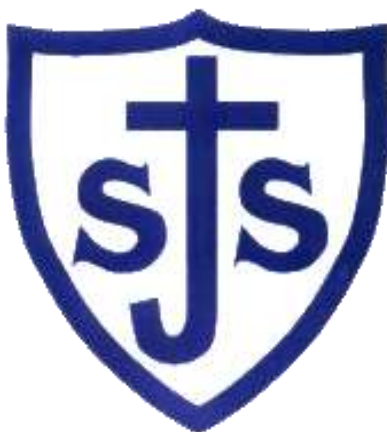


**ST JOSEPH'S CATHOLIC PRIMARY SCHOOL
CRAYFORD**



ENGLISH POLICY

Learning and growing together with Christ

Updated:	Spring 2025
To be Reviewed:	Spring 2028
Approved by:	Curriculum Committee



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English Intent Statement

English is to be able to speak, read and write with confidence, accuracy and clarity.

At St Joseph's Catholic Primary School, we believe success in English is the keystone to academic success and we intend that our children will have a passion for all forms of communication.

St Joseph's intentions for English are centered on the delivery of the National Curriculum and we will ensure that all our children:

Speaking and Listening

- speak clearly, fluently and confidently to different people
- listen with concentration, understanding and respond appropriately to others
- use the vocabulary and grammar of Standard English
- enable the children to adapt their speech to a wide range of circumstances and demands
- develop the skills of questioning, debate, argument and speculation
- be able to articulate their ideas and thoughts

Reading

We will enable our children to become confident and effective readers:

- our children will have excellent phonic knowledge which will enable them to decode words
- will be experienced in using a range of strategies to decipher and understand text-grammatical knowledge, knowledge of context, word recognition and graphic knowledge
- will benefit from research based comprehension teaching strategies so that they are able to understand and respond to texts they have read
- will read, analyse and evaluate a wide range of texts
- be able to select appropriate reading materials
- will be experienced readers who are able to read fluently for pleasure and information
- will understand a wide and rich vocabulary
- will have heard experienced readers read a range of classic texts and genres.

Writing

We aim to develop a positive attitude to writing and to extend the children's abilities to express their thoughts and ideas on paper, thus enabling them to communicate clearly through the written word. Our children will be:

- confident, accurate writers who organise and structure sentences grammatically and whole texts coherently
- able to write with the ability to adapt their style and language for different genres to suit the audience, purpose and context they will develop
- able to identify their own areas for improvement in all pieces of writing and will be skilled writers who craft their written work by planning, drafting, revising and editing their own writing
- have an excellent knowledge of, and apply accurately, age appropriate grammar, punctuation and spelling
- be adventurous and sophisticated in their choice of vocabulary, will build upon the links between reading and writing
- have fluent and legible handwriting.

Implementation Notes:

What is expected to be in an English Lesson:

Knowledge and skills

- Teachers to have expert knowledge of the skill and writing genre that they are teaching.
- Teachers' use of language and skills in English is well considered in order for pupils to develop a good insight into how writers create a certain effect for their audience.
- Children are able to organise and structure their ideas grammatically and with the correct punctuation.
- When writing, the children feel that they have a real audience or purpose.
- Teachers and pupils ensure that their writing shows a high degree of technical accuracy.
- Pupils write effectively across a range of genres, frequently showing creativity in their ideas and choice of language.

Planning and Teaching

- The teacher has clearly planned a sequence of lessons that help children to use what has been taught before, to build upon the new knowledge and skills learnt.
- Differentiation is clearly demonstrated including, the resources being used so that the lesson meets the individual needs of the children.
- The lesson will have a clear learning objective with precise steps to success so that all the children can achieve the learning objective, and that they understand the end aim/goal.
- Teachers demonstrate high standards of English when modelling the processes of reading and writing, in order to help the children progress further.

Questioning and Discussion

- Questioning successfully engages pupils in extending their understanding of language and draws out their personal response to the texts that they are studying.
- Misconceptions are challenged immediately through questioning and discussions.
- Teachers and pupils are using subject specific vocabulary when presenting or articulating their ideas.
- Teachers are constantly giving the children constructive feedback on their work.

Learning Environment

- A positive and supportive learning environment, where the children are encouraged to express their ideas fluently and imaginatively, in both writing and speaking.
- The pupils are proud of their work and celebrate their own and other's successes.
- The lesson has been well resourced, in order to help pupils to be effective independent learners.
- The pupils are very keen readers and show a mature understanding of a wide range of challenging texts, both traditional and contemporary.

Resources

- Little Wandle Letters and Sounds Revised reading books (Years R, 1 and 2)
- Big Cat books (Years 2 and 3)
- Little Wandle Letters and Sounds Revised (Years R, 1 and 2)
- No Nonsense Spelling Programme (Years 2 to 6)
- Schofield and Sims Spelling Programme (Year 6)
- Pen Pals handwriting programme (Years 1 to 6)
- Dictionaries
- Thesaurus

Assessment

We measure the children's learning in English by:

- using ongoing informal assessment (such as low stake quiz style questioning) to assess our children's progress, clear up any misconceptions and move their learning forward
- asking all children to complete a piece of unaided writing which is moderated by the whole staff to ensure accurate and consistent assessment data
- setting targets on regular basis, through effective marking and feedback, and adjusted accordingly. These are based on a piece of unaided writing completed at the end of each teaching unit
- setting a reading test termly for all children from Years 1 – 6 and then their progress is data analysed
- half termly Little Wandle phonics assessments undertaken every half term in Years R and 1. This data is used to identify gaps and plan daily 'Keep Up' interventions
- ensuring that the reading age tests (NGRT) are completed twice a year (November and June). Summer reading ages are recorded in the end of year reports to parents
- statutory spellings are set as homework every week, culminating in a weekly spelling test for Year 1 to 6
- assessing the results of the Year 1 Phonics Screening that takes place annually during the month of June (with any Year 2 pupils who did not pass or participate the previous year)
- subject leader to keep a sample of pupils' learning across the school demonstrating mastery and greater depth of understanding
- every term, the subject leader to analyse the data and uses this to inform action plans and target certain groups or children.

Implementation Strategy for EYFS

The children who start at St Joseph's in the Reception class are assessed using the NFER baseline within the first half term which is used to inform differentiation. The aims of English in the early years are (based on Development Matters and Early Learning Goals):

- Communication and Language (a Prime Area of Learning) skills are:
 - **listening and attention** - listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or 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 or events.
- Literacy (a Specific Area of Learning) skills are:
 - **Reading** - 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. St Joseph's uses the Little Wandle Letters and Sounds Revised reading scheme. All books carefully match the children's phonic knowledge.
The Reception class uses high quality texts linked to their termly themes in addition to an inviting book corner to help nurture a love for reading and develop a purpose for writing.
There are opportunities for the children to read independently both inside and outside in addition to weekly reading times with an adult.
The teacher will also read to the class daily to demonstrate the use of fluency and expression.
 - **Writing** - Children use their phonic 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 spelt correctly and others are phonetically plausible. The role play corner is designed to promote independent writing.

