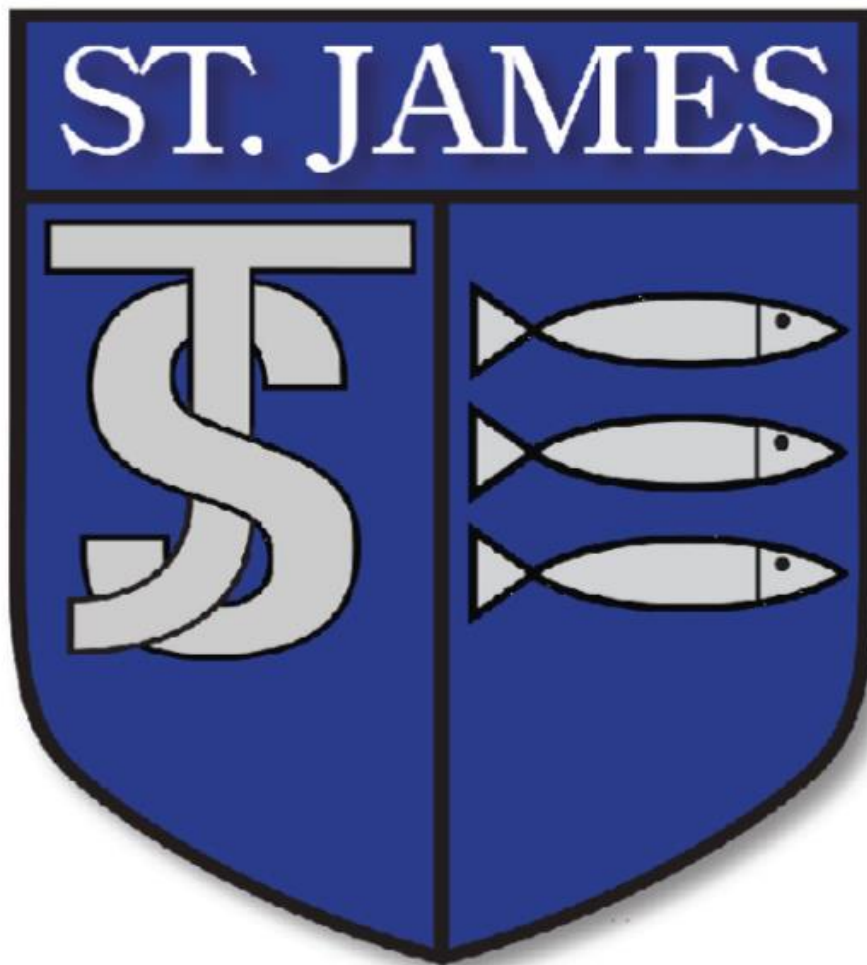
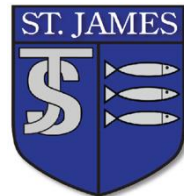


ENGLISH TEACHING HANDBOOK



**ST JAMES CATHOLIC
PRIMARY SCHOOL**

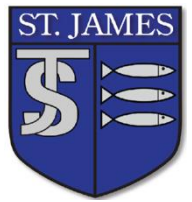


What is our intent?

Here at St James' Catholic Primary School, we want all children to access high-quality English learning and to develop a love of language and communication. We aim for this love to manifest through their ability to write and through a passion for reading. We strive to develop our children's ability to use spoken and written language to communicate effectively - to listen, speak, read and write both in and for a wide range of contexts, purposes and audiences. This is not simply developed within the boundaries of a classroom, but is a focal element of St James life, whether it is performing in dramas, assemblies, or leading whole-school liturgical prayers.

We believe it is vital that our children should be able read fluently and with confidence in any subject by the time they are ready to move to secondary school. This will be achieved when children are able to orchestrate a full range of reading cues, (phonic, graphic, syntactic, and contextual), to monitor their reading and correct their mistakes. Alongside their fluidity of reading, we want our children to develop a passion for reading and for them to want to read for themselves across a variety of genres and text types. Alongside reading, spoken language is at the centre of our school. It is essential that all of our pupils acquire a wide vocabulary, a good understanding of grammar in context and to be able to spell new words by applying the spelling patterns and rules they learn throughout their time in our school. This is strengthened through our carefully selected, quality-assured schemes and interventions, ensuring all children thrive and reach their greatest potential.

It is essential that our children write clearly, accurately and coherently, adapting their language and style as necessary. We believe that all children should be encouraged to take pride in the



presentation of their writing and aim to develop a legible, joined handwriting style by the time they move to secondary school. We

want our children to understand that all good writers refine and edit their writing before producing a final published copy therefore we want our children to develop independence in being able to identify their own areas for improvement in a piece of writing and to edit their work during and after the writing process.

We recognise that each child has their own starting point upon entry to every year group and progress is measured in line with these starting points to ensure that every child can celebrate success.



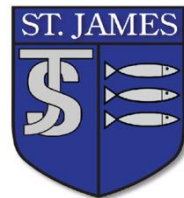


How will we be implementing this?

Reading

We work on promoting a love of reading for all children and fostering a text-rich environment where children understand how language works; we will guide them in the development of these skills to ensure they are proficient readers which will, in turn, allow them to interpret texts accurately. Around school, you will see: displays which celebrate authors; inspiring reading corners; and a well-stocked and vibrant library area. In addition to this, throughout the year the importance of reading is enhanced through activities such as World Book Day celebrations and class links with an author. During the first week back at school in September, all classes study the same picture book which enables us to start off the learning for the year with a focus on the importance of reading.

We follow the Sounds Write approach to teaching reading and phonics, with a clear structure of the teaching of sounds developed across the entire school. Our approach is systematic, consistent and rigorous in order for all children to become readers as quickly as possible. We use the same phonics programme across the school providing continuity and a tool for guaranteed progression. We teach phonics in Reception from their first day in school. Children quickly learn that symbols represent sounds, with often one symbol representing more than one sound, and learn how these sounds can be transcribed. Whilst this is essential for reading, it also helps children learn to spell with accuracy. Once children can blend sounds together to read words, they practise reading books that coincide with their phonetical awareness. We instil the belief that all children can read and this increases confidence. Once children



develop a secure awareness of phonics and a level of fluency across both the Initial and Extended Code, they will then be exposed to a wider selection of reading material.

