



Edwards Hall Primary School

Literacy Policy

Introduction

This document is a statement of the aims, principles and strategies for the teaching and learning of Literacy at Edwards Hall Primary School.

It was reviewed and revised during the Autumn Term of 2012. Teaching staff were consulted about its contents before it was approved.

It will next be reviewed in Autumn Term 2014.

Rationale

English is the primary language of this country and therefore a building block used in all elements of our children's learning. It is a fundamental part of the school curriculum. We want to establish a pattern for life-long learning and allow children to discover the enjoyment that can be theirs through all aspects of Literacy. This encompasses Spiritual, Moral, Social and Cultural (SMSC) opportunities for the children to explore.

Through their Literacy work, children develop their ability to listen, speak, read and write in a wide range of contexts. They use language to communicate their thoughts, opinions and feelings. Literacy provides children with the ability to express their ideas with imagination and creativity. Effective use of English empowers confident and enthusiastic learners who are able to explore; essential for independent learning, the world of work and most other aspects of everyday life.

Our Aims are that all children will:

- Read, write and speak with confidence, fluency and understanding.
- Be able to read a range and variety of text, both for enjoyment and to gain information.
- Be able to write for a range of audiences and assess their work in discussion with an adult, developing their ability to plan, draft, revise and edit with confidence.
- Develop an understanding of the sound and spelling system, in particular, phonemes, blends, letter strings and clusters to use in their own spelling and reading.
- Develop their vocabulary to enable them to express their thoughts and feelings in their work, emotionally and socially.
- Develop their creative and imaginative thinking so they can use it in their written and dramatic work.

- Be able to listen attentively with understanding, to gain information and follow instructions.
- Develop legible handwriting.

Principles of the Teaching and Learning of Literacy

Literacy is a core subject within the National Curriculum. The fundamental skills, knowledge and concepts of the subject are:

- **Speaking and listening**
- **Reading**
- **Writing**
- **Grammar**
- **Spelling, presentation and handwriting**

Inclusion (see inclusion Policy for more information)

The emphasis in our teaching of English is to build upon, and have respect for, each child's home experience and language, developing and extending this in ways which our school is best suited to offer. We aim to facilitate learning by:

- Offering adults as positive role models in reading, writing, speaking and listening.
- Encouraging pupils to acquire a vocabulary for talking about language.
- Recognising the importance of providing multicultural literature and ensuring positive role models towards ethnic groups.

Strategies for the teaching of Literacy

The Literacy curriculum is organised in the following way:

- In Foundation Stage the teaching of Literacy is planned using EYFS and is not taught in one hour blocks but may be delivered in smaller segments. As the children reach the end of this key stage an awareness of the Literacy Framework ensures teachers prepare the children for work in Year 1.
- Literacy is taught in hour lessons throughout Key Stage 1 and Key Stage 2. The National Primary Framework is used to inform planning, ensuring a balanced coverage of fiction and non-fiction and a progression in skills.
- A creative approach is encouraged wherever possible and developed through cross-curricular themes
- Within Literacy lessons the children are taught in both a whole class setting and within smaller groups. Every class is supported by an LSA during the hour and it is the responsibility of the class teacher to organise this support in the most effective and appropriate way.

Speaking and listening is developed through:

- Planning times when members of the class may share with their news, views and ideas. These will be both in a formal and informal setting.
- Times when adults read to the class.
- Class discussions and debates.

- The use of role play.
- Drama work, such as 'hot seating' used across the curriculum.
- Performances, including class assemblies and concerts.
- Visitors to the school, such as theatre groups, authors and experts sharing their knowledge on curriculum areas.
- Circle time.
- Philosophy for Children sessions – P4C

Reading is developed through;

- Access to a wide range of high quality reading material including Guided Reading materials.
- Encouragement to read at home with an adult regularly. Reading books are sent home and every child has a home/school reading record or homework diary in which parents, children and staff record comments as appropriate.
- The use of comprehension tasks to develop understanding of text.
- Opportunities for children to read individually or with a partner during the school day.
- Phonic teaching is delivered through 'Letters and Sounds'. Materials such as 'Jolly Phonics' are used in the Foundation Stage to enhance this teaching. This work is continued throughout KS1 and may be continued with small groups or individuals in KS2.
- Each child reads to an adult on a regular basis.
- Reading intervention programmes are implemented throughout the school.

Writing is developed through:

- Encouraging children to write in a variety of contexts, using a range of teaching strategies and in situations that are personal and meaningful to the child.
- Teaching of sentence and word level skills used to develop children's work.
- Modelled, shared and guided writing sessions.
- Opportunities for free writing, this may be within a role play situation.
- Developing the skill of drafting, self assessment and editing for improvement.
- Using an adult scribe, as and where appropriate.
- Writing intervention programmes are implemented throughout the school.

Grammar:

- Our scheme of work for Grammar is attached as Appendix 2

Spelling is developed through strategies which include:

- Phonic work planned using the phases set out in 'Letters and Sounds'.
- The document 'Support for Spelling' is used throughout KS2.
- The teaching of strategies to help remember 'tricky spellings', such as mnemonics.
- The marking of work and appropriate feedback.
- The use of vocabulary and High Frequency Word lists.
- The availability of dictionaries and an awareness of how to use them, and encouragement to do so.
- Spelling intervention programmes are implemented throughout the school.