Phonics

High quality phonics is taught throughout the year in our Reception class following the Little Wandle Letters and Sounds Revised programme.

Reception

Autumn 1 Phase 2 graphemes	New tricky words
s a t p i n m d g o c k c k e u r h b f l	is I the

Autumn 2 Phase 2 graphemes	New tricky words
ff ll ss j v w x y z zz qu ch sh th ng nk - words with –s /s/ added at the end (hats sits) - words ending –s /z/ (his) and with –s /z/ added at the end (bags)	put* pull* full* as and has his her go no to into she push* he of we me be

*The tricky words 'put', 'pull', 'full' and 'push' may not be tricky in some regional pronunciations; in which case, they should not be treated as such.

Spring 1 Phase 3 graphemes	New tricky words
ai ee igh oa oo oo ar or ur ow oi ear air er - words with double letters - longer words	was you they my by all are sure pure

Spring 2 Phase 3 graphemes	No new tricky words
Review Phase 3 - longer words, including those with double letters - words with –s /z/ in the middle - words with –es /z/ at the end - words with –s /s/ and /z/ at the end	Review all taught so far

Summer 1 Phase 4	New tricky words
Short vowels with adjacent consonants - CVCC CCVC CCVCC CCCVC CCCVCC - longer words and compound words - words ending in suffixes: –ing, –ed /t/, –ed /d/ /ed/, –est	said so have like some come love do were here little says there when what one out today

Summer 2 Phase 4 graphemes	No new tricky words
Phase 3 long vowel graphemes with adjacent consonants - CVCC CCVC CCCVC CCV CCVCC - words ending in suffixes: –ing, –ed /t/, –ed /d/ /ed/, –ed /d/ –er, –est - longer words and compound words	Review all taught so far

Extra provision to close the gap:

The children partake in whole class phonics lessons with support. Targeted children then receive additional daily 'Keep Up' to plug gaps in learning.

'Blast' is an intervention programme used by St Joseph's to help support the development of speech, language and communication for some children in the Foundation Stage.

Parent support:

'Tapestry' is an online learning journal used by St Joseph's to record and track the progress of EYFS children which is accessible by both staff and parents.

The Reading Record Books are supplied with reciprocal reading support including a range of questions that they could ask whilst listening to their child read.

Little Wandle Letters and Sounds include helpful videos for the sounds taught. A link to this is on our website and also on Tapestry.

The English subject leader hosts a phonics/early reading workshop for parents at the start of the academic year.

Implementation Strategy for Reading

St Joseph's believe that reading is the key for academic success and strives to promote a positive attitude towards reading.

St Joseph's encourages the children to confidently and fluently read a wide variety of high quality books, for both pleasure and as a way of acquiring knowledge.

We believe that children need both good language comprehension and good word reading (decoding) to become good readers.

The teaching of reading focuses on developing skilled word reading and good comprehension expertise by:

- teaching early reading through phonics – understanding that the letters on a page represent sounds to decode words
- teaching comprehension skills to develop an understanding of the wide vocabulary that the children encounter in texts and classroom discussions (fiction, non-fiction and poetry)
- providing daily opportunities for shared, guided and individual reading
- daily guided reading sessions in Years R and 1, following the Little Wandle three reads structure (Decoding, Prosody and Comprehension)
- Year 2 whole class reading sessions 4 times a week following the Little Wandle Fluency programme
- Years 3, 4, 5 and 6 whole class reading sessions to focus on discussion of the text including the vocabulary used and to develop their inference skills.
- maintaining daily communication between home and school using the Reading Record Books (children are expected to read at home to their parents every day as part of their homework)
- encouraging reading at home through homework apps such as Reading Eggs, Reading Express and Literacy Planet

Implementation Strategy for Reading in Key Stage 1 - Year 1:

The children in Year 1 build on their phonic knowledge and skills from EYFS and also continue to learn new grapheme-phoneme correspondences (GPCs) to help them develop their reading. We follow the 'Little Wandle Letters and Sounds Revised' programme.

Year 1

Autumn 1	Review tricky words Phases 2–4
Review Phase 3 and 4 Phase 5 /ai/ ay play /ow/ ou cloud /oi/ oy toy /ea/ ea each	Phases 2–4: the put* pull* full* push* to into I no go of he she we me be was you they all are my by sure pure said have like so do some come love were there little one when out what says here today

*The tricky words 'put', 'pull', 'full' and 'push' may not be tricky in some regional pronunciations; in which case, they should not be treated as such.

Autumn 2 Phase 5 graphemes	New tricky words
/ur/ ir bird /igh/ ie pie /ool/ yoo/ ue blue rescue /yool/ u unicorn /oa/ o go /igh/ i tiger /ail/ a paper /eel/ e he /ail/ a-e shake /igh/ i-e time /oa/ o-e home /ool/ yool/ u-e rude cute /eel/ e-e these /ool/ yool/ ew chew new /eel/ ie shield /or/ aw claw	their people oh your Mr Mrs Ms ask* could would should our house mouse water want

*The tricky word 'ask' may not be tricky in some regional pronunciations; in which case, it should not be treated as such.

Spring 1 Phase 5 graphemes	New tricky words
/ee/ y funny /e/ ea head /w/ wh wheel /oa/ oe ou toe shoulder /igh/ y fly /oa/ ow snow /j/ g giant /f/ ph phone /l/ le al apple metal /s/ c ice /v/ ve give /u/ o-e o ou some mother young /z/ se cheese /s/ se ce mouse fence /eel/ ey donkey /ool/ ui ou fruit soup	any many again who whole where two school call different thought through friend work

Spring 2 Phase 5 graphemes	New tricky words
/ur/ or word /oo/ u oul awful could /air/ are share /or/ au aur oor al author dinosaur floor walk /ch/ tch ture match adventure /ar/ al a half* father* /or/ a water schwa in longer words: different /ol/ a want /air/ ear ere bear there /ur/ ear learn /r/ wr wrist /s/ st sc whistle science /cl/ ch school /sh/ ch chef /z/ ze freeze schwa at the end of words: actor	once laugh because eye

*The tricky words 'half' and 'father' may not be pronounced as this in some regional pronunciations; in which case, they should not be treated as such.

Summer 1: Phonics screening check review – no new GPCs or tricky words

Summer 2 Phase 5 graphemes	New tricky words
/ai/ eigh aigh ey ea eight straight grey break /n/ kn gn knee gnaw /m/ mb thumb /ear/ ere eer here deer /zh/ su si treasure vision /j/ dge bridge /i/ y crystal /j/ ge large /sh/ ti ssi si ci potion mission mansion delicious /or/ augh our oar ore daughter pour oar more	busy beautiful pretty hour move improve parents shoe

- The children read Little Wandle Letters and Sounds Revised reading books. These carefully match each child's phonic knowledge. The books sent home match the sounds being taught in class.
- Daily reading lessons provide a carousel of carefully planned and structured reading activities (ie group reading with class teacher; phonics work; quiet reading; high frequency words work) alongside the three read structure of the Little Wandle reading groups (decoding, prosody and comprehension).
- Comprehension is taught through a variety of activities building up from listening to, reading and discussing a wide range of text genres (eg poems, stories and non-fiction) in whole class, small groups and individually.
- The children develop a love for reading by retelling familiar tales and stories, joining in predictable phrases, learning rhymes/poems by heart and making links with their own experiences.
- The children develop a deeper understanding of the books they read and listen to by drawing on previous information (eg similar character/situation from another book/experience), accurate reading of words and exploring the meaning of new vocabulary, and making inferences and predictions based on previous knowledge.