Once a child has gained fluency in their reading and has finished all the reading books within our phonics scheme, they will be assessed through the Accelerated Reader Programme to help us understand their approximate reading age and their ZPD range (a range of reading levels which the child can work within which will provide them an element of challenge but will not lead to frustration). From this assessment, pupils may have the opportunity to progress onto our wide range of Accelerated Reader (AR) books, which contain novels and texts which will undoubtedly appeal to all our pupils' tastes and will capture their imaginations. When a child moves onto AR, they will read within school at least 3 times a week for 20 minutes per session. During this time, teachers will listen to children read individually, focusing on fluency and reading comprehension. Once a child has finished their text, they will complete a quiz which will assess their understanding and vocabulary. Four times a year, children will perform a STAR reader assessment which will continue to provide a baseline for each child and will carefully monitor their progress. Our school councillors have a vital role in sharing Pupil Voice. As representatives of their year groups, they have opportunities to listen to their peers and to act on their behalf by stocking our AR book range each year with the latest requests. This means our reading books are always current, always diverse and will always appeal to the huge range of needs and preferences within our school.

Alongside Accelerated Reader, the children undertake whole-class guided reading sessions with the staff in their class. Within KS1, guided reading books continue to align with our phonics scheme and each book is carefully selected based on a child's phonetical awareness. In KS2, whole-class reading lessons are delivered at least once per week which focus on fluency, expanding vocabulary and

broadening the children's understanding of the various reading strands. The text is not differentiated, instead, we are proud of our mastery all approach: a principle which allows all children to access greater depth learning through scaffolding and modelling. During reading comprehension lessons, we use the acronym **SWIPER** (Summarise/Sequence, Word Meaning/Choice, Infer/Interpret, Predict, Explain/Respond and Retrieve) within these lessons to explore all elements of the reading curriculum.



Writing

We follow the National Curriculum to deliver lessons rich in reading, writing, phonics, spelling, grammar and punctuation throughout our whole school, alongside the use of high-quality texts that are used to deliver all aspects of the English Curriculum. Each book has been carefully chosen to match the National Curriculum reading and writing requirements for each year group, as well as linking with our wider curriculum and half-termly topics. History, geography, science and social themes are areas that are specifically covered and we ensure that our core texts are diverse and inclusive. This structure

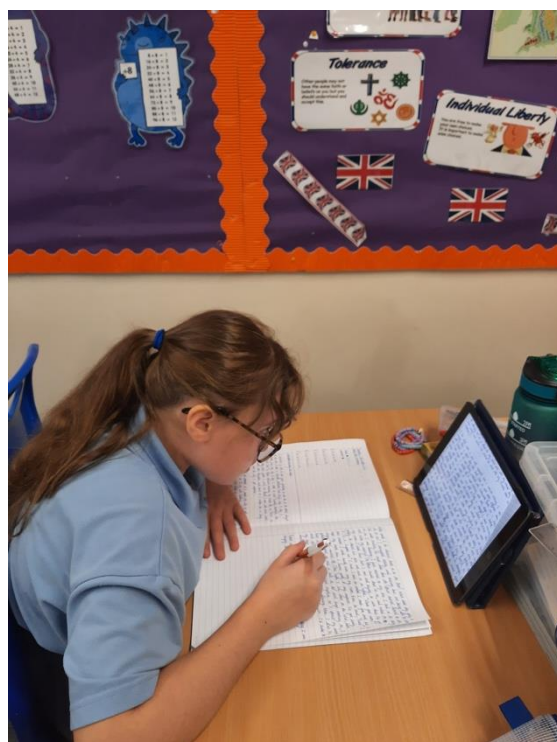
provides the children with a deeper understanding of a wide range of texts which they may not necessarily access within their home life, as well as accentuating our key values of love, respect and tolerance. In all aspects of the curriculum, we emphasise the importance of reading to develop and enhance writing, as well as to see a clear purpose and context for writing.

Children begin the process of mark-making and writing from the moment they enter St James Catholic Primary School. Within our phonics teaching, pupils not only read the sounds but also write the graphemes within the context of words during every session.

Within EYFS, children not only have opportunities to write in their English and Topic books, but also as part of their continuous provision.

For visitors entering into our Reception classroom, they will

immediately be struck by the vast opportunities for motor skill and writing practice even within their play; they can be seen writing lists to make playdoh; inscribing their name within sand; or even drawing street maps and writing road-signs in our well-resourced outdoor area. By the time the children move into KS1, they are ready to further their writing successes and are thoroughly prepared for the transition into Year 1.



From Year 1 through to Year 6, writing is evidenced in children's English books and is taught in cycles based upon a carefully selected core text. Each writing cycle begins with a 'cold write' assessment which allows us to monitor the progress children have made by the end of the unit. As the writing cycle progresses, children will develop the skills and understanding needed to become proficient in

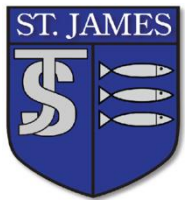
a particular writing style, with a particular focus on verbal and visual modelling. Here at St James, our pupils' writing is enriched through the huge variety of trips and educational visits our children are exposed to, providing them with stimuluses and experiences they may otherwise not have the opportunity to access.

Speaking & Listening

As soon as a child enters St James' Catholic Primary School, we place a great emphasis on developing their language skills. We have a firm belief that, not until children can articulate their thoughts, can they begin to write them down. In line with the latest government Reading Framework, we aim to enhance a child's oracy skills through discussion, with vocabulary modelled by an adult. Children will also learn to listen to other people's viewpoints and to articulate opinions through reasoning. Discussions in class will always have a directed focus, whether this will be 'talk for learning' or 'learning to talk.' Children in both EYFS and KS1 will also be regularly exposed to nursery rhymes, songs and poetry to help develop a fluidity in speaking and patterns within the English language.

The focus on oracy continues as children progress through the school. Storytelling and Talk-for-Writing strategies are used from EYFS through to UKS2 to help develop children's linguistic and comprehension skills.





What will be the impact?

We measure the effectiveness and impact of our English curriculum in a variety of ways. We formally assess an extended piece of writing each term, using a consistent format for assessment, which enables progress and attainment to be analysed and evaluated in order to identify the next steps of learning. Moderation of writing takes place in school and in a cluster meeting with other schools to ensure accurate judgements are being made. As well as formal assessments, mini assessments are made at the end of each writing cycle which we called 'hot writes.' After assessing a child's progress across the writing cycle, we are able to gauge how secure a pupil is within a particular writing style and provide further interventions if necessary. Our assessment of writing is also supported by the Bishop Chadwick Catholic Education Trust assessment tools which is at the heart of all our literacy planning.