Handwriting and Presentation is developed through:

- Penpals Handwriting Scheme
- Regular teaching and practise of formation and joins.
- Introduction of the use of pens, when children are considered to be ready to do so.
- Awareness of joined handwriting from the Foundation Stage.
- Parental awareness of the formation of letters on entry to school.
- Handwriting intervention programmes are implemented throughout the school.
- ICT software used to support presentation.

Home-school links are considered to be a valuable part of children’s progress. In Literacy we develop these by:

- Introductory meetings with new parents as their children start school full time. At these meetings the Phase Leaders and Foundation Lead talks about the schools approach to all elements of the subject, shows a variety of resources used and explains ways in which parents can support their child’s learning.
- Literacy Workshops offered for each Phase.
- Creative homework is given throughout the school covering a variety of Literacy skills.

Strategies for Ensuring Progress and Continuity.

Each teacher is responsible for the planning of Literacy within their class, using a common planning format. This planning is based on the Primary Framework.

- A long term overview is developed by each year group and reviewed at regular intervals.
- Weekly plans are drawn up by individual teachers working cooperatively with members of their phase/year group.
- Children in KS1 follow the ‘Letters and Sounds’ programme.
- Staff meetings are used to focus on further developing and improving the quality of teaching and learning in Literacy.

The role of the Phase Leaders is to:

- Support, lead and monitor the staff in policy development and implementation as and when appropriate.
- Over-see planning to ensure progression and continuity throughout the school.
- Discuss needs within the school and organise the purchasing of Literacy resources.
- Organise and monitor resources.
- Monitor progress and results in Literacy, give advice on action needed and organise any resulting initiatives.
- Keep up to date with subject related pedagogy and disseminate developments to colleagues.

Feedback to pupils about their own progress is achieved through discussion and the marking of work. (for further information please see Marking Policy)

The use of effective marking:

- Aims to be constructive and positive.

- Is done with discretion, showing an awareness of the level and needs of each individual child.
- May be developed through a range of strategies.
- Feedback can be both written and/or oral.

Assessment

Reporting to parents is carried out through parent consultation and annually in a written report. Reporting in Literacy will focus on the progress in the four strands, reading, writing, speaking and listening and handwriting.

Formative assessment is used throughout the year, in all areas of the subject, to guide the progress of individual pupils. It involves identifying progress made and planning what should, therefore be the next step in their learning. Most formative assessment is carried out by the teacher within the context of their teaching.

Assessment For Learning is used to underpin all aspects of planning, teaching and learning.

Reading

- Children are assessed through summative assessments undertaken termly.
- APP grids are completed for 6 pupils from each class in reading.
- On-going assessment is made during both guided and individual reading sessions.
- Children in Key Stage 1 and lower Key Stage 2 have a 'Home/school reading record book'. In upper Key Stage 2 a Homework diary is used instead.
- Pupils' achievements against layered curricular targets for reading are assessed termly and shared with the parents.
- Optional Reading SATs in Years 1, 3, 4 and 5

Writing

- Termly examples of unaided writing from various genre are undertaken by pupils.
- Criterion scale is used to both assess and develop planning to match the needs of the pupils.
- Pupils' achievements against layered curricular targets for writing are assessed termly.
- Assessment is recorded in the form of marking comments in each pupils work books (Next Steps Marking.)
- Optional Writing SATs in Years 1, 3, 4 and 5
- Each child has a 'Look What I Can Do Now.' book. This contains a record of their progress in writing and includes examples of independent work, on entry to the school and twice yearly thereafter.
- During their time at school children will have assessments on the number of sounds, letter names and key words known. This is started in Foundation Stage and continues as appropriate.

Statutory Assessment

- Foundation Stage progress is assessed against FSP
- Phonic Screening Year 1
- SATs Year 2
- SATs Year 6

Use of resources throughout the school. (See Appendix 1)

Each classroom is resourced with equipment appropriate for the year group.

These resources **may** include:

- A reading area containing varied text types.
- Phonic and spelling games.
- Dictionaries, thesauruses, word charts, including an alphabet chart and other word lists.
- A selection of stationery including; papers, pens, pencils guidelines etc.
- Interactive whiteboards and PCs.
- Access to laptops.
- Textbooks and teacher generated resources.

Central resources for Literacy are stored in the PPA room, the library, the Macmurdo Hall and the walkway. Year Group resources are stored for convenience and easy availability for classrooms.

These resources include:

- Teachers' books.
- Text books and teaching resources.
- Big books.
- Story Sacks.
- Guided reading.
- Phonic and spelling.
- Interactive and digital resources

Additional resources include:

- Visits by authors and poets.
- Visits by theatre groups.

The school library is a substantial resource which is used by the whole school. Our aim is to ensure that all children are taught how to use the library effectively and how to make the best use of the available materials.

Information Technology is a resource that is used in Literacy throughout the school. Opportunities to use ICT to support teaching and learning in Literacy are planned for on a regular basis. Teachers use a range of ICT software and hardware which include publishing programs, digital cameras, Dictaphones, DVDs and internet video clips.