Closing the gap in Year 1:

Children are assessed half-termly using the Little Wandle half termly assessments. The assessment tracker tool then identifies pupils who are not 'on track'. These children then have daily 'Keep Up' sessions with a TA to close any gaps. The children are then re-assessed after 4 weeks. The lowest 20% of the class also read more frequently than the other groups and are chosen as 'Sound Ambassadors' each day. This involves the children wearing the GPC of the day (on a sticky label) and they're asked about the GPC by other members of staff/pupils across the remainder of the day.

Implementation Strategy for Reading in Key stage 1 - Year 2:

The children in Year 2 focus on improving the accuracy, speed and fluency of their reading, while reading a wide range of stories, poems and information books to increase their vocabulary and comprehension skills.

- Autumn 1 focuses on revising of the sounds learnt in Year 1 (Little Wandle Spelling - Phase 5 review) which includes daily phonic lessons
- Year 2 also follow the 'Little Wandle Fluency' programme (4 whole class reading sessions each week)
- The children develop pleasure in reading by expressing views about fiction, poetry and non-fiction, discussing the sequence of events, retelling familiar stories/tales and examining the different structures of non-fiction books
- The children learn and recite poems by heart with appropriate intonation
- The children read Little Wandle Letters and Sounds Revised books (Phase 5 Set 3 and beyond) and then move on to Collins Big Cat readers, Lime Plus and White Plus
- Comprehension is taught through a variety of activities building up from listening to, reading and discussing a wide range of text genres in whole class, small groups and individually. The children also have opportunities to answer comprehension questions in written form during some English lessons.
- The children develop a deeper understanding of the books they read and listen to by drawing on previous information (eg similar character/situation from another book/experience), accurate reading of words and exploring the meaning of new vocabulary, and making inferences and predictions based on previous knowledge.
- The children discuss and listen in turn to explain their understanding of books, poems and other texts, that they both read and hear

Closing the gap in Year 2:

Children not 'on track' are put in the Little Wandle 'Rapid Catch Up' intervention, ensuring gaps in knowledge are closed. These children also join Year 1 phonics lessons to further consolidate Phases 4 and 5.

The lowest readers are also targeted as daily readers.

Implementation Strategy for Reading in Lower Key Stage 2 - Years 3 and 4:

The children in Year 3 read a wide range of books frequently and can use their decoding skills when they come across new vocabulary. They develop into independent, fluent and enthusiastic readers.

By the end of Year 4, the children have developed their reading knowledge and skills enough to be able to independently justify their views on what they have read.

- Children build on their knowledge of root words, prefixes and suffixes in order to understand the meaning of new words
- Children are taught to read words with unusual correspondences between spelling and sound
- Children listen to and discuss a wide range of fiction, poetry, non-fiction, plays and reference books
- Children read books that are structured in different ways for a range of purposes
- Children use dictionaries regularly to clarify the meaning of any unknown words that they come across in their reading
- Children become familiar with a wider range of books (eg fairy stories, myths and legends) and retell them orally
- Children identify the features of a wide range of books
- Children prepare poems to read aloud and perform, demonstrating an understanding of intonation, tone, volume and action (eg taking part in class, whole school and external poetry events and competitions)
- Children recognise different forms of poetry
- Children discuss words and phrases that capture the reader's imagination and interest
- Daily reading is taught as a whole class so that all children can experience the same text, discuss the language used and develop their ability to draw inferences (eg infer the characters' thoughts, motives and feelings from their actions) and justify their inferences with evidence. A wide range of high quality, culturally diverse texts are used.
- Children discuss the meaning of words in context and explain their meanings to improve their understanding
- Children ask questions about a text to improve their understanding
- Children predict what they think might happen next
- Children summarise the main ideas from a text
- Children identify how language, structure and presentation affect the meaning of a text
- Children are taught to retrieve and record information from non-fiction texts
- Children can discuss books that they have read and that are read to them, taking turns to listen to others.

Closing the gap in Years 3 and 4:

- Children who were identified the year before for needing extra support in reading are automatically put on the frequent reading timetable.
- This is then assessed in Autumn 2 Spring 2 and Summer 1 in case other children now need the extra support.
- Weekly intervention groups are used to support children with their comprehension skills and the termly assessments help to decide who is in this group.

Implementation Strategy for Reading in Key Stage 2 – Years 5 and 6:

The children in Year 5 can read aloud a wider range of interesting poetry and age - appropriate books with accuracy and pace. They can read silently and demonstrate their understanding through inference and summarising. They develop their reading for pleasure and information by reading frequently (in and out of school) and by clarifying unfamiliar words.

The children in Year 6 become fluent and competent readers of stories, poetry, non-fiction and textbooks. Their enjoyment and understanding of language is reflected in their ability to speak publicly, perform and debate.

- Children apply their knowledge of root words, prefixes and suffixes (morphology and etymology) to read aloud and understand the meaning of new words
- Children read and discuss a wide range of fictions, poetry, plays, non-fiction and reference books or textbooks
- Children read for a range of purposes and look at how books are structured in different ways
- Children become familiar with a range of the books from our heritage as well as from other cultures and traditions (eg myths, legends, traditional stories, modern and classic fiction)
- Children recommend books to their peers (giving reasons)
- Children are taught to identify and discuss themes and conventions across a wide range of writing
- Children are taught to make comparisons within and across books
- Children learn a wide range of poetry by heart
- Children prepare their own poems and plays to perform to an audience with clear intonation, tone and volume
- Children discuss their understanding of the books they read by asking questions; exploring word meanings; drawing inferences; predicting what might happen next; summarising the main ideas; and identifying how language, structure and presentation contribute to meaning
- Children discuss and evaluate how authors language impacts on the reader
- Children are taught to distinguish between fact and opinion
- Children are taught to retrieve, record and present information from non-fiction texts
- Children discuss books they read and that are read to them, building on ideas and challenging views
- Children explain and discuss their understanding of what they have read through formal presentations and debates
- Children are encouraged to give reasoned justifications for their views
- Reading lessons are taught as a whole class so that all children can experience the same text, discuss the language used and continue to develop their ability to draw inferences (eg infer the characters' thoughts, motives and feelings from their actions) and justify their inferences with evidence.

Closing the gap in Years 5 and 6:

- Children who were identified the year before for needing extra support in reading are automatically put on the frequent reading timetable.
- This is then assessed in Autumn 2 Spring 2 and Summer 1 in case other children now need the extra support.
- Weekly intervention groups are used to support children with their comprehension skills and the termly assessments help to decide who is in this group.

