



English at LWPS

Here at LWPS, we recognise that the high quality and inclusive teaching of English plays a vital role in the successful development and achievement of all subjects to all of our pupils. This highly effective approach to teaching and learning helps pupils to speak and write fluently so that they can communicate their ideas and emotions to others and through their reading and listening. At LWPS, we are determined that ALL children will become highly competent readers and writers.

As a whole school community, we are dedicated to encouraging children to be passionate about reading and writing and to offering opportunities for children to respond to their experiences both inside and outside of the classroom, making sure that the English curriculum is relevant and of interest to them. Although the skills of a reader and writer need to be taught, it is also important that the children are taught to appreciate these skills in order to enhance reading and writing for pleasure.

There is no doubt that competent reading and writing skills are crucial to enable pupils' to demonstrate their learning across the curriculum. Our cross-curricular approach reinforces skills beyond English lessons, allowing children to practise their skills and apply them in all subjects. We strive to promote a love of reading and writing through a number of ways using text based learning from high quality rich texts – text drivers. In writing, pupils learn that purpose and audience lie at the heart of writing which in turn informs choice about vocabulary, language and text structure. In reading, we want them to see books as the source of a wealth of knowledge. To this end we seek to support pupils in their reading choices, to respond to their experiences outside of the classroom and to make sure that the reading curriculum is relevant to them.

Equally, the wider curriculum is an essential opportunity for teaching these skills so that their importance is established. We balance a systematic but flexible plan to achieve this. Our approach to teaching reading and writing is persistent and consistent.

Determination, Independence, Aspiration, Curiosity and Community-Mindedness taught through our core Christian values of compassion, resilience and trust

Determination As readers, writers and spellers, we expect our children to strive for excellence in all that they do and demonstrate strong intent to get the job done and to do it to the best of their ability. We want them to show this academically as well as in their generosity of spirit within our whole school community. Our children are *resilient* learners, constantly showing their growth mindset in all that they do. In English, this can be seen in our pupils' desire to do well and build on their reading, writing and spelling skills. They understand what it means to be determined in their English learning, building on skills and knowledge as they go.

Independence As readers, writers and spellers, as well as future leaders, our children self-organise and self-regulate very well, knowing what to do and where to go for further support if and when they need it. They show great *trust* in one another and the adults around them, knowing who they can go to for help or support if and when needed. We expect our children to exercise their independence at all levels so that they become confident and capable young people ready for their next challenge at each stage of their development.

Aspiration As readers, writers and spellers, our pupils are ambitious, showing a drive to follow their dreams and apply the skills and knowledge they are learning to all areas of their learning. They are excited by their programme of study and constantly strive for challenge building their *resilience* as they learn. Our pupils aspire to read and write well and understand the vital link that reading a wide range of texts has on our writing at all stages.

Curiosity As readers, writers and spellers, we expect our children to be active participants in their learning, always wanting to expand their knowledge and skills. They are driven by rich questioning and reasoning that extends their thinking and challenges their beliefs. We want our children to question their own understanding and beliefs showing an understanding of the world around them, demonstrating *compassion* for those around the world.

Community-Mindedness As readers, writers and spellers, our children understand what it means to be mindful of those in and around our school community. They fundraise extensively, showing *compassion* in all that they do. They understand how we are all different and yet the same, and what impact their own actions have on those around them. They care deeply for one another, are articulate and show tolerance and respect in all that they do.

Our Reading Programme of Study

EYFS		<p>Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.</p>
YEAR 1 YEAR 2	Word reading: decoding	<p>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 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: e.g. I'm, I'll, we'll, and understand that the apostrophe represents the omitted letter(s) Read aloud accurately 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 Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent Read accurately by blending the sounds in 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 correspondence 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</p>
YEAR 3 YEAR 4		<p>Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) 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</p>
YEAR 5 YEAR 6		<p>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</p>
EYFS	Compreh	

YEAR 1 YEAR 2		<p>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</p> <p>Develop pleasure in reading, motivation to read, vocabulary and understanding by: being encouraged to link what they read or hear read to their own experiences</p> <p>Develop pleasure in reading, motivation to read, vocabulary and understanding by: listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently</p>
YEAR 3 YEAR 4		<p>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</p> <p>Develop positive attitudes to reading and understanding of what they read by: reading books that are structured in different ways and reading for a range of purposes</p>
YEAR 5 YEAR 6		<p>Maintain positive attitudes to reading and understanding of what they read by: continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>Maintain positive attitudes to reading and understanding of what they read by: reading books that are structured in different ways and reading for a range of purposes</p> <p>Maintain positive attitudes to reading and understanding of what they read by: making comparisons within and across books</p>
EYFS		
YEAR 1 YEAR 2	Familiarity of texts	<p>Develop pleasure in reading, motivation to read, vocabulary and understanding by: becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics</p> <p>Develop pleasure in reading, motivation to read, vocabulary and understanding by: recognising and joining in with predictable phrases</p> <p>Develop pleasure in reading, motivation to read, vocabulary and understanding by: recognising simple recurring literary language in stories and poetry</p>
YEAR 3 YEAR 4		<p>Develop positive attitudes to reading and understanding of what they read by: increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</p> <p>Develop positive attitudes to reading and understanding of what they read by: identifying and discussing themes and conventions in a wide range of writing</p> <p>Develop positive attitudes to reading and understanding of what they read by: identifying and discussing themes and conventions in *and across* a wide range of writing</p>
YEAR 5 YEAR 6		<p>Maintain positive attitudes to reading and understanding of what they read by: 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</p> <p>Maintain positive attitudes to reading and understanding of what they read by: identifying and discussing themes and conventions in and across a wide range of writing</p>
EYFS		
YEAR 1 YEAR 2	Poetry and	<p>Develop pleasure in reading, motivation to read, vocabulary and understanding by: learning to appreciate rhymes and poems, and to recite some by heart</p> <p>Develop pleasure in reading, motivation to read, vocabulary and understanding by: continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear</p>
YEAR 3 YEAR 4		<p>Develop positive attitudes to reading and understanding of what they read by: preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</p> <p>Develop positive attitudes to reading and understanding of what they read by: recognising some different forms of poetry</p>