Appendix 1

Resources

Foundation Stage & KS1 Resources	Additional KS2 Resources
<p>Oxford Reading Tree scheme Rigby Stars complete reading scheme in the form of guided reading sets Fiction & Non Fiction books (those that have been book banded according to the Institute of Education guidance) Fiction and Non Fiction big books Access to Library</p> <p>Phonics games Phonics Lego Phonics Bug flash cards Jolly Phonic cards Subscription to: www.phonics play.co.uk – phonics program to support Letters and Sounds. Foam phonics Sound mats Magnetic letters Alphabet charts Flash cards Coomber sound system</p> <p>Roll 'n' Write Nelson handwriting scheme Magic Key story building Range of Story Sacks Rhyming dictionaries Dictionaries</p> <p>Small world play Play dough and letter cutters Jigsaws Puppets Finger puppets Role play area</p>	<p>Essential Texts for Literacy Focus English – texts with differentiated reading comprehension questions Sets of Guided Reading books (at differentiated levels / range of genres) New Treasury of English books First Newspapers</p> <p>Story Makers chest – includes character / setting cards Set of 100 scenes flashcards (settings) Thesauruses</p>
<p>Subscription to: www.steps 2learning.co.uk – flash cards and literacy resources Teaching texts such as '100 Literacy Hours' Access to 'you tube' – film clips</p>	<p>First Aid for Grammar books Range of picture books Grammar for Writing Support for Spelling document</p>

Appendix 2 Grammar Scheme of Work

Text Structure	Sentence Construction	Word Structure / Language	Punctuation	Terminology
<p>Introduce:</p> <p>Planning Tool – Story map/ story mountain</p> <p>Whole class retelling of story</p> <p>Understanding of beginning / middle / end</p> <p>Retell simple 5 part story: Once upon a time First / Then / Next But So Finally, ... happily ever after</p> <p>Non Fiction: Factual writing closely linked to a story</p> <p>Simple factual sentences based around a theme</p> <p>Names Labels Captions Lists Diagrams Message</p>	<p>Introduce:</p> <p>Simple sentences</p> <p>Simple connectives: and who until but</p> <p>Say a sentence, write and read it back to make sense</p> <p>Compound sentences using connectives (Coordinating conjunctions) and / but</p> <p>-‘ly’ openers Luckily / Unfortunately</p> <p>‘Run’ – Repetition for rhythm: e.g. <i>He walked and he walked</i></p> <p>Repetition in description e.g. <i>a lean cat, a mean cat</i></p>	<p>Introduce:</p> <p>Determiners the a my your an this that his her their some all</p> <p>Prepositions: up down in into out to onto</p> <p>Adjectives e.g. old, little, big, small, quiet</p> <p>Adverbs e.g. luckily, unfortunately, fortunately</p> <p>Similes – using ‘like’</p>	<p>Introduce:</p> <p>Finger spaces</p> <p>Full stops</p> <p>Capital letters</p>	<p>Introduce:</p> <p>Finger Spaces</p> <p>Letter</p> <p>Word</p> <p>Sentence</p> <p>Full stops</p> <p>Capital letter</p> <p>Simile – ‘like’</p>

Reception

Text Structure	Sentence Construction	Word Structure/ Language	Punctuation	Terminology
<p>Consolidate Reception list</p> <p>Introduce:</p> <p>Fiction</p> <p>Planning Tools: Story map/ story mountain (refer to story types grids)</p> <p>Plan opening around character(s), setting, time of day and type of weather</p> <p>Understanding – beginning/middle/end to a story</p> <p>Understanding – 5 parts to a story:</p> <p>Opening Once upon a time...</p> <p>Build-up One day...</p> <p>Problem/Dilemma Suddenly,../ Unfortunately,..</p> <p>Resolution Fortunately</p> <p>Ending Finally,...</p>	<p>Consolidate Reception list (See Connectives and Sentence Signposts doc.)</p> <p>Introduce:</p> <p>Types of sentences: Statements Questions Exclamations</p> <p>Simple Connectives: And Or But So Because so that Then That While When Where</p> <p>Also as openers: While... When... Where...</p> <p>-‘ly’ openers Fortunately,.., Unfortunately, Sadly...</p> <p>Simple Sentences e.g. I went to the park. The castle is haunted.</p> <p>Embellished simple sentences using adjectives</p>	<p>Consolidate Reception list</p> <p>Introduce:</p> <p>Prepositions: Inside Outside Towards Across Under</p> <p>Determiners: The a my your an this that his her their some all lots of many more those these</p> <p>Adjectives to describe e.g. The old house... The huge elephant</p> <p>Alliteration: e.g. dangerous dragon Slimy snake</p> <p>Similes using as.....as... e.g. as tall as a house As red as a radish</p> <p>Precise, clear language to give information e.g. Fist, switch on the red button. Next, wait for the green light to flash.....</p>	<p>Consolidate Reception list</p> <p>Introduce: Capital Letters: Capital Letters for names</p> <p>Capital letter for the personal pronoun I</p> <p>Full stops</p> <p>Question marks</p> <p>Exclamation marks</p> <p>Speech Bubble</p> <p>Bullet Points</p>	<p>Consolidate:</p> <p>Finger Spaces</p> <p>Letter</p> <p>Word</p> <p>Sentence</p> <p>Full Stops</p> <p>Capital Letter</p> <p>Simile – ‘Like’</p> <hr/> <p style="text-align: right;">Year 1</p>