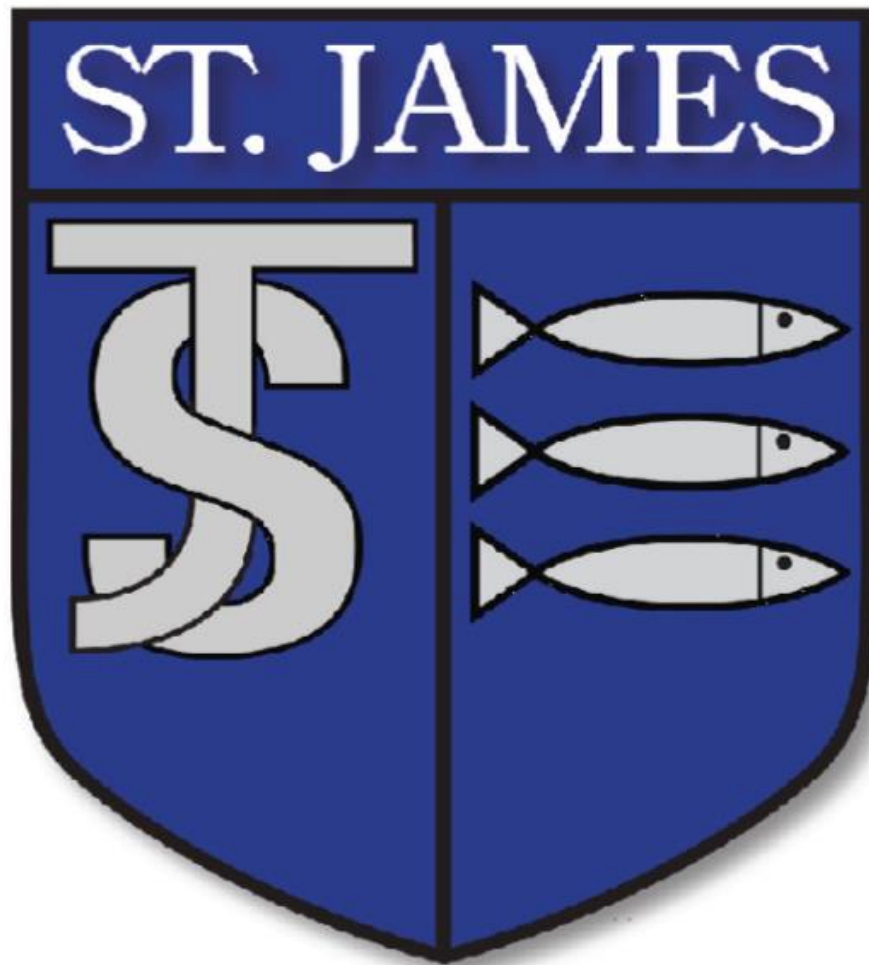
The quality of reading and writing in English is evaluated by learning walks, drop-ins, 'pupil voice' discussions and work scrutinies. This informs the subject leader of the impact of new initiatives as well as future areas for improvement. After monitoring, the subject leader provides feedback to SLT/ELT and address areas for development which is then shared with all staff.

Children at St James' Catholic Primary School enjoy reading regularly both for information and for enjoyment. They are able to discuss the books they have read with enthusiasm and recall of detail. They are able to apply the features of different writing genres and styles to their own work and are able to write for different audiences and purposes. The impact of the English curriculum is clearly developing with our revised way of teaching. There is evidence of progress, sustained learning and transferable skills and children are becoming more confident writers. By the time

they are in Upper Key Stage 2, most genres of writing are familiar to them and they are able to apply the skills independently.



READING, PHONICS AND SPELLING



REVISED: SEPTEMBER 2023

What is Sounds Write?

Sounds Write is a phonics-rich programme which focuses on teaching the three main skills required to successfully read and write:

- Segmenting
- Blending
- Phoneme manipulation

Unlike many conventional phonics programmes, Sounds Write runs from EYFS through to KS3, teaching both reading and spelling strategies for all age groups. The majority of our staff are Sounds Write trained and it is a scheme which is embedded across the school within classrooms and interventions alike.

Sounds Write lessons at St James are delivered in two 20-minute sessions throughout the day across EYFS and KS1. Morning lessons are whiteboard-based and are intended to be short, snappy and engaging. Children should begin recapping previously learned sounds and then the lesson should comprise of two of the following:

- Sound swap
- Word building
- Symbol search
- Reading and spelling
- dictation

Afternoon lessons will focus on consolidating earlier learning through written activities in books. Children will continue to be exposed to Sounds Write through interventions and the learning of spelling patterns in KS2.



St James RC Primary: Book Bands Comparison Chart



Book Band/ Colour	Dandelion Books	Sounds Write Units and traditional phonics phases	Songbirds	Oxford Reading Tree phonics books	Classic Oxford Reading Tree books	Year group reading expectations (yellow- expected reading level)
0 Lilac	wordless	-	-			EYFS 2
1 Pink	Unit 1-7	1-7 (Phase 2)	Stage 1	1 +		EYFS 2
2 Red	Unit 8-10	8-10 (Phase 2/4)	Stage 2	2		EYFS 2, EYFS 2,
3 Yellow	Unit 11-15	11 (Phase 3/4)	Stage 3	3		EYFS 2, Y1 EYFS 2, Y1
-	Unit 15-20	-	-	-		EYFS 2, Y1
4 Blue	Books 1-9	EX:1-11 (Phase 5)	Stage 4	4		EYFS 2, Y1
5 Green	Books 10-14	EX 12-20 (Phase 5)	Stage 5	5		EYFS 2, Y1, Y2
6 Orange	Books 1- 4	EX: 21-27(Phase 5)	Stage 6	6	Stage 6	Y1, Y2
7 Turquoise	Books 4- 9	EX 28-40 (Phase 5)		7	Stage 7	Y1, Y2, Y3
8 Purple	Books 10-11	Polysyllabic (Phase 6)		8	Stage 8	Y1, Y2, Y3
9 Gold	Books 12-14	Polysyllabic (Phase 6)		9	Stage 9	Y1, Y2, Y3,
10 White		Polysyllabic		10	Stage 10	Y2, Y3, Y4,
11 Lime		polysyllabic		11	Stage 11	Y2, Y3, Y4, Y5,
12 Brown		Year 3				Y3, Y4, Y5, Y6
13 Grey		Year 4				Y3, Y4, Y5, Y6
14 Dark Blue		Year 5				Y4, Y5, Y6
15 Dark Red		Year 6				Y5, Y6
16 Black		Year 6 +				Y6

Children transition
to Accelerated
Reader scheme

Phonics-based
learning

Recent government guidance recommends that, when children begin the reading process, all reading books should align with the taught phonics scheme and children should be given decodable books which corresponds to in-class learning. The Phonics Dandelion range follows the Sounds Write scheme and is used primarily across EYFS and KS1. We also support our children's reading through the use of additional reading resources such as the ORT range and songbirds. The reading bands/stages across all book types have been put into the above chart so children are provided with appropriate reading material for their ability.