Home Reading and Parental Support:

Children who are not yet 'free readers', will work through Little Wandle Letters and Sounds Revised scheme, which is matched to the sounds that they are learning in class. This scheme is also supplemented with Collins Big Cat texts in Years 2 and 3. We expect parent/carers at home to read these books with their child each evening and make comments in their child's Reading Record. The Reading Records are checked daily and any children not being seen to be read at home have a note written and some are also put on the 'Frequent Readers' list for the class teacher or teaching assistant to hear read.

Reception Reading Programme – Books sent home See Appendix 1 for specific book titles and the sounds that they cover	
Phase 2	Little Wandle Letters and Sounds Revised
Phase 3	Little Wandle Letters and Sounds Revised
Phase 4	Little Wandle Letters and Sounds Revised

Year 1 Reading Programme – Books sent home See Appendix 1 for specific book titles and the sounds that they cover	
Autumn Revision of phase 3 and Phase 4. Also begin Phase 5	Little Wandle Letters and Sounds Revised
Spring Phase 5	Little Wandle Letters and Sounds Revised
Summer Phase 5	Little Wandle Letters and Sounds Revised

Development of reading books sent home from Year 2 onwards See Appendix 2 for specific book titles	
Year 2 Autumn	Little Wandle Letters and Sounds Revised
Spring	Little Wandle Letters and Sounds Revised/Collins Big Cat books (depending on ability)
Summer	Little Wandle Letters and Sounds Revised/Little Wandle Rapid Catch Up/Collins Big Cat books (depending on ability) Early chapter books by Usborne Young Readers, Young Puffins, Walker Publishing, Sprinters, Young Corgi, Happy Cat - First Readers and Early Readers.
Year 3 onwards	- The children start the year reading Band 12 Copper Big Cat books. - Pupils then move on to independently choosing from a selection of fiction and non-fiction books from within their class library (with adults checking that it is appropriate for their reading age)

Implementation Strategy for Spelling

Spelling is taught based on the statutory requirements prescribed by the National Curriculum, using the resources 'No Nonsense Spelling Programme' and 'Schofield and Sims Spelling' to support our planning. This offers a comprehensive, accessible and progressive guidance to support the teaching of strategies, knowledge and skills which the children need in order to learn their spellings effectively (see Appendix 3)

Statutory spellings are set as homework every week, culminating in a weekly spelling test. 'Look, say, cover, write check' sheets are provided by the teacher for home practise.

Years 1 and 2 spellings are taken from their Little Wandle teaching that week. The spellings directly match the GPCs being taught.

Year 3 Spellings

Year 3 Autumn 1 st half	Year 3 Autumn 2 nd half	Year 3 Spring 1 st half	Year 3 Spring 2 nd half	Year 3 Summer 1 st half	Year 3 Summer 2 nd half
actual learn group heard arrive circle often build	eight caught centre century heart breath busy early	continue decide island minute difficult earth consider enough	perhaps address guard material recent guide forward fruit	though notice quarter length library famous describe mention answer appear	actually extreme February certain height history imagine increase interest important

Year 4 Spellings

Year 4 Autumn 1 st half	Year 4 Autumn 2 nd half	Year 4 Spring 1 st half	Year 4 Spring 2 nd half	Year 4 Summer 1 st half	Year 4 Summer 2 nd half
accident believe strange reign interest various possible grammar	woman women promise therefore opposite ordinary perhaps pressure	particular calendar popular position possess possession purpose potatoes	different exercise regular complete remember sentence separate special thought weight	straight favourite strength suppose surprise bicycle business medicine natural naughty	peculiar occasion occasionally probably knowledge experiment experience question disappear important

Year 5 Spellings

Year 5 Autumn 1 st half	Year 5 Autumn 2 nd half	Year 5 Spring 1 st half	Year 5 Spring 2 nd half	Year 5 Summer 1 st half	Year 5 Summer 2 nd half
occur accompany according according achieve aggressive forty ancient apparent occupy	attached available average awkward bargain bruise category cemetery critic community	communicate competition conscience conscious dictionary equipped curiosity definite harass foreign	controversy convenience correspond criticise desperate determined disastrous embarrass environment equipment	especially exaggerate hindrance excellent existence explanation familiar amateur frequently government	guarantee immediate knowledge experiment experience business possession disappear weight separate

Year 6 Spellings

Year 6 Autumn 1 st half	Year 6 Autumn 2 nd half	Year 6 Spring 1 st half	Year 6 Spring 2 nd half	Year 6 Summer 1 st half Revision (yr 5)	Year 6 Summer 2 nd half
individual interfere interrupt language leisure lightning marvellous mischievous muscle necessary	recommend relevant restaurant signature sincere immediately soldier stomach sufficient suggest twelfth variety vegetable vehicle yacht	neighbour nuisance appreciate accommodate opportunity parliament persuade physical prejudice privilege profession programme pronunciation queue recognise	symbol system temperature thorough committee environment government communicate accommodate embarrass rhyme rhythm sacrifice secretary shoulder	appreciate conscious competition definite convenience desperate disastrous especially equipment foreign familiar frequently government guarantee immediate	

Closing the gap

Children who are identified to be struggling with spelling are given separate spellings to be learnt at home but still partake in their class spelling lesson.

The children are given the spellings that they struggle to spell from previous years to be stuck down on their table or as a mat in their tray.

Implementation for Handwriting

- Handwriting is taught based on the statutory requirements prescribed by the National Curriculum using the 'Penpals for Handwriting' scheme as a resource. This offers clear progression through five developmental stages: physical preparation for handwriting; securing correct letter formation; beginning to join; securing the joins; and speed, fluency and developing a personal style.
- Handwriting is taught for 30 minutes every week throughout Key Stages 1 and 2.
- In Year R, the Little Wandle 'formation phrases' are used to introduce and help with the formation of graphemes.

National Curriculum Statutory Guidance

Year 1

Statutory requirements
Handwriting Pupils should be taught to: ▪ 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 0-9 ▪ understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.

Year 2

Statutory requirements
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.

Years 3 and Year 4

Statutory requirements

Handwriting

Pupils should be taught to:

- 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].

Years 5 and 6

Statutory requirements

Handwriting and presentation

Pupils should be taught to:

- 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.

Implementation for Oracy

Learning to talk and learning through talk

At St Joseph's, we believe that speaking and listening form the foundations of all learning in English. In formal and informal situations, we create and encourage opportunities for meaningful conversation, discussion and talk around learning. Questioning forms the basis of our teaching and we strongly encourage children to be inquisitive and to share their thoughts confidently in a supportive environment. Through oracy, children learn how other people make sense of the world, how language is used to reason, how emotions and identities are expressed, and how to work together to solve problems.