<p>Non-fiction: (Refer to Connectives and Sentence Signposts document for Introduction and endings)</p> <p>Heading</p> <p>Introduction Opening factual statement</p> <p>Middle section(s) Simple factual sentences around a them</p> <p>Bullet points for instructions</p> <p>Labelled diagrams</p> <p>Ending Concluding sentence</p>	<p>The giant had an enormous beard. Red squirrels enjoy eating delicious nuts.</p> <p>Compound Sentences using connectives (coordinating conjunctions) And/or/but/so e.g. The children played on the swings and slid down the slide. Spiders can be small or they can be large. Charlie hid but Sally found him. It was raining so they put on their coats.</p> <p>Complex sentences: Use of 'who' (relative clause) e.g. Once upon a time there was a little old woman who lived in a forest. There are many children who like to eat ice cream.</p> <p>'Run' –Repetition for rhythm e.g. He walked and he walked and he walked.</p> <p>Repetition for description e.g. A lean cat, a mean cat A green dragon, a fiery dragon</p>	<p>Regular plural noun suffixes -s -r -es (e.g. dog, dogs; wish, wishes)</p> <p>Suffixes that can be added to verbs (e.g. helping, helped, helper)</p> <p>How the prefix un- changes the meaning of verbs and adjectives (negation, e.g. unkind, or undoing, e.g. untie the boat)</p>		<p>Introduce:</p> <p>Punctuation</p> <p>Question mark</p> <p>Exclamation mark</p> <p>Speech bubble</p> <p>Bullet Points</p> <p>Singular/plural</p> <p>Adjective</p> <p>Verb</p> <p>Connective</p> <p>Alliteration</p> <p>Simile – 'as'</p> <div style="text-align: right; border: 1px solid black; padding: 5px; width: fit-content; margin: 0 auto;">Year 1</div>
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Text Structure	Sentence Construction	Word Structure/ Language	Punctuation	Terminology
<p>Consolidate Year 1 list Introduce:</p> <p>Fiction</p> <p>Secure use of planning tools: Story map/ story mountain/ story grids/ 'Boxing-up' grid (Refer to Story Types grid)</p> <p>Plan opening around Character(s), setting, time of day and type of weather</p> <p>Understanding 5 parts to a story with more complex vocabulary</p> <p>Opening e.g. In a land far away.... One cold but bright morning....</p> <p>Build up e.g. Later that day</p> <p>Problem/ Dilemma e.g. To his amazement</p> <p>Resolution e.g. As soon as</p> <p>Ending e.g. Luckily, Fortunately</p> <p>Ending should be a section rather than one final sentence e.g. suggest how the main character is feeling in the final situation</p>	<p>Consolidate Year 1 list Introduce: (See Connectives and Sentence Signposts doc.)</p> <p>Types of sentences: Statements Questions Exclamations Commands</p> <p>-'ly' Starters e.g. Usually, Eventually, Finally, Carefully, Slowly,...</p> <p>Vary openers to sentences</p> <p>Embellished simple sentences using: Adjectives e.g. Tom ran quickly down the hill.</p> <p>Secure use of compound sentences (Co-ordination) Using connectives: and/or/but/so (co-ordinating junctions)</p> <p>Complex sentences (Subordination) using: Drop relative clause: who/which e.g. Sam, who was lost, sat down and cried.</p>	<p>Consolidate Year 1 list Introduce:</p> <p>Prepositions: Behind above along before between after</p> <p>Alliteration e.g. wicked witch, slimy slugs</p> <p>Similes using...like... e.g.like sizzling sausages Hot like fire</p> <p>Two adjectives to describe the noun e.g. The scary, old woman.... Squirrels have long bushy tails.</p> <p>Adverbs for description e.g. Snow fell gently and covered the cottage in the wood.</p> <p>Adverbs for information e.g. Lift the pot carefully onto the tray. The river quickly flooded the town.</p> <p>Generalisers for information, e.g. Most dogs....</p>	<p>Consolidate Year 1 list Introduce:</p> <p>Demarcate sentences: Capital letters</p> <p>Full Stops</p> <p>Question Marks</p> <p>Exclamation marks</p> <p>Commas to separate items in a list</p> <p>Comma after-ly opener e.g. fortunately,... slowly,...</p> <p>Speech bubbles/ speech marks for direct speech</p> <p>Apostrophes to mark contracted forms in spelling e.g. don't, can't</p>	<p>Consolidate:</p> <p>Punctuation</p> <ul style="list-style-type: none"> Finger Spaces Letter Word Sentence Full Stops Capital Letter Question Mark Exclamation Mark Speech bubble Bullet points <p>Singular/plural</p> <p>Adjective</p> <p>Verb</p> <p>Connective</p> <p>Alliteration</p> <p>Simile – 'as'/'like'</p> <div style="border: 1px solid black; padding: 5px; display: inline-block; margin-top: 20px;">Year 2</div>