YEAR 5 YEAR 6		Maintain positive attitudes to reading and understanding of what they read by: learning a wider range of poetry by heart Maintain positive attitudes to reading and understanding of what they read by: 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
EYFS	Word meanings	
YEAR 1 YEAR 2		Develop pleasure in reading, motivation to read, vocabulary and understanding by: discussing word meanings, linking new meanings to those already known Develop pleasure in reading, motivation to read, vocabulary and understanding by: discussing and clarifying the meanings of words, linking new meanings to known vocabulary
YEAR 3 YEAR 4		Develop positive attitudes to reading and understanding of what they read by: using dictionaries to check the meaning of words that they have read
YEAR 5 YEAR 6		
EYFS	Understanding	
YEAR 1 YEAR 2		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 Understand both the books they can already read accurately and fluently and those they listen to by: checking that the text makes sense to them as they read and correcting inaccurate reading Develop pleasure in reading, motivation to read, vocabulary and understanding by: discussing the sequence of events in books and how items of information are related
YEAR 3 YEAR 4		Understand 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 Understand what they read, in books they can read independently, by: asking questions to improve their understanding of a text Understand what they read, in books they can read independently, by: identifying main ideas drawn from more than one paragraph and summarising these
YEAR 5 YEAR 6		Understand what they read by: checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context Understand what they read by: asking questions to improve their understanding Understand what they read by: summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas
EYFS		

YEAR 1 YEAR 2		Understand both the books they can already read accurately and fluently and those they listen to by: discussing the significance of the title and events Understand both the books they can already read accurately and fluently and those they listen to by: making inferences on the basis of what is being said and done Understand both the books that they can already read accurately and fluently and those that they listen to by: making inferences on the basis of what is being said and done Understand both the books that they can already read accurately and fluently and those that they listen to by: answering and asking questions
YEAR 3 YEAR 4		Understand what they read, in books they can read independently, by: drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
YEAR 5 YEAR 6		Understand what they read by: drawing inferences such as inferring characters' feelings, thoughts and motives from their actions and justifying inferences with evidence
EYFS		
YEAR 1 YEAR 2	Prediction	Understand both the books they can already read accurately and fluently and those they listen to by: predicting what might happen on the basis of what has been read so far
YEAR 3 YEAR 4		Understand what they read, in books they can read independently, by: predicting what might happen from details stated and implied
YEAR 5 YEAR 6		Understand what they read by: predicting what might happen from details stated and implied
EYFS		
YEAR 1 YEAR 2	Authorial Intent	Develop pleasure in reading, motivation to read; vocabulary and understanding by: discussing their favourite words and phrases
YEAR 3 YEAR 4		Develop positive attitudes to reading and understanding of what they read by: discussing words and phrases that capture the reader's interest and imagination Understand what they read, in books they can read independently, by: identifying how language, structure, and presentation contribute to meaning
YEAR 5 YEAR 6		Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader Understand what they read by: identifying how language, structure and presentation contribute to meaning
EYFS		
YEAR 1 YEAR 2	Non - fiction	Develop pleasure in reading, motivation to read, vocabulary and understanding by: being introduced to non -fiction books that are structured in different ways
YEAR 3 YEAR 4		Retrieve and record information from non -fiction

YEAR 5 YEAR 6		Distinguish between statements of fact and opinion Retrieve, record and present information from non-fiction
EYFS		
YEAR 1 YEAR 2	Discussing reading	1 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 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
YEAR 3 YEAR 4		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
YEAR 5 YEAR 6		Maintain positive attitudes to reading and understanding of what they read by: recommending books that they have read to their peers, giving reasons for their choices 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