Phonics: order of teaching across EYFS and KS1



RECEPTION: TERM 1 AND TERM 2

Learning objectives and the initial code

unit	Skills <i>Blending, segmenting, manipulating sounds</i>	Code knowledge	Conceptual knowledge	word list
1	VC, CVC	a, i, m, s, t	Sounds can be represented by spellings with one letter	Sam, sat, mat, sit, Tim, it, at, am
2		n, o, p		Man, map, sit, nap, pot, pan, sip, not, Tom, tin, pat, pin
3		b, c, g, h		ham, bag, can, gap, cap, cot, bat, cat, hit, hop, pig, tap
4		d, e, f, v		van, dad, dig, din, dip, vet, fed, met, set, net, bed, pet
5		k, l, r, u		Log, red, lad, lip, leg, rot, rub, rib, rat, Ken, rip, kit, kid, dug, hut
6		j, w, z		Zig, zag, jab, jam, jet, jig, Jim, jog, jot, wig, web, wet, zip, zap
7		x, y, ff*, ll*, ss*, zz*,	Some spellings are written with a double consonant	Fox, box, six, Max, yes, yet, yell, fell, bell, hill, pill, miss, kiss, off, huff, puff, buzz, fuzz, fizz
8	VCC, CVCC	-		and, ant, ask, elf, end, left, best, desk, kept, nest, wept, film, gift, list, sink, wind, pond, soft, bump, dust, hunt, jump, must, vest, felt
9	CCVC	-		plan, slam, crab, grab, gruff, trap, step, grin, skip, slarn, slip, swim, trip, twin, dress, flag, frog, flop, spot, stop, drum, plum, slug, snuff
10	CCVCC, CVCCC, CCCVC	-		grand, drank, plank, slump, spend, spent, swept, drink, print, stink, swift, blond, grunt, plump, trust, scrap, split, scrub, strip
11		sh*, ch*, th*, ck*, wh*, ng*, <q> <u>*	Some spellings are written with two different letters	shell, shop, shed, mash, fish, brush, chin, chop, rich, chimp, munch, thin, tenth, thing, with, that, back, duck, neck, clock, black, struck, when, which, whack, whip, bang, flung, wing, swing, ring, string, quit, quiz, quack, quaff, squid, squint

RECEPTION: TERM 3

Learning objectives and the initial code			
unit	Skills <i>Blending, segmenting, manipulating sounds</i>	Code knowledge	Conceptual knowledge
11		sh*, ch*, th*, ck*, wh*, ng*, <q> <u>*	Some spellings are written with two different letters
11a*		ch, tch*	A sound can be represented by more than one spelling
Learning objectives and the extended code			
1	/ae/ (first spellings)	ai, ay, ea, a e	A sound can be represented by more than one spelling The most common spellings which represent the target sound

YEAR 1: TERM 1

Learning objectives and the extended code

unit	Skills	Code knowledge	Conceptual knowledge
1	Sounds: Blending and segmenting the target sounds	/ae/ <ai, ay, ea, a e>	A sound can be represented by more than one spelling
2	Sounds:	/ee/ <e, ee, ea, y>	
3	Spelling: manipulating alternative sounds in and out of words	<ea> /ae/ /ee/	A spelling can represent more than one sound
4	Sounds:	/oe/ <o, oa, ow, oe, o-e>	
5	Spelling:	<o> /o/ /oe/	
24*	Sounds:	/ar/ <ar, a, aI >	
6	Sounds:	/er/ <er, ir, ur, or>	
7	Sounds:	/e/ <e, ea, ai>	
8	Sounds:	/ow/ <ou, ow>	

YEAR 1 TERM 1 AND TERM 2

Learning objectives and the extended code

unit	Skills	Code knowledge	Conceptual knowledge
9	Spelling:	<OW> <i>/oe/ /ow/</i>	A spelling that can represent more than one sound
10	Sounds:	<i>/oo/ (moon)</i> <oo, ew, ue, u-e, o>	A sound that can be represented by more than one spelling
11	Sounds:	<i>/ie/</i> <l, ie, y, i e, igh>	
12	Sounds:	<i>/oo/ (look)</i> <oo, u, oul>	
13	Spelling:	<OO> <i>m/oo/n b/oo/k</i>	
14	Sounds:	<i>/u/</i> <u, ou, o>	
15	Spellings:	<OU> <i>/ow/ /u/ /oo/</i>	
16	Sounds:	<i>/s/</i> <s, ss, st, c, ce, se, sc>	
17	Spelling:	<S> <i>/s/ /z/</i>	

YEAR 1: TERM 2 AND TERM 3

Learning objectives and the extended code

unit	Skills	Code knowledge	Conceptual knowledge
18	Sounds:	/l/ <l, ll, al, el, il, le, ol>	
19	Sounds:	/or/ <or, aw, a, ar, au, al>	
20	Sounds:	/air/ <air, are, ear, ere, eir, aver, ayor>	
**	Spelling:	<ear> /air/ /ear/	
**	Spelling:	<ure> /ure/ /er/	
49	Sounds:	/eer/ <eer, ere, ear>	
21	Sounds:	/ue/ <ue, ew, u, u e>	
22	Spellings:	<ew> /ue/	
23	Sounds:	/oy/ <oi, oy>	

YEAR 1: TERM 3

Learning objectives and the extended code		
unit	Skills	Conceptual knowledge
25	Sounds:	/o/ <o, a>
26	Spelling:	<a> <a, ae, o, ar>
27	Sounds:	/ae/ <ai, ay, ea, a-e, a, ei, ay, eiah>
40	Sounds:	/f/ <f, ff, gh, ph>
**	Spelling:	<ear> /air/ /ear/

EYFS/KS1 Weekly Phonics Planning

Extended/ Initial Code Focus unit	High frequency words	Word list	Sentences
IC- Unit 11: sh; ch; th	the, I, his	fish; shop; wash; shell; brush; shed; chip; chin; chop; chili; chump; thun; with; thump; thunk	The brush is in the <u>shed</u> . Chip hit his <u>chin</u> . I went to the <u>fish</u> and <u>chip</u> shop with <u>Kath</u> .