Text Structure	Sentence Construction	Word Structure/ Language	Punctuation	Terminology
<p>Non-Fiction (refer to connectives and sentence signposts document for Introduction and Endings)</p> <p>Introduce: Secure use of planning tools: Text map/washing line/'Boxing-up' grid Introduction: Heading Hook to engage reader Factual statement/definition Opening question Middle section(s) Group related ideas/facts into sections Sun headings to introduce sentences/sections Use of lists- what is needed/ list of steps to be taken. Bullet points for facts. Diagrams. Ending Make final comment to reader. Extra tips!/Did you know facts?/ True or False The Consistent use of present tense versus past tense throughout texts. Use of the continuous form of verbs in the present and past tense to mark actions in progress (e.g. she is drumming, he was shouting)</p>	<p>The Vikings, who came from Scandinavia, invaded Scotland.</p> <p>The fire of London, which started in Pudding Lane, spread quickly.</p> <p>Additional subordinating conjunctions: What/while/when/where/be cause/then/so that/if/to/until e.g. while the animals were munching breakfast, two visitors arrived. During the Autumn, when the weather is cold, the leaves fall off the trees.</p> <p>Use long and short sentences: Long sentences to add description or information. Use short sentences for emphasis. Expanded noun phrases e.g. lots of people, plenty of food List of 3 for description e.g. He wore old shoes, a dark cloak and a red hat. African elephants have long trunks, curly tusks and large ears</p>	<p>Some cats...</p> <p>Formation of nouns using suffixes such as -ness, -er</p> <p>Formation of adjectives</p> <p>Using suffixes such as -ful -less (a fuller list of suffixes can be found in the spelling appendix.)</p> <p>Use of the suffixes -er and -est to form comparisons of adjectives and adverbs.</p>		<p><u>Introduce:</u></p> <p>Apostrophe (contractions only)</p> <p>Commas for description</p> <p>'Speech marks'</p> <p>Suffix</p> <p>Verb/ adverb</p> <p>Bossy verbs</p> <p>Tense (past, present, future)</p> <p>Adjective/noun</p> <p>Generalisers</p> <div style="border: 2px solid blue; padding: 5px; display: inline-block; margin-top: 20px;">Year 2</div>

Text Structure	Sentence Construction	Word Structure/ Language	Punctuation	Terminology
<p>Consolidate Year 2 list</p> <p>Introduce: Fiction Secure use of planning tools: Story map/ story mountain/ story grids/ 'Boxing-up' grid (refer to story types grids)</p> <p>Plan Opening around Character(s), setting, time of day and type of weather. Paragraphs to organise ideas into each story part.</p> <p>Extended vocabulary to introduce 5 story parts: Introduction- should include detailed description of setting or characters Build-up- build in some suspense towards the problem or dilemma Problem/Dilemma- include detail of actions/dialogue Resolution- should link with the problem Ending- clear ending should link back to the start, show how the character is feeling, how the character or situation has changed from the beginning.</p>	<p>Consolidate Year 2 list</p> <p>Introduce: Vary long and short sentences: Long Sentences to add description or information. Short sentences for emphasis and making key points e.g. Sam was really unhappy. Visit the farm now. Embellished simple sentences: Adverb starters to add detail e.g. Carefully, she crawled along the floor of the cave.. Amazingly, small insects can... Adverbial phrases used as a 'where', 'when', or 'how' starter (fronted adverbials) A few days to go, we discovered a hidden box. At the back of the eye, is the retina. In a strange way, he looked at me. Compound sentences (Coordination) Using connectives: And/or/but/so/for/nor/yet (coordinating conjunctions) Develop complex sentences (Subordination) with range of subordinating conjunctions .</p>	<p>Consolidate Year 2 list</p> <p>Introduce: Prepositions Next to by the side of in front of during through throughout because of Powerful verbs e.g. stare, tremble, slither Boastful Language e.g. magnificent, unbelievable, exciting! More specific/technical vocabulary to add detail e.g. a few dragon of this variety can breathe on any creature and turn it to stone immediately. Drops of rain pounded on the corrugated, tin roof. Nouns formed from prefixes e.g. auto... super... anti... Word families based on common words.</p>	<p>Consolidate Year 2 list</p> <p>Introduce: Colon before a list e.g. What you need: Ellipses to keep the reader hanging on Secure use of inverted commas for direct speech Use of commas after fronted adverbials (e.g. Later that day, I heard the bad news.)</p>	<p>Consolidate Year 2 list</p> <p>Punctuation</p> <ul style="list-style-type: none"> • Finger spaces • Letter • Word • Sentence • Full stops • Capital letter • Question mark • Exclamation mark • Speech bubble • 'Speech marks' • Bullet points • Apostrophe (contractions only) • Commas for sentence of 3 – description <p>Singular/plural Suffix</p> <p>Adjective/ noun Verb/adverb</p> <div style="border: 2px solid blue; padding: 5px; display: inline-block; margin-top: 20px;">Year 3</div>