Implementation of oracy across the school:

- listening to and participating in stories, poems, rhymes and songs
- daily 'Little Wandle Rhyme Time' in Reception
- use of sentence-stems to scaffold oral responses in class
- questioning across the curriculum
- reciting and reading aloud
- drama activities to enliven and enrich children's learning
- re-telling and role-play
- opportunities for children to talk about and discuss their reading and writing
- debating
- collaborative work and reporting back following group work
- presenting in front of an audience
- as adults, we provide a model for speakers and listeners in our day-to-day interactions with them and with other adults in our school.

Implementation for Writing

Throughout their time at St Joseph's, children develop their skills by exploring a whole range of different genres, with a focus on exploring a range of models for excellence and using these to guide the drafting and editing process.

Implementation of Writing in Year 1

- Writing (transcription; composition; vocabulary, grammar and punctuation)

The children in Year 1 develop their writing by applying their phonic knowledge, developing their handwriting skills and learning how to orally organise their ideas for writing. (*Appendix 4: Whole School Writing Overview*)

Children are taught how to transcribe their writing by learning how to:

- spell words containing the phonemes that they have already been taught, common exception words and days of the week
- name and order the letters of the alphabet, using letter names to distinguish between alternative spellings of the same sound
- apply spelling rules when adding prefixes (eg un-) and suffixes (eg -s, -es, -ing, -ed, -er and -est)
- sit properly and hold a pencil correctly
- form lower-case letters correctly
- form capital letters and digits 0-9
- identify letters that belong to the same handwriting families.

Children learn how to compose their writing by:

- orally composing a sentence before writing it
- sequencing sentences to form narratives
- re-reading their writing to check that it makes sense
- discussing their writing with their teacher, teaching assistant and peers, and reading it aloud and clearly.

Children are taught how to develop their vocabulary, punctuation and grammar (using the correct terminology) by:

- leaving spaces between words
- joining words and clauses using 'and' 'because' and more able pupils are challenged to use 'but'
- punctuating sentences using capital letters and full stops, question marks or exclamation marks
- using capital letters for proper nouns and the personal pronoun 'I'
- writing for different purposes for example, narratives about personal experiences and those of others (real and fictional), poetry and writing about real events (*Appendix 4: Whole School Writing Overview*)
- planning with support (verbally and written) their ideas about what they are going to write, including using new vocabulary.

Implementation of writing in Year 2

- Writing (transcription; composition; vocabulary, grammar and punctuation)

The children in Year 2 begin to compose their writing orally before they write them down. As they begin to produce more complex writing, they start to make phonically plausible attempts at new vocabulary. (*Appendix 4: Whole School Writing Overview*)

Children are taught how to transcribe their writing by learning how to:

- segment words into phonemes represented by graphemes
- learn new ways to spell phonemes in words (include some common homophones)
- spell common exception words
- spell words with contracted forms
- spell words using an apostrophe for singular possession
- distinguish between homophones and near-homophones
- add suffixes to spell longer words (include: -ment, -ness, -ful, -less, -ly)
- apply spelling rules and guidance
- write from memory simple sentences dictated by the teacher (include words using GPCs, common exception words and punctuation)
- form lower-case letters correctly sized to one another
- start using some diagonal and horizontal strokes needed to join letters and which ones should be left unjoined
- write capital letters and digits correctly sized, orientated to one another and to lower-case letters
- use spacing between words that reflects the size of the letters.

Children learn how to compose their writing by:

- writing for different purposes for example, narratives about personal experiences and those of others (real and fictional), poetry and writing about real events (*Appendix 4: Whole School Writing Overview*)
- planning (verbally and written) ideas about what they are going to write, including using new vocabulary
- proof-reading and editing their writing checking and correcting their sentences so that they make sense
- reading their writing aloud, with intonation, to make sure the meaning is clear.

Children are taught how to develop their vocabulary, punctuation and grammar (using the correct terminology) by:

- using familiar and new punctuation correctly in their writing (eg full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contraction and singular possession)
- using different types of sentences (statement, question, exclamation, command)
- using expanded nouns phrases (adding an adjective before the noun)
- using present and past tenses correctly
- using subordination (when, if, that, because) and coordination (or, and, but) conjunctions
- using appropriate grammar
- using correct Standard English
- understanding, discussing and using correct grammatical terminology.

Implementation of writing in Years 3 and 4

- Writing (transcription; composition; vocabulary, grammar and punctuation)

The children in Years 3 and 4 develop as writers by building on what they have already learnt and producing more accurate use of punctuation, grammar and spelling within their writing. Their growing vocabulary and competence enables them to produce more effective writing. (*Appendix 4: Whole School Writing Overview*)

Children are taught how to transcribe their writing by learning how to:

- spell words with prefixes and suffixes - understand how to add them (eg auto-, -ous)
- spell homophones (eg piece/peace)
- use the possessive apostrophe for regular plurals (eg boys') and irregular plurals (eg children's)
- use a dictionary to check spelling (using the first three letters of a word)
- write from memory simple sentences dictated by the teacher (include words and punctuation taught so far)
- use diagonal and horizontal strokes to join letters and know which letters should not be joined
- use legible handwriting - consistent and good quality.

Children learn how to compose their writing by:

- discuss similar writing before planning and recording ideas to understand it's structure, vocabulary and grammar
- orally compose sentences before drafting fiction and non-fiction writing (eg paragraph themes, settings, characters, plot, headings)
- self and/or peer evaluate effectiveness of writing and edit improvements (eg grammar, vocabulary, spelling, punctuation)
- read own writing aloud to others with clear and appropriate intonation, tone and volume.

Children are taught how to develop their vocabulary, punctuation and grammar (using the correct terminology) by:

- extending sentences with more than one clause using a wide range of conjunctions (eg when, if, because, although)
- using present perfect form of verbs in contrast to past tense (eg have been; has given)
- choosing appropriate nouns and pronouns for clarity (avoid repetition)
- using conjunctions, adverbs and prepositions to express time and cause
- using commas after fronted adverbials
- punctuating direct speech
- indicating possession by using the possessive apostrophe with plural nouns
- understanding, discussing and using correct grammatical terminology when reading and writing.

Implementation of writing in Years 5 and 6

- Writing (transcription; composition; vocabulary, grammar and punctuation)

The children in Year 5 and 6 are able to use broadly accurate grammar and punctuation, and write their ideas quickly. They are taught how to enhance the effectiveness of their writing to become more competent and fluent writers. The children should be able to select appropriate vocabulary and grammar according to the purpose and audience of their writing. (*Appendix 4: Whole School Writing Overview*)

Children are taught how to transcribe their writing by learning how to:

- use prefixes and suffixes (and understand the guidance for adding them)
- spell words with silent letters (eg knight, psalm, solemn)
- continue to distinguish between homophones and near homophones
- use morphology and etymology in spelling and understand that some words need to be learnt specifically
- use dictionaries to check meaning and spelling of words (using the first three or four letters of a word)
- use a thesaurus
- present writing with legible and fluent handwriting (with increasing speed)
- choose how to shape a letter and whether or not to join specific letters
- choose an appropriate writing implement for a task.