	Learning Objective	Sounds-write Lessons		
		First Lesson	Second Lesson	Third Lesson
Lesson 1	To Blend, segment and manipulate words containing the 'sh' grapheme	Lesson: (word building) Stem Sentence/word: 'fish' 'shop' Activity: Word building activity using pre-selected words. TA Support C.H and I.B. extension task for GD pupils: 'can you make the word 'shops'?	Lesson: Stem Sentence/word: Activity:	Lesson: Stem Sentence/word: Activity:
Lesson 2	To	Lesson: Stem Sentence/word: Activity:	Lesson: Stem Sentence/word: Activity:	Lesson: Stem Sentence/word: Activity:
Lesson 3	To	Lesson: Stem Sentence/word: Activity:	Lesson: Stem Sentence/word: Activity:	Lesson: Stem Sentence/word: Activity:
Lesson 4	To	Lesson: Stem Sentence/word: Activity:	Lesson: Stem Sentence/word: Activity:	Lesson: Stem Sentence/word: Activity:
Lesson 5	To	Lesson: Stem Sentence/word: Activity:	Lesson: Stem Sentence/word: Activity:	Lesson: Stem Sentence/word: Activity:

Accelerated Reader at St James

When a pupil is fluent in their reading, they will take part in the Accelerated Reader programme, which is designed to do the following things:

- Find books that are the right ability for a child
- Encourage a child to read more
- Improve a child's reading ability

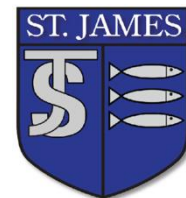
The aim is for the majority of children to be accessing Accelerated Reader by the time they reach the Summer Term of Year 2. There will be some children who will be able to access the scheme earlier than this, and some who need a little more time.

When a child completes the entirety of the Dandelion Phonics scheme, that pupil should then complete their first Star Test which measures a child's fluency, vocabulary and reading comprehension. If a child scores a ZPD level lower than 2.0, they are not quite ready for AR and should use Stage 5/6 ORT books to help develop fluency and understanding. If a pupil scores a ZPD level 2.0 or above then it is a scheme they are able to access.

How do 'Star' tests work?

-The pupil must take their time. It is recommended that each child should spend **at least 20 minutes** on their tests. Students are used to working quickly in timed conditions, but during a STAR test it is about concentration, focus and careful reading.





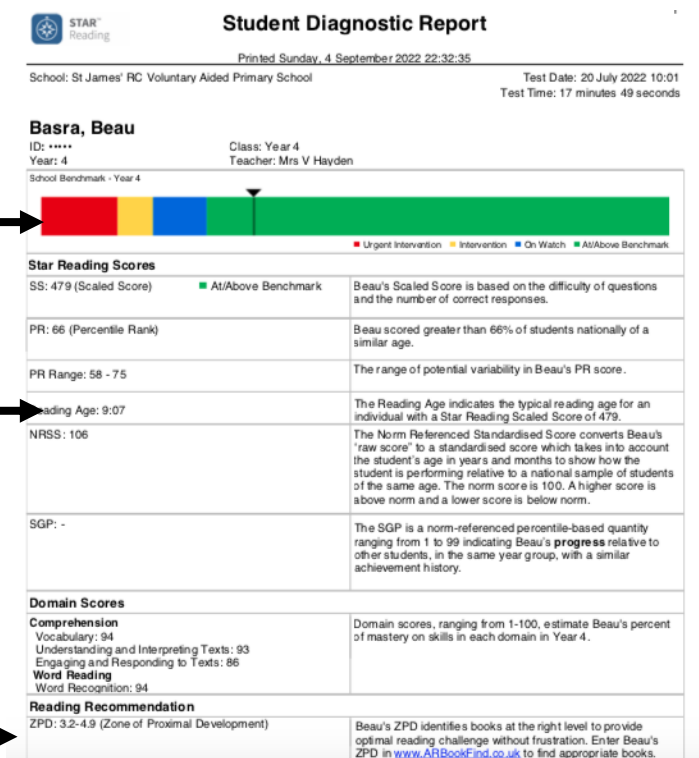
-Pupils should not guess answers to questions. Instead, they should wait for the question to time out. This is to ensure the computer is not given a false impression of the student's reading ability.

-Tests are done in exam conditions without any help from other students or the teacher.

An indication as to whether a child needs additional support.

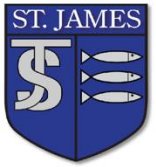
The pupil's reading age

Zone of Proximal Development (reading level).



Ideally, children from KS2 onwards should read at least 3 times a week in class, 20 minutes per session, to improve their reading ability. During that time, a teacher and any additional adults should pull out targeted students to hear read on a 1:1 basis.

All children, including SEND pupils, will be on the Accelerated Reader scheme from the start of KS2. This is to make sure all children feel included and to boost their self-esteem. For children who are still reliant on phonics-based texts, the Dandelion 'catch-up readers' range is incorporated within the Accelerated Reader scheme. This ensures children are feeling included yet the reading books are targeting their reading ability.