Text Structure	Sentence Construction	Word Structure/ Language	Punctuation	Terminology
<p>Non-Fiction (Refer to connectives and Sentence Signposts document for Introduction and Endings)</p> <p>Introduce: Secure use of planning tools: e.g. Text map, washing line, 'Boxing-up' grid, story grids Paragraphs to organise ideas around a theme Introduction: Develop hook to introduce and tempt reader in e.g. Who..? What..? Where..? Why...? When..? How..?</p> <p>Middle section(s) Group related ideas/facts into paragraphs, Sub headings to introduce sections/paragraphs Topic sentences to introduce paragraphs. Lists of steps to be taken, Bullet points for facts, Flow diagram.</p> <p>Develop Ending: personal response/ Extra information/ reminders e.g. Information boxes/ Five Amazing Facts Wow comment</p> <p>Use of the perfect form of verbs to mark relationships of the time and cause e.g. I have written it down so I can check what it said.</p>	<p>(See Connectives and Sentence Signposts do.)</p> <p>- <u>'ing'</u> clauses as starters e.g. Sighing, the boy finished his homework. Grunting, the pig lay down to sleep.</p> <p>Drop in a relative clause using: Who/whom/which/whose/that e.g. The girl whom I remember, had long black hair. The boy whose name is George, thinks he is very brave. The Clifton Suspension bridge, which was finished in 1864, is a popular tourist attraction.</p> <p>Sentence of 3 for description e.g. The cottage was almost invisible, hiding under a thick layer of snow and glistening in the sunlight. Rainbow dragons are covered with many different coloured scales, have enormous, red eyes and swim on the surface of the water.</p> <p>Pattern of 3 for persuasion e.g. Visit, Swim, Enjoy!</p> <p>Topic sentences to introduce non-fiction paragraphs e.g. Dragons are found across the world.</p> <p>Dialogue- powerful speech verb e.g. "Hello", she whispered.</p>	<p>e.g. teacher- teach, Beauty – beautiful</p> <p>Use of determiners a or an according to whether next word begins with a vowel e.g. a rock, an open box.</p>		<p>Bossy Verbs Tense (past, present, future) Connective Generalisers</p> <p>Alliteration Simile – 'as'/'like'</p> <p>Introduce:</p> <ul style="list-style-type: none"> • Word family • Conjunction • Adverb • Preposition • Direct speech • Inverted commas • Prefix • Consonant/vowel • Clause • Subordinate clause • <u>Determiner</u> • <u>Synonyms</u> • <u>Relative clause</u> • <u>Relative pronoun</u> • <u>Imperative</u> • Colon for instructions <div style="border: 2px solid blue; padding: 5px; display: inline-block; margin-top: 20px;">Year 3</div>

Text Structure	Sentence Construction	Word Structure/ Language	Punctuation	Terminology
<p>Consolidate Year 3 list</p> <p>Introduce: Secure use of planning tools: e.g. story map/story mountain/story grids/'boxing-up' grids (Refer to Story Types grids)</p> <p>Plan opening using: Description/action</p> <p>Paragraphs: to organise each part of the story, to indicate a change in place or jump in time. Build in suspense writing to introduce the dilemma.</p> <p>Develop 5 parts to the story</p> <ul style="list-style-type: none"> • Introduction • Build-up • Problem/dilemma • Resolution • Ending <p>Clear distinction between resolution and ending. Ending should include reflection on events or the characters.</p>	<p>Consolidate Year 3 list</p> <p>Introduce: Long and short sentences: Long sentences to enhance description or information Short sentences to move events on quickly e.g. It was midnight. It was great fun. Start with a simile e.g. as curved as a ball, the moon shone brightly in the night sky. Like a wailing cat, the ambulance screamed down the road. Secure use of simple/embellished simple sentences. Secure use of compound sentences (Co-ordination) using co-ordinating conjunction and/or/but/so/for/nor/yet (co-ordinating conjunctions)</p> <p>Develop complex sentences: (Subordination) Main and subordinate clauses with range of a subordinating conjunctions. (See connectives and sentences Signpost doc.)</p>	<p>Consolidate Year 3 list</p> <p>Introduce: Prepositions At underneath since towards beneath beyond</p> <p>Conditionals – could, should, would</p> <p>Comparative and superlative adjectives e.g. small.. Smaller.. Smallest.. Good.. Better.. Best</p> <p>Proper Nouns- refers to a particular person or thing e.g. Monday, Jessica, October, England</p> <p>The grammatical difference between plural and possessive –s</p> <p>Standard English forms for verb inflections instead of local spoken forms (e.g. we were instead of we was, or I did instead of I done)</p>	<p>Consolidate Year 3 list</p> <p>Introduce: Commas to mark clauses</p> <p>Punctuation for direct speech: Each new speaker on a new line. Comma between direct speech and reporting clause e.g. "it's late," gasped Cinderella!</p> <p>Apostrophes to mark singular and plural possession (e.g. the girl's name, the boys' boots)</p>	<p><u>Consolidate:</u></p> <p>Punctuation</p> <ul style="list-style-type: none"> • Finger spaces • Letter • Word • Sentence • Full Stops • Capital Letter • Question mark • Exclamation Mark • Speech Bubble • 'Speech Marks' • Direct speech • Inverted commas • Bullet points • Apostrophe (Contractions only) • Commas for sentences of 3 description, action • Colon- instructions <p>Singular/plural Suffix/Prefix Word Family Consonant/Vowel</p> <div style="border: 2px solid blue; padding: 5px; display: inline-block; margin-top: 20px;">Year 4</div>