Our Writing Programme of Study

Writing in Early Years and Foundation Stage						
Children using their phonics knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spoken correctly and others are phonetically plausible						
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Transcription	Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words	Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words and punctuation taught so far	Write from memory simple sentences dictated by the teacher that include words and punctuation taught so far			
Handwriting	Sit correctly at a table, holding a pencil comfortably and correctly. Begin to form lower-case letters in the correct direction, starting and finishing in the right place. Form capital letters. Form digits from 0-9	Form lower-case letters of the correct size relative to one another. Start using some diagonal and horizontal strokes needed to join letters and understand which letters, when	Use the diagonal and horizontal strokes needed to join letters and understand which letters do not need to be joined. Increase the legibility, consistency and quality of their handwriting		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 to the task	

	Understand which letters belong to which handwriting families and to practise these	adjacent to one another, are best left unjoined Write capital letters and digits 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		
Contexts for Writing		Writing narratives about personal experiences and those of others (real and fictional) Writing about real events Writing poetry Writing for different purposes	Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar	Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed
Planning and Drafting Writing	Write sentences by saying out loud what they are going to write about	Planning or saying out loud what they are going to write about	Discussing and recording ideas Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures Organising paragraphs around a theme	Noting and developing initial ideas, drawing on reading and research where necessary Selecting appropriate grammar and vocabulary, understanding how such

	<p>Composing a sentence orally before writing it</p> <p>Sequencing sentences to form short narratives</p> <p>Re-reading what they have written to check that it makes sense</p>	<p>Writing down ideas and/or key words including vocabulary</p> <p>Encapsulating what they want to say sentence by sentence</p> <p>Consider what they are going to write before beginning by writing down ideas and/or key words including new vocabulary</p>	<p>In narratives, creating settings, characters and plot in non-narrative material, using simple organisational devices (headings and subheadings)</p>	<p>choices can change and enhance meaning</p> <p>In narratives, describing settings. Characters and atmosphere and integrating dialogue to convey character and advance action</p> <p>Precis-ing longer paragraphs</p> <p>Using a wide range of devices to build cohesion within and across paragraphs</p> <p>Using further organisation and presentational devices to structure text and to guide the reader</p>
<p>Editing Writing</p>	<p>Discuss what they have written with the teacher and other pupils</p>	<p>Evaluating their writing with the teacher and other pupils</p> <p>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</p> <p>Proof reading to check for errors</p>	<p>Assessing the effectiveness of their own and other's writing and suggesting improvements</p> <p>Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</p> <p>Proof read for spelling and punctuation errors</p>	<p>Assessing the effectiveness of their own and others' writing</p> <p>Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</p> <p>Ensuring the consistent and correct use of tense throughout a piece of writing</p> <p>Ensuring correct subject and verb agreement when using singular and plural</p>

		in spelling, grammar and punctuation		
Performing Writing	Read their writing aloud clear enough to be heard by their peers and teachers	Read aloud what they have written with appropriate intonation to make the meaning clear	Reading their own writing aloud, to a group or whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear	Perform their own compositions using appropriate intonation, volume and movement so that meaning is clear
Vocabulary	Leave spaces between words	Learn how to use expanded noun phrases to describe and specify, e.g. the blue butterfly	Form nouns using prefixes (super-, anti-) Word families n=based on common words (solve, solution, dissolve, insoluble)	Use a thesaurus Develop their understanding by using expanded noun phrases to convey complication information concisely Converting nouns or adjectives into verbs using suffixes: e.g. -ate, -ise, -ify Verb prefixes: e.g. dis-, de-, mis-, over-, re-
Grammar	Joining words and joining clauses using 'and'	Learn how to use subordination (using when, if, that, or because) and co-ordination (using or, and, but) Learn how to use: sentences with different forms, statement, question, exclamation, command	Develop their understanding by: Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition Using the present perfect form of verbs in contrast to the past tense Use the correct form of 'a' or 'an'	Develop their understanding by: Using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun Using modal verbs or adverbs to indicate degrees of possibility Using the perfect form of verbs to mark relationships of time and cause Devices to build cohesion, including adverbials of time, place and number

		Learn how to use: the present and past tenses and consistently including the progressive form Learn how to use some features of written Standard English				
Punctuation	Capital letters, full stops, question marks and exclamation marks to demarcate sentences	Capital letters, full stops, question marks and exclamation marks to demarcate sentences Commas to separate item in a list Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns (e.g. the girl's name)	Inverted commas to punctuate direct speech	Use inverted commas and other punctuation to indicate direct speech, apostrophes to mark plural possession, use of commas after fronted adverbials	Brackets, dashes or commas to indicate parenthesis Use commas to clarify meaning or avoid ambiguity	Use of semi-colon, colon and dash to mark the boundary between independent clauses Use of the colon to introduce a list and use semi-colons within lists Punctuation of bullet points to list information How hyphens can be used to avoid ambiguity
SPOKEN LANGUAGE PROGRESSION IN LEARNING						
Early Years Foundation Stage						
Listening and attention						

Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions and actions. They give their attention to what others say and respond appropriately, while engaged in another activity

Understanding

Children follow instructions involving several ideas or actions. They answer how and why questions about their experiences and in response to stories or events.

Speaking

Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas and events.

Key Stages 1 and 2

- 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 interests 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