St James reading checklist

Lowest 20% Readers	<i>Can I identify my lowest 20% readers? What evidence do I have to support this? What barriers do these children face? What interventions have I put in place to help these children?</i>	
Intervention	<i>Which children in my class need intervention? How does intervention look for my children- is it class-based, are groups taken out or both? How do I push my greater-depth readers?</i>	
Decodable reading books	<i>Do the children's reading books mirror their phonics learning in class? Which older students still require decodable phonics books? Are they using the appropriate books which can be used within the Accelerated reader scheme.</i>	
Accelerated Reader Data	<i>Are all pupils in my class on the Accelerated Reader scheme? Have all children completed the most recent assessment? Is the individual data for each pupil in my Reading Record file? Do my pupils know which reading levels they should be accessing?</i>	
Accelerated Reading sessions	<i>Do the children in my class have regular opportunities to engage in quiet reading? How am I supporting my pupils during these reading sessions? Do the children have frequent opportunities to complete AR quizzes?</i>	
1:1 reading	<i>Are all children heard at least once a week by an adult? Is this monitored and recorded in my class Reading Record folder? Which children need to be heard more than once a week? How can this be achieved?</i>	
Whole class reading	<i>Is there a reading focus during at least one English lesson per week? Are all children accessing the same text (mastery-for-all approach)? What scaffolding/intervention is being provided for pupil's who are working below the expected reading level? Are all Reading Strands being taught/addressed?</i>	
Reading for pleasure	<i>Are children's listening to a novel/text at the end of the day? How are these books selected? Is poetry featured?</i>	
Classroom displays	<i>Do I have a reading area in my classroom? Does it look inviting/usable?</i>	

Spelling at St James

Here at St James, we encourage our pupils to think and write creatively, be adventurous with their use of language and to write with clear purpose and for pleasure. In order for these aims to be realised, it is essential that our pupils learn the knowledge and skills to spell accurately. Spelling is adopted into our teaching curriculum, with spellings taught in EYFS and KS1 through phonics lessons and as independent lessons across all of KS2.


Children who can spell feel confident and are able to write with enjoyment. We want our pupils to be equipped with the knowledge and range of strategies for learning spelling and to be able to apply these strategies when spelling words in their independent writing. In KS2, this is delivered using a combination of Sounds Write and Spelling Shed. During each spelling lesson, children engage with spellings through the etymology of words, spelling patterns and the ability to blend and segment polysyllabic words with a greater focus on syllables, rather than graphemes.



Whole Group



This Week's Words

Do you know what they all mean?
What do the words have in common?



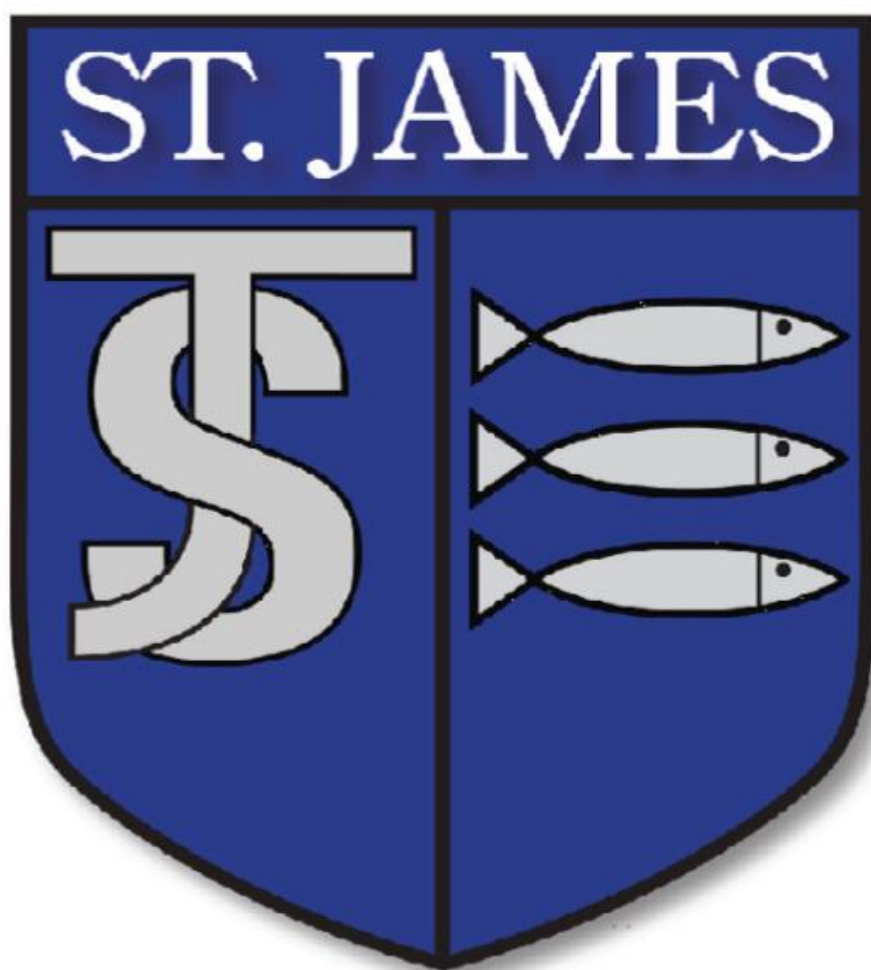
Spelling Shed

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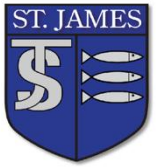
adventure	future	picture
nature	creature	furniture
capture	sculpture	fracture
 <div style="border: 1px solid red; border-radius: 15px; padding: 5px; display: inline-block; margin-left: 10px;"> <p>Where does the /ch/ sound come in all these words?</p> </div>	mixture	<div style="border: 1px solid green; border-radius: 15px; padding: 5px; display: inline-block; margin-right: 10px;"> <p>Read these words aloud to practise saying the /ture/ sound.</p> </div> 

In KS1, children are taught spelling patterns primarily through their phonics lessons which are taught twice a day. In preparation for KS2, spelling lists are sent home in Year 2 with the word list derived from the Sounds Write teaching of that week.

WRITING AND PRESENTATION



REVISED: SEPTEMBER 2023



Writing at St James

We follow the National Curriculum to deliver lessons rich in reading, writing, phonics, spelling, grammar and punctuation throughout our whole school, alongside the use of high-quality texts that are used to deliver all aspects of the English Curriculum. Each book has been carefully chosen to match the National Curriculum reading and writing requirements for each year group, as well as linking with our wider curriculum and half-termly topics. History, geography, science and social themes are areas that are specifically covered and we ensure that our core texts are diverse and inclusive. This structure provides the children with a deeper understanding of a wide range of texts which they may not necessarily access within their home life, as well as accentuating our key values of love, respect and tolerance. In all aspects of the curriculum, we emphasise the importance of reading to develop and enhance writing, as well as to see a clear purpose and context for writing.