Text Structure	Sentence Construction	Word Structure/ Language	Punctuation	Terminology
<p>Non-Fiction (Refer to Connectives and Sentence Signposts document for Introduction and Endings) Introduce: Secure use of planning tools: text map/washing line/'Boxing-up' grid Paragraphs to organise ideas around a theme. Logical organisation. Group related paragraphs. Develop use of topic sentence. Link information within paragraphs with a range of connectives. Use of bullet points, diagrams</p> <p>Introduction Middle section(s) Ending Ending could include personal opinion, response, extra information, reminders, question, warning, encouragement to the reader.</p> <p>Appropriate choice of pronoun or noun across sentences.</p>	<p>-'ed' clauses as starters e.g. Frightened, Tom ran straight home to avoid being caught. Exhausted, the Roma soldier collapsed at his post.</p> <p>Expanded -'ing' clauses as starters e.g. Grinning menacingly, he slipped the treasure into his rucksack. Hopping speedily towards the pool, the frog dived underneath the leaves.</p> <p>Drop in -'ing' clause e.g. Jane, laughing at the teacher, fell off her chair. The Tornado, sweeping across the city, destroyed the houses.</p> <p>Sentence of 3 for action e.g. Sam rushed down the road, jumped on the bus and sank into his seat. The Romans enjoyed food, loved marching but hated the weather.</p> <p>Repetition to persuade e.g. Find us to find the fun</p> <p>Dialogue – verb + adverb – "hello," she whispered, shyly.</p> <p>Appropriate choice of pronoun or noun within a sentence to avoid ambiguity and repetition.</p>			<p>Adjective/noun Verb/Adverb Bossy verbs-imperative Tense (past, present, future) Connective Conjunction Preposition Determiner/generaliser Clause Subordinate Clause Relative clause Relative pronoun</p> <p>Alliteration Simile –'as'/'like' Synonyms</p> <p>Introduce:</p> <ul style="list-style-type: none"> • Pronoun • Possessive pronoun • Adverbial • Fronted adverbial • Apostrophe - possession <div style="border: 2px solid black; padding: 5px; display: inline-block; margin-top: 20px;">Year 4</div>

Text Structure	Sentence Construction	Word Structure/ Language	Punctuation	Terminology
<p>Consolidate Year 4 List</p> <p>Introduce: Secure Independent use of planning tools Story mountain/grids/flow diagrams (refer to story types grids) Plan opening using: Description/action/dialogue Paragraphs: Vary connectives within paragraphs to build cohesion into a paragraph. Use change of place, time and action to link ideas across paragraphs. Use 5 part story structure Writing could start at any of the 5 points. This may include flashbacks Introduction- should include action/description- character or setting/dialogue Build-up- develop suspense techniques Problem/Dilemma- may be more than one problem to be resolved. Resolution- clear links with dilemma Ending- Character could reflect on events, any changes or lessons, look forward to the future ask a question.</p>	<p>Consolidate Year 4 List</p> <p>Introduce: Secure use of simple/embellished simple sentences Secure use of compound sentences</p> <p>Develop complex sentences: (Subordination) Main and subordinate clauses with full range of conjunctions: (See Connectives and Sentences Signposts doc.) Expanded -ed clauses as starters B e.g. Encouraged by the bright weather, Jane set out for a long walk. Terrified by the dragon, George fell to his knees.</p> <p>Elaboration of starters using adverbial phrases e.g. Beyond the dark gloom of the cave, Zach saw the wizard move. Throughout the night, the wind howled like an injured creature.</p>	<p>Consolidate Year 4 List</p> <p>Introduce:</p> <p>Metaphor</p> <p>Personification</p> <p>Onomatopoeia</p> <p>Empty Words e.g. someone, somewhere was out to get him.</p> <p>Developed use of technical language</p> <p>Converting nouns or adjectives into verbs using suffixes (e.g. -ate; -ise; -ify)</p> <p>Verb prefixes (e.g. dis-, de-, mis-, over- and re-)</p>	<p>Consolidate Year 4 List</p> <p>Introduce:</p> <p>Rhetorical question</p> <p>Dashes</p> <p>Brackets</p> <p>Colons</p> <p><i>Use of commas to clarify meaning or avoid ambiguity</i></p>	<p><u>Consolidate :</u></p> <p>Punctuation</p> <ul style="list-style-type: none"> Letter/Word Sentence Full stops/Capitals Question mark Exclamation mark 'Speech marks' Direct Speech Inverted Commas Bullet points Apostrophe contractions/possession Commas for sentence of 3 – description, action Colon – instructions <p>Singular/plural Suffix/Prefix Word Family Consonant/Vowel</p> <p>Adjective/noun Verb/Adverb Bossy <u>vbs</u> – imperative Tense (past, present, future)</p> <div style="border: 2px solid blue; padding: 5px; display: inline-block; margin-top: 10px;">Year 5</div>