Children learn how to compose their writing by:

- planning writing according to the audience and purpose, selecting appropriate form based on similar models
- developing ideas and notes based on reading and research
- considering how authors develop characters and settings in narratives
- drafting writing by understanding that appropriate choice of grammar and vocabulary can change/enhance meaning
- describing settings, characters and atmosphere in narratives using dialogue to convey character and advance action
- using a wide range of devices to build cohesion within and across paragraphs
- organising and presenting structured texts to guide the reader (eg headings, bullet points, underlining)
- evaluating the effectiveness of their own and others' writing
- editing vocabulary, grammar and punctuation to enhance and clarify writing
- consistently using the correct use of tense
- using the correct subject and verb agreement when using singular and plural, distinguishing between the appropriate use of the language of speech and writing
- proof-reading for spelling and punctuation errors
- performing their own compositions clearly with appropriate intonation, volume and movement.

Children are taught how to develop their vocabulary, punctuation and grammar (using the correct terminology) by:

- recognising vocabulary and structure appropriate for formal speech and writing (including subjunctive forms)
- using passive verbs to affect presentation of information
- using the perfect form of verbs to mark time and cause relationships
- using expanded noun phrases to concisely convey information
- using modal verbs or adverbs to indicate possibility
- using relative clauses beginning with who, which, where, when, whose, that or with an implied relative pronoun
- using commas to clarify meaning
- using hyphens to avoid ambiguity
- using brackets, dashes or commas to indicate parenthesis
- using semi-colons, colons or dashes between independent clauses
- using a colon to introduce a list
- punctuate bullet points consistently
- understanding, discussing and using correct grammatical terminology when reading and writing.

Closing the gap

Children who need more support are identified from previous teacher and then termly assessments. These children are given more 'focus group' support from class teacher or teaching assistant.

Scaffolding such as vocabulary lists, sentence stems and punctuation support mats are given to children.

Intervention groups are identified early including sentence structure support.

Differentiation

- Teachers will teach the relevant year curriculum objectives to their class, showing high expectations and providing adequate scaffolding for less able children so that they can access the curriculum objectives.
- More able children will be adequately challenged through skilled questioning to deepen and challenge thinking.
- More able challenges are planned for to provide some children with the opportunity to develop their learning at a greater depth.
- Seating plans may be in mixed ability or setting groups according to how the children learn best.

Cross-Curricular skills/links

St Joseph's strives to not only develop a real enjoyment of writing in English lessons but in all subjects across the curriculum. We expect the highest standards of writing every time a child writes. Many of the writing genres that have been allocated to each year group have close links to other subjects within the curriculum (eg History, RE, DT). The knowledge and skills taught in English are transferable in supporting and developing other subject areas across the school.

(Appendix 4: Whole School Writing Overview)

Assessing the impact of our intent and implementation

We measure the impact of the children's learning in English by:

- using ongoing informal assessment, teacher assessment and written feedback to assess our children's progress and move their learning forward
- setting targets on regular basis, through effective marking and feedback, and adjusted accordingly. These are based on a piece of unaided writing completed at the end of each teaching unit
- asking all children to complete a piece of unaided writing which is moderated by the whole staff to ensure accurate and consistent assessment data, and also externally moderated jointly with partner school
- No More Marking is completed by each class once a year. This involves a nationwide comparative judgement assessment
- half termly Little Wandle assessments are completed in Years R and 1.
- setting a reading test termly for all children from Years 1 – 6 and then their progress is data analysed
- Phonics Screening mocks are undertaken by all Year 1 children (and Year 2 retake children) at least three times a year
- ensuring that the reading age tests (NGRT) are completed twice a year (November and June). Summer reading ages are recorded in the end of year reports to parents
- assessing the results of the Year 1 Phonics Screening that takes place annually during the month of June (with any Year 2 pupils who did not pass the previous year)
- keeping a sample of pupils' learning across the school demonstrating mastery and greater depth of understanding
- ensuring that the writing displayed in the school demonstrates not only what the children have learnt but the standards we expect to see in each year group
- optional Key Stage 1 (Year 2) SATS take place annually during the month of May and are used to inform teacher assessment
- Key Stage 2 (Year 6) SATS take place annually during a week in May (generally the week after the bank holiday week).

Teachers' plans show how they will address misconceptions and the gaps in learning that have been identified through assessments.

Year R	Autumn	Spring	Summer
Assessments	Half termly Little Wandle Phonics Assessments	Half termly Little Wandle Phonics Assessments	Half termly Little Wandle Phonics Assessments
Next steps	Lowest 20% identified for daily 'Keep Up' intervention The identified children will also read more frequently with the CT and TA each week	Lowest 20% identified for daily 'Keep Up' intervention The identified children will also read more frequently with the CT and TA each week	Lowest 20% identified for daily 'Keep Up' intervention The identified children will also read more frequently with the CT and TA each week

Year 1	Autumn	Spring	Summer
Assessments	Half termly Little Wandle Phonics Assessments Phonics Screening Mock	Half termly Little Wandle Phonics Assessments Phonics Screening Mock Reading Test	Half termly Little Wandle Phonics Assessments Phonics Screening Mock Actual Phonics Screening Reading Test Reading Age test
Next steps	Weak readers identified for frequent/daily readers Weak phonics group identified for daily 'Keep Up' Gaps in phonic knowledge are incorporated into planning/recap sessions	Weak readers identified for frequent/daily readers Weak phonics group identified for daily 'Keep Up' Gaps in phonic knowledge are incorporated into planning/recap sessions	Those who failed the Phonics Screening Check, and scoring below 35/40 are identified for extra support in Year 2 (Rapid Catch Up) Those who failed the reading test are identified for being a daily/frequent reader in Year 2 Those who did not meet the age expectation for writing are identified for Year 2 teacher so that they receive extra scaffolding and support in lessons. Targets for next year sent home in reports

Year 2	Autumn 2	Spring 1	Summer 1
Assessments	Phonic mock for those who failed Year 1 Phonics test Reading test Independent writing assessment Reading age test	<u>SATS</u> Reading Test Independent writing assessment	Year 2 SATS Reading Test x2 Reading Age test Independent writing assessment Year 2 SATS SPaG test
Next steps	Weak readers identified for frequent/daily readers Weak phonics group identified for extra intervention Those who are not meeting the age expectation for writing are identified to receive extra scaffolding and support in lessons.	Weak readers identified for frequent/daily readers – <i>this is also a chance to check the previous group and whether the support has been beneficial</i> Those who are not meeting the age expectation for writing are identified to receive extra scaffolding and support in lessons. – <i>this is also a chance to check the previous group and whether the support has been beneficial</i>	Those who failed the reading test are identified for being a daily/frequent readers in Year 3 Those who did not meet the age expectation for writing are identified for Year 3 teacher so that they receive extra scaffolding and support in lessons. Targets for next year sent home in reports