Within EYFS, children not only have opportunities to write in their English and Topic books, but also as part of their continuous provision. From Year 1 through to Year 6, writing is evidenced in children's English books and is taught in cycles based upon a carefully selected core text. Each writing cycle begins with a 'cold write' assessment which allows us to monitor the progress children have made by the end of the unit. As the writing cycle progresses, children will develop the skills and understanding needed to become proficient in a particular writing style, with a particular focus on verbal and visual modelling.

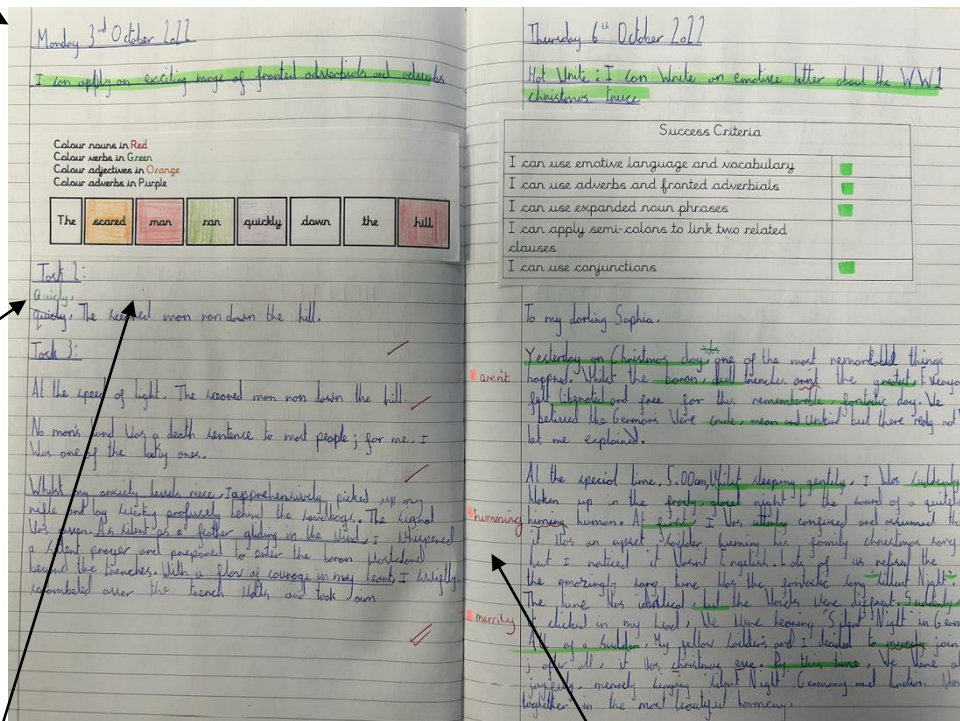
The editing and redrafting of work should be present across all year groups and work as a visual reminder of the comprehensive feedback and marking children receive during and after English lessons. By Year 6, this should be an organic process where children are confident in redrafting and editing work independently.

• Presentation and handwriting

It is very important to achieve consistency towards presentation across the school. Throughout KS1, children will write using a pencil until they demonstrate the sufficient ability to write fluently and legibly needed to gain their 'pen licence.' By Summer term Year 1, our presentation policy should be fully embedded within all children as shown below:

The long date written out on the lefthand side of the top line.

Leave one line between the date and the learning objective. Learning objectives begin with 'I can...'



Edited work shown in green pen.

Mistakes crossed out using a ruler.

Worksheets kept to a minimum. Any sheets/success criteria to be written using 'letter-join'

Spelling corrections highlighted within The margin.

n' hanawriting style and

progression. Throughout the school, 'Letter-join' should be evident in displays, PowerPoints and represented on worksheets. In EYFS and KS1, handwriting should be taught as individual lessons. Teachers and support staff will act as a model when writing on the board or marking work, using a fluent-joined style with accurate letter and number formation, as appropriate to the pupil's level of development.

Year 1 - English Spine

TOPIC	SUPERHEROES	ENCHANTED WOODLAND	THE LAND BEFORE TIME	BRIGHT LIGHTS, BIG CITY	BRIGHT LIGHTS, BIG CITY	DREAM BIG!
MAIN FOCUS ENGLISH/CULTURE Modern-day heroes Exploring heroes within stories	 <p>Superworm by Julia Donaldson</p>	SCIENCE Seasonal changes Animals and their habitats	HISTORY/GEOGRAPHY Historical timeline Herbivores vs Carnivores The importance of Mary Anning Theories of how the dinosaurs became extinct	GEOGRAPHY Maps: UK within Europe- learning the countries of the UK + the seas Geographical and cultural comparisons between the UK to Peru	GEOGRAPHY Landmarks of London The Royal Family	DIVERSITY/INSPIRATIONAL LEADERS People who changed the world Diversity and acceptance British Values
BIG QUESTION Do all heroes wear capes?	Do all heroes wear capes?	Do all trees lose their leaves in Autumn?	What happened to the dinosaurs?	Where in the world are we?	Does the Queen wash her own clothes?	Look Up by Nathan Bryon
CORE TEXT Superworm by Julia Donaldson	 <p>THE GRUFFALO by Julia Donaldson</p>	The Gruffalo by Julia Donaldson	 <p>Harry and his Bucketful of Dinosaurs by Ian Whybrow</p>	 <p>Paddington Bear's Bond by Michael Bond</p>	 <p>This is London by M. Sasek</p>	 <p>LOOK UP! by Nathan Bryon</p>
EXTRA TEXTS Supertato by Sue Hendra Superhero ABC by Bob McLeod	Supertato by Sue Hendra Superhero ABC by Bob McLeod	Stickman by Julia Donaldson	The Fossil Girl by Catherine Brighton	Paddington Bear's Post	Vlad and the Great Fire of London by Kate Cunningham	We're all Wonders by R J Palacio
WRITING PURPOSE & MAIN TASKS	WRITING TO ENTERTAIN Intimate the story of Superworm Innovated write (character/plot swap) of a new super-creature	WRITING TO ENTERTAIN Character profile (the Gruffalo) Innovated write (character/plot swap) using the idea of leafman	WRITING TO ENTERTAIN Diary entries (recounts of Harry's day) WRITING POETRY Dinosaur poetry (focus on onomatopoeia)	WRITING TO ENTERTAIN Invent an adventure/voyage story: travelling to an exotic land	WRITING TO INFORM Newspaper report about Informative poster of a famous London landmark	WRITING TO ENTERTAIN Invent a story about something you are passionate about. WRITING TO INFORM Information poster about someone who has changed the world
OTHER TASK IDEAS	WRITING POETRY Halloween poetry (taught in isolation- focus on repetition)	WRITING TO INFORM Instruction writing: Gruffalo crumble	WRITING TO INFORM Letter writing (in the form of Mary Anning) Non-chronological report about dinosaurs	WRITING TO INFORM Recount of Paddington's first day in London Letter writing to Aunt Lucy	WRITING TO PERSUADE Letter writing to the Queen, persuading her to visit our school	WRITING TO PERSUADE Write a persuasive article about why being different is fun!