Text Structure	Sentence Construction	Word Structure/ Language	Punctuation	Terminology
<p>Non-Fiction (refer to <u>connectives</u> and <u>sentence signposts</u> document for introduction and endings)</p> <p>Introduce: Independent planning across all genres and application. Secure use of range of layouts suitable to text.</p> <p>Structure: Introduction/middles/ending</p> <p>Secure use of paragraphs: Use a variety of ways to open texts and draw reader in and make the purpose clear Link ideas within and across paragraphs using a full range of connectives and signposts. Use rhetorical questions to draw reader in.</p> <p>Express own opinions clearly</p> <p>Consistently maintain viewpoint</p> <p>Summary clear at the end to appeal directly to the reader.</p>	<p>Drop in -'ed' clause e.g. Poor Tim, exhausted by so much effort, ran home. The lesser known Bristol dragon, recognised by purple spots, is rarely seen.</p> <p>Sentence reshaping techniques e.g. lengthening or shortening sentence for meaning and/or effect.</p> <p>Moving sentence chunks (how, when, where) around for different effects e.g. The siren echoed loudly ...through the lonely streetsat midnight.</p> <p>Use of rhetorical questions</p> <p>Stage directions in speech (speech + verb + action) e.g. "Stop!" he shouted, picking up the stick and running after the thief.</p> <p>Indicating degrees of possibility using modal verbs (e.g. might, should, will, must) or adverbs (perhaps, surely)</p>			<p>Conjunction/connective Preposition Determiner/generaliser Pronoun- relative/possessive Clause Subordinate/relative Clause Adverbial Fronted adverbial</p> <p>Alliteration Simile -'as'/'-like' Synonyms</p> <p>Introduce:</p> <ul style="list-style-type: none"> • Relative clause/pronoun • Modal verb • Parenthesis • Bracket-dash • Determiner • Cohesion • Ambiguity • Metaphor • Personification • Onomatopoeia • Rhetorical question <div style="border: 2px solid black; padding: 5px; display: inline-block; margin-top: 20px;">Year 5</div>

Text Structure	Sentence Construction	Word Structure/ Language	Punctuation	Terminology
<p>Consolidate Year 5 list</p> <p>Secure Independent planning across story types using 5 part story structure. Include suspense, cliff hangers, flashbacks/flash forwards, time slips. Start story at any point of structure. Maintain plot consistently working from plan.</p> <p>Paragraphs- secure use of linking ideas within and across paragraphs</p> <p>Secure development of characterisation.</p> <p>Non-fiction: Secure planning across non-fiction genres and application. Use a variety of text layouts appropriate to purpose.</p> <p>Use a range of techniques to involve the reader- comments, questions, observations, rhetorical questions.</p> <p>Express balanced coverage of a topic.</p> <p>Use different techniques to conclude text.</p>	<p>Consolidate Year 5 list</p> <p>Secure use of simple/embellished simple sentences. Secure use of compound sentences. Secure use of complex sentences: (Subordination) Main and subordinate clauses with full range of conjunctions: (see Connectives and sentence signposts doc.)</p> <p>Adaptive and passive verbs to create effect e.g. Active: Tom accidentally dropped the glass. Passive: The glass was accidentally dropped by Tom. Developed use of rhetorical questions for persuasion.</p> <p><i>Expanded noun phrases to convey complicated information concisely (e.g. the boy that jumped over there, or the fact that it was raining meant the end of sports day)</i></p>	<p>Consolidate Year 5 list</p> <p>Build in literary feature to create effects e.g. alliteration, onomatopoeia, similes, metaphors</p> <p>The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (e.g. said versus reported, alleged, or claimed in formal speech or writing)</p>	<p>Consolidate Year 5 list</p> <p><i>Use of semi-colon, colon and dash to indicate a stronger subdivision of a sentence than a comma</i></p> <p><i>How hyphens can be used to avoid ambiguity (e.g. man eating shark versus man-eating shark, or recover versus re-cover)</i></p>	<p><u>Consolidate:</u></p> <p>Punctuation</p> <ul style="list-style-type: none"> • Letter/word • Sentence • Full stops/Capitals • Question mark • Exclamation mark • ‘Speech marks’ • Direct Speech • Inverted commas • Bullet points • Apostrophe contractions/possession • Commas for sentence of 3 –description, action • Colon- instructions • Parenthesis • Bracket- dash <p>Singular/plural Suffix/prefix Word Family Consonant/Vowel Adjective/noun Verb/Adverb Bossy vbs- imperative Tense (past, present, future)</p> <div style="border: 2px solid blue; padding: 5px; display: inline-block; margin-top: 10px;">Year 6</div>

Text Structure	Sentence Construction	Word Structure/ Language	Punctuation	Terminology
<p>Use appropriate formal and informal styles of writing. Choose or create a publishing format to enhance text type and engage the reader.</p> <p>Linking ideas across paragraphs using a wider range of cohesive devices:</p> <p>Semantic cohesion (e.g. repetition of a word or phrase), grammatical connections (e.g. the use of adverbials such as on the other hand, in contrast, or as a consequence), and elision layout devices, such as headings, sub-headings, columns, bullets or tables, to structure text.</p>	<p>The difference between structures typical of informal speech and structures appropriate for formal speech and writing (such as the use of question tags, e.g. He's your friend, isn't he?, or the use of the subjunctive in some very formal writing and speech)</p>			<p>Modal verb Conjunction/connective Preposition Determiner/generaliser Pronoun- relative/possessive Clause Subordinate/relative clause Adverbial Fronted adverbial Rhetorical question</p> <p>Cohesion Ambiguity Alliteration Simile –'as'/'like' Synonyms Metaphor Personification Onomatopoeia</p> <p>Introduce:</p> <ul style="list-style-type: none"> • Active and passive voice • Subject and object • Hyphen • Synonym • Colon/semi-colon • Bullet points <div style="border: 1px solid black; padding: 5px; display: inline-block; margin-top: 10px;">Year 6</div>