Years 3/4/5	Autumn 2	Spring 1	Summer 1
Assessments	Reading test Independent writing assessment Statutory spelling test. Reading age test	Reading Test Independent writing assessment	Reading Test Reading Age test Independent writing assessment Statutory spelling test.
Next steps	Writing Targets in books for children to understand Weak readers identified for frequent/daily readers Those showing weak comprehensive skills are identified for a support intervention group Those who are not meeting the age expectation for writing are identified to receive extra scaffolding and support in lessons.	Writing Targets in books for children to understand Weak readers identified for frequent/daily readers – <i>this is also a chance to check the previous group and whether the support has been beneficial</i> Those who are not meeting the age expectation for writing are identified to receive extra scaffolding and support in lessons. – <i>this is also a chance to check the previous group and whether the support has been beneficial</i>	Those who failed the reading test are identified for being a daily/frequent reader in the next year Those who did not meet the age expectation for writing are identified for the next teacher so that they receive extra scaffolding and support in lessons. Targets for next year sent home in reports

Year 6	Autumn 2	Spring 2	Summer 1
Assessments	Reading test Independent writing assessment Statutory spelling test Reading age test.	Reading test Independent writing assessment Statutory spelling test.	SATS Reading Test Reading Age test Independent writing assessment Statutory spelling test.
Next steps	Writing Targets in books for children to understand Weak readers identified for frequent/daily readers Those who are not meeting the age expectation for writing are identified to receive extra scaffolding and support in lessons.	Writing Targets in books for children to understand Weak readers identified for frequent/daily readers – this is also a chance to check the previous group and whether the support has been beneficial Those who are not meeting the age expectation for writing are identified to receive extra scaffolding and support in lessons. – this is also a chance to check the previous group and whether the support has been beneficial	

Role of subject leader

- Inform parents, governors, pupils and staff of vision and ambition for English.
- Monitor data and help support relevant interventions to ensure progress.
- Monitor books and evaluate planning against National Curriculum expectations.
- Liaise with other schools to share best practise and plan strategies for development.
- Monitor and evaluate pupil voice.
- Order and manage resources.
- Lead CPD for teacher skills across the school.
- Observe lessons and coach staff in improving teaching strategies.
- Monitoring by senior leaders including governors.

Appendix 1
YEAR R and 1 books that are sent home

Autumn 1 and Autumn 2 (depending on the child's decoding and blending skills)

Wordless books

Old MacDonald Had a Farm
Number Fun
Sound Walk
People Who Help
Animal Fun
At the Beach
Party Time
Incy Wincy Spider
I Spy
Fairytale
My Day, Our World
Nursery Rhymes
Humpty Dumpty
Rhyme Time
Summer Carnival
Where is Little Softy?
Shapes Everywhere
Seasons
The Age of the Dinosaurs
Lunchtime!
At the Hospital

Phase 2 Set 1

Pat it
Sit Sip Nap
Sit Sit
Tip, Sip, Nap
Pat a Pan
Sit Tip Pat
Nan
Tap a Pan
A Pin
A Nap
Sit
Tap
Tap Tap

Phase 2 Set 3

Nip it!
Dig it!
Tick Tock and Mick
Pop it on!
Pip and Pop
Cam and the Sock
Mack and Pip
In the Pot
Pack and Tick
A Cat, A Kid and a Dog

Spring 1

Phase 2 Set 4

Pots, Cans, Cups!
Rag Duck
Duck Socks
Bad Luck, Dad
Nell and Tess
Up and Off!
At the Top
Dig a Pit
A Fun Den
Fins and Legs

Phase 2 Set 5

Hush!
Fix it, Fox
Jazz and Jet
Ding Dong
Dash to Dig
Cubs
Jig and Jog
Buzz, Hop, Zip!
Will it Sink?
Big Mud Run
Jet-pack
Vet
Hens, Fish, Moths

Spring 2

Phase 3 Set 1

Pink Boat
Pink Car
Finn Feels Better
A Job for the Dog
I Look for Mark
Jack and Zain
Get Set for Fun
It is a Fox
Rock Pools
Down to Up
Odd Fish!
Dee Can Fix it
Fix That Rocket!
Look for Pepper
Keep Fit
Under my Feet
Art in the Park
Meet the Cats
Rain and Sun Fun
Zip Zoom in a Kart!
Foals at the Farm
Go for Goal
T-Rex Seeks
At Night

Summer 1

Phase 3 Set 2

Aimee and the Tablet
Lee and the Box
Nipper and Gull
The Hopper
The Power Cut
In the Dark Woods
Down the River
Food on the Farm
Owls in the Night
It is Hidden
Meep and the Midnight Mess
Too Much Soap
Queen of the Moon
Lights at Night
Terrific Arctic Terns
Look Up High
The Big Haircut
Air, Boat, Road
Tapping in the Garden
Monsoon

Summer 2

Phase 4 Set 1

The Foolish, Timid Rabbit
Tickets!
Scrap Rat
Snug in the Tent
Crick and Crock Have Lunch
Thumper
How the Ear Can Hear
Stunt Jets
Good Things from Farms
Track a T-Rex
Strong Trucks
From the Top
Stella and the Dragon
This is my Chair
Dogs that Help
On to the Next Job

Summer 2 and into Year 1 Autumn 1

Phase 4 Set 2

Eggs on Toast
Dragon in the Jam
The Monster on the Train
Zebra's Tent
The Chicken Coop Scoop
I Love it!
Harper and the Big Dog
Spook Night
A Year in Japan
Stunning Stunts
Extinct Monsters
How to Spot an Otter
It's Freezing Out!
Train to Win
Maps
Storms

Autumn 2

Stretch and Challenge books*

Spilled Milk
Fun at the Fair
The Camping Trip
Too Much Clatter!
The Trinket
Light Night
Dreena's Hair
Ling, the Star Painter
Star Patterns
Looking in the Forest
Mood Boost
My Good Mood Book
Scrap
Be a Green Star
Green Alert
Patterns from the Air

Phase 5 Set 1

Not in Otter's Pocket
The Elf and the Cobbler
The Dragon Keeper's Handbook
Blackcurrant Jam
Sharks
Animal Tricks: Sticking Power
Dark Unicorn
Tracking the Blue Beast
Roo's Rocket
Cleaning Up the Sea
Living in the Clouds
Fish that Fool

Spring 1

Finish Phase 5 Set 1 if not already completed in Autumn 2

Phase 5 Set 2

Let's Pretend!

Iris's Wild Ride

Jake and Jen in the Balloon of Doom

Wild Homes

This is our Planet

Be a Cave Explorer

The Car Boot Sale

The Robot Meets a Tiger

Paper Tiger

Amazing Webs

Cranes Lifting High

Saturn's Secrets

Spring 2

Phase 5 Set 3

Don't Blame Me!

The Stone Shadows

Look Out, Nebit!

How to Draw Cat and Dog

Show Time!

Welcome to my Home!

The Lost Shimmer

Kitten Trouble

Mighty Mud Race

Legends of Land and Sky

Recycle it What is snot?

