, <i>after</i>, <i>while</i>, <i>because</i>); adverbs (e.g. <i>then</i>, <i>next</i>, <i>soon</i>); or prepositions (e.g. <i>before</i>, <i>after</i>, <i>during</i>, <i>in</i>)</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction to paragraphs as a way to group related material</li> <li>• Headings, subheadings and numbering to aid presentation</li> <li>• Use of the present perfect form of verbs in addition to the simple past (e.g. '<i>He has gone out to play</i>' rather than '<i>He went out to play</i>')</li> <li>• Use of the present and past perfect verbs to mark relationships of time and cause (e.g. '<i>I have written it down so we can check what it says</i>' – present perfect; '<i>I had eaten lunch when you arrived</i>' – past perfect)</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction to inverted commas to punctuate direct speech</li> </ul>

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# St Mary's Primary School – Grammar, Sentence and Punctuation Policy

## Year 4

**Terminology:** pronoun, possessive pronoun, adverbial, fronted adverbial

Word	Sentence	Text	Punctuation
<ul style="list-style-type: none"> <li>The grammatical difference between plural and possessive –s</li> <li>Standard English forms for verb inflections instead local spoken forms (e.g. <i>we were</i> instead of <i>we was</i>, <i>I did</i> instead of <i>I done</i>)</li> </ul>	<ul style="list-style-type: none"> <li>Fronted adverbials (e.g. <i>Later that day, I heard the bad news.</i>)</li> <li>Noun phrases, expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. <i>the teacher</i> → <i>the strict Maths teacher with curly hair</i>)</li> </ul>	<ul style="list-style-type: none"> <li>Use of paragraphs to organise ideas around a theme</li> <li>Appropriate choice of nouns or pronouns for clarity and cohesion to avoid repetition and ambiguity</li> </ul>	<ul style="list-style-type: none"> <li>Use of inverted commas to punctuate direct speech, i.e. a comma after the reporting clause and end punctuation within inverted commas</li> <li>Apostrophes to mark singular and plural possession (e.g. <i>the girl's name</i>, <i>the girl's names</i>, <i>the girls' names</i>)</li> <li>Use of commas after fronted adverbials (e.g. <i>Later that day, I heard the bad news.</i>)</li> </ul>

These are the minimum expectations of pupils in grammar, sentence and punctuation within this school. More able pupils should be working from the policy expectations of the year/s above. The terminology used in this policy is to be used with and by the children when discussing their writing and reading, and should follow the grammatical terminology Appendix 2 and glossary for the programmes of study.

# St Mary's Primary School – Grammar, Sentence and Punctuation Policy

## Year 5

**Terminology:** relative clause, modal verb, relative pronoun, parenthesis, bracket, dash, cohesion, ambiguity

Word	Sentence	Text	Punctuation
<ul style="list-style-type: none"> <li>• Converting nouns or adjectives into verbs using suffixes (e.g. <i>-ate, -ise, -ify</i>)</li> <li>• Verb prefixes (e.g. <i>dis-</i>, <i>de-</i>, <i>mis-</i>, <i>over-</i>, <i>re-</i>)</li> </ul>	<ul style="list-style-type: none"> <li>• Relative clauses beginning with <i>who, which, where, when, whose, that</i> or an omitted relative pronoun</li> <li>• Indicate degrees of possibility using modal verbs (e.g. <i>might, should, will, must</i>) or adverbs (e.g. <i>perhaps, surely</i>)</li> <li>• Ensure consistent and correct use of tense</li> <li>• Ensure correct subject and verb agreement when using singular and plural</li> <li>• Use of the perfect form of verbs to mark relationships of time and cause</li> </ul>	<ul style="list-style-type: none"> <li>• Devices to build cohesion within a paragraph</li> <li>• Linking ideas across paragraphs using adverbials of time (e.g. <i>later</i>), place (e.g. <i>nearby</i>) and number (e.g. <i>firstly</i>), or tense choices (e.g. <i>He had seen he before.</i>)</li> </ul>	<ul style="list-style-type: none"> <li>• Brackets, dashes or commas to indicate parenthesis</li> <li>• Use of the comma to clarify meaning or avoid ambiguity</li> </ul>

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# St Mary's Primary School – Grammar, Sentence and Punctuation Policy

## Year 6

**Terminology:** subject, object, hyphen, colon, semi-colon, ellipsis, bullet points, synonym, antonym, active, passive, subjunctive

Word	Sentence	Text	Punctuation
<ul style="list-style-type: none"> <li>The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (e.g. <i>go in</i> versus <i>enter</i>, <i>ask for</i> versus <i>request</i>)</li> <li>How words are related by meaning as synonyms and antonyms</li> </ul>	<ul style="list-style-type: none"> <li>Use of the passive voice to affect the presentation of information in a sentence</li> <li>The difference between structures typical of informal speech (e.g. question tags: <i>He's your friend, isn't he?</i>) and structures appropriate for formal speech and writing (e.g. the use of the subjunctive in very formal writing or speech)</li> </ul>	<ul style="list-style-type: none"> <li>Linking ideas across paragraphs using a wider range of cohesive devices: semantic cohesion (i.e. use of synonyms); repetition for effect; grammatical connections (e.g. the use of adverbials such as <i>on the other hand</i>, <i>in contrast</i> or <i>as a consequence</i>) and ellipsis (see glossary)</li> <li>Layout devices such as headings, subheadings, columns, bullets or tables to structure text</li> </ul>	<ul style="list-style-type: none"> <li>Use of the semi-colon, colon and dash (informal) to mark the boundary between independent clauses</li> <li>Use of colon to introduce lists</li> <li>Use of semi-colons within extended lists</li> <li>Punctuating bullet points consistently</li> <li>Use of the hyphen to avoid ambiguity (e.g. <i>man eating shark</i> versus <i>man-eating shark</i>)</li> </ul>

These are the minimum expectations of pupils in grammar, sentence and punctuation within this school. More able pupils should be working from the policy expectations of the year/s above. The terminology used in this policy is to be used with and by the children when discussing their writing and reading, and should follow the grammatical terminology Appendix 2 and glossary for the programmes of study.