Summer 1 and 2 and into Year 2 if necessary (depending on ability)

Phase 5 Set 4

Disaster Duck

Noisy Neesha

The Hide and Seek Squirrels

A Helping Hand

Witney and Boscoe's Lost and Found

Oodles of Noodles

Around the World in 72 Days

Bear Spotting

How Not to be Eaten

Beetles Around the World

Crocs and Rocks

The Secret of Loch Ness

Stretch and Challenge books

Jazz and Pop's Adventure

The Mouth-Watering Cheese Adventure

Jake and Jen in the Lost Land of Dinosaurs

The Secret Life of Mushrooms

How to Draw a Dinosaur

Robot Space Explorers

Appendix 2

YEAR 2 books that are sent home

Autumn 1

Phase 5 Set 5

The Dragon King's Daughter
The Knight Who Could Knit
The Shy Monster
The Great Fire of London
Poles Apart
Reptiles Break Rules

Stretch and Challenge books

Taro and the Stag Beetle
Bodies Can Do Anything!
Watch Out, This Troll Shouts!
Slam Dunk
Rare and Unusual Creatures
The Art of Climbing

Autumn 2 onwards

Collins Big Cat White Plus and Lime Plus:

White Plus Fiction

Be Careful...
Big Bad Wolfsville
Emily Pliers and Newton: Amazing Inventions
Message in a Bottle
Oh No, Rosie!
Police Nan and Spike the Cat-Detective – The Mystery of the Dino-Bone Robber
Police Nan and Spike the Cat-Detective – The Mystery of the Toyshop Robber
Scaredy Kat
The Goldilocks Guide to Bad-Tempered Bears
The Great Pebble Puzzle
The Wrong Door
There's an Alien in my Spaghetti
Whisked Away!

White Plus Non-fiction

Communicating in Colour
Exploring Cyberspace
Imagine a Garden
Life in Extremes
Stories in the Stars
Sunken Cities
The Gunpowder Plot
The Princes in the Tower: An Unsolved Mystery
Tiger in Your Living Room
Whale Strandings: A Mystery of Nature
Why Do We Dance?
Why Do We Dream?
Wolf in Your Kitchen

Lime Plus Fiction

After the Ball
And Now Nobody Likes Me
Another Way Out
Puzzle of the Pyramid
Saving the Ice Bear
Secrets of the Desert
Shoebox Memories
The Dungeon of Despair
The Girl in the Window
The Great Piñata Mystery
The Ravens' Call
The Storyteller of Ketu
Toga in a Tangle
Treasures of the Volcano

Lime Plus Non-Fiction

Are Dragons Real?
Are Unicorns Real?
Climate Change Heatwaves and Big Freezes
How to Capture a Castle
Is There Life On Mars?
Migration Mysteries
The Battle of Hastings
The Great Fire of London: Was it Inevitable?
The Secrets of Easter Island
The Undercover Mathematician
Why Did Dinosaurs Become Extinct?
Yuck: Disgusting Things that are Surprisingly Useful

Appendix 3

Spelling Overview:

Years 1 and 2 weekly spellings are based on the GPCs taught that week. These are taken directly from the Year 1 Little Wandle Programme and Year 2 Bridge to Spelling Programme.

Years 3, 4, 5 and 6 weekly spellings are based on the National Curriculum Statutory Spellings and spellings from the 'No Nonsense Spelling' programme.

Appendix 4

St Joseph's English Curriculum Overview					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1					
Focus Text: Peace at Last Retelling stories. Retell story: Peace at Last; The Gingerbread Man (new ending) Instructions - Follow and write instructions to make a fruit face (links to Art)	Focus Text: The Tiger Who Came to Tea Non-chronological report about tigers Writing our own animal narrative based on The Tiger Who Came to Tea	Focus Text: Amazing Grace/Beegu Narrative- Amazing Grace Diary entry- Amazing Grace Letter writing- Beegu Character descriptions Senses poetry- The Sound Collector	Focus Text: Bog Baby Acrostic poem- Bog Baby Character descriptions- Bog Baby Instructions to make a home for a Bog Baby	Class Texts: Grace and Family Setting description- Grace and Family Letter writing- Grace and Family Poetry- Riddles about African animals Non-chronological reports	Class Text: The Baker's Boy and the Great Fire of London Diary – using the class text Recount/report of The Great Fire of London Shape poems (fire)
Year 2					
Focus Text: George and the Dragon Rapunzel Narrative recount Non-fiction sentences: Knights and dragons	The Tin Forest The Water Princess Rainbow Bear Setting description of Greenland and Amazon Rainforest Descriptive Poetry (Similes)	Focus Text: George's Marvellous Medicine The Invisible Instructions (recipe) Character description within a narrative	Fairy Tale Jack and The Beanstalk Narrative – retell fairy tales from another character's point of view Non-chronological report on forest animals	Focus Text: Peter Pan (abridged version by J.M Barrie) Cinnamon Character description Setting description Informal letter writing	Focus Text: Dougal's Deep Sea Diary The Lighthouse Keeper's Lunch Diary based on class text Alliterative poems Writing own story
Year 3					
Focus Text: Firework Maker's Daughter Character Description. Recount - School Trip. Volcano shape poem.	Focus Text: Cloud Tea Monkeys Newspaper report. Character Description.	Focus Text: The Iron Man Instructional Writing. Letter from character view	Focus Text: I was there... Tutunkhamun's Tomb. Narrative recount. Diary Entry.	Focus Text - The Last Bear Adverts. Persuasive writing.	Focus Text - The Last Bear Personification Poetry – The River by Valerie Bloom Non-chronological report. Personification Poetry.
Year 4					
Focus Text: The Journal of Iliona, Young Slave Instructions Letter (fictional)	Kenning poems - American Landmarks Diary writing – Pocahontas	Focus Text: Song of the Dolphin Boy Explanation – ocean pollution Narrative – dilemma story	Focus Text: Alice in Wonderland Character description Persuasive argument Poetry Macbeth extract	Focus text - Varjak Paw Non-Chronological Report – Anglo-Saxons Retell the Legend – Alfred the Great; Beowulf (extracts)	Focus Text - The Breadwinner Setting description of Mountains Biography of mountaineers
Year 5					
Focus Text: Kensuke's Kingdom Balanced argument Diary based on class text	Focus Text: The Suitcase Kid Poetry: Personification Alma narrative Pestilence poetry Peasants' Revolt debate	Focus Text: The Girl who Stole an Elephant Narrative based on The Hobbit focusing on dialogue Eltham Palace trip recount	Focus Text - The Girl who Stole an Elephant Alchemist's Letter narrative Animals of the Amazon Rainforest non-chronological report	Focus Text: The Boy with the Butterfly Mind Formal persuasive letter (environment) Balanced argument - zoos	Focus Text – Street Child Historical narrative Narrative Poetry Biography – Queen Victoria
Year 6					
Focus Text: Silver Sword Explanation – evacuation in WW2 Biography – Anne Frank Analysis of class text	Focus text: Holes Balanced argument – deforestation Analysis of focus text Persuasive writing – Mexico	Focus text: The Highwayman Monologue based on The Highway man	Focus Text: Skellig Extended Narrative- Titanic dilemma story	Focus Text: Skellig Study poems – A Worry and Nettles Write own poetry Narrative writing – Road's End	Focus Text - A Midsummer Night's Dream Study text