Year 2 - English Spine

TOPIC	CAST AWAY	TOPSEY TURVY TALES	HANDA'S SURPRISE	PLASTIC PLANET	JAMES AND THE GIANT PEACH	FROM SEED TO SUPPER
MAIN FOCUS Exploring maps Local landmarks (lighthouses) Natural habitats (seaside) Famous voyages and pirates	LOCAL GEOGRAPHY Exploring maps Local landmarks (lighthouses) Famous voyages and pirates 	HISTORY Castles Past kings and Queens in the UK Do princesses always need to be saved?	GEOGRAPHY/ART cultural and geographical comparisons of Europe and Africa African art and painting What makes me 'me'? Are we all the same?	SCIENCE//PSHE Everyday material The effects of plastic on Planet Earth Ways in which we can become more sustainable How do humans impact Planet Earth?	GEOGRAPHY/LOCAL HISTORY Ways in which we travel George Stephenson, the 'father of railways' Local innovations and inventors In what ways do we travel?	FOOD SCIENCE plants Food science and food types D&T - recipes Is there such a thing as 'good' foods?
BIG QUESTION The Lighthouse Keeper's Lunch by Ronda Armitage	The Paper Bag Princess by Robert Munsch 	Handa's Surprise by Eileen Browne 	A Planet Full of Plastic by Neal Layton 	James and the Giant Peach by Roald Dahl 	Jim and the Beanstalk by Raymond Briggs 	
EXTRA TEXTS The Night Pirates by Peter Harris	The boy who grew dragons by Andy Shepherd See inside Castles by Katie Daynes	One Plastic Bag: Ceesay and the Recycling Women of Gambia by Miranda Paul The Adventures of a Plastic Bottle by Alison Inches	Journey by Aaron Becker	Oliver's Vegetables by Vivian French		
WRITING PURPOSE & MAIN TASKS I can invent a pirate adventure story (using The Night Pirates as stimulus).	WRITING TO ENTERTAIN Imitating a story: the myth of George and the Dragon (link to UK national holidays) Innovated write: character swap of a knight and a dragon (based on George and the dragon)	WRITING TO ENTERTAIN Innovated write: create a purpose for a celebration and think what foods your character would take. What could the final surprise be?	WRITING TO ENTERTAIN Invent an adventure story of the journey of a plastic bottle and where it ends up.	WRITING TO ENTERTAIN Diary entries from the perspective of James Using 'Journey' by Aaron Becker, ask children to write a fantasy setting description	WRITING TO ENTERTAIN Innovate a world that you may find at the top of the beanstalk.	
OTHER TASK IDEAS	WRITING TO INFORM Write a recipe for Mr Grilling's lunch. Write a non-chronological report about lighthouses	WRITING TO INFORM Castle/fantasy poems-introducing rhyming Instruction writing: how <i>not</i> to be a princess	WRITING TO INFORM Write instructions as to how to throw the perfect party for a friend	WRITING TO INFORM Write a campaign poster to persuade children within the school how plastic is bad for our planet and what we can do to help. -create assembly? Wider school project?	WRITING TO INFORM Write a newspaper article, reporting of a sighting of a giant peach over the city of New York Write a letter to Roald Dahl, informing him as to what you thought of his book.	WRITING TO INFORM Write a persuasive letter as to you should have a balanced diet. Funny rhyming poetry (based on 'Chocolate for breakfast')

Year 3 - English Spine

TOPIC	Twisted fairy tales	We Will Rock You Stone Age to Iron Age	Tribal Tales	It's All Greek To Me Ancient Greeks	It's All Greek To Me Ancient Greeks	Journeys
MAIN FOCUS	English The history of traditional tales Morals and British values	History/Science Stone Age to Iron Age Continuing through to the Bronze Age and Iron Age. Looking at Burials/Religious Beliefs	ART/culture Tribal art and sculpture throughout the ages Humanistic representation within art	History Ancient Greeks Who were the Ancient Greeks Greek gods and goddesses	History Ancient Greeks The Olympics Greek Democracy	Geography Looking at Coastlines A journey a River takes towards the sea. Looking at the River Tyne and the River Nile
BIG QUESTION	Do fairy tales always have a happy ending?	Is Bronze really better?	Has art changed throughout the years?	What impact have the Greeks made on us today?	What impact have the Greeks made on us today?	How does a river flow?
CORE TEXT	The true little story of the three little pigs 	Stone Age Boy by Satoshi Kitamura 	Stia of the dump by Clive King 	Orchard Book of Greek Myths 	Beasts of Olympus: Beast Keeper by Lucy Coats 	The Journey 
EXTRA TEXTS	The true story of the three little pigs Revolting rhymes by Roald Dahl	How to wash a Woolly Mammoth		Who Let the Gods Out by Maz Evans		Journey to the River Sea
WRITING PURPOSE & MAIN TASKS	WRITING TO ENTERTAIN <ul style="list-style-type: none"> To innovate a twisted tale SPAG focus: descriptive writing using adjectives, noun phrases and adverbs 	WRITING TO ENTERTAIN <ul style="list-style-type: none"> Diary entry as a stone age boy/girl 	WRITING TO ENTERTAIN <ul style="list-style-type: none"> Character descriptions/profile of primary characters 	WRITING TO INFORM <ul style="list-style-type: none"> Instruction writing: how to build a Trojan Horse 	WRITING TO ENTERTAIN <ul style="list-style-type: none"> Retelling of the story 	WRITING TO ENTERTAIN <ul style="list-style-type: none"> Journal writing
OTHER TASK IDEAS	WRITING POETRY <ul style="list-style-type: none"> Re-create own revolting rhymes based on traditional tales, focus on rhyming words 	WRITING TO INFORM <ul style="list-style-type: none"> Instructions: how to wash a woolly mammoth Non-chronological report: Stone age versus now. 	WRITING TO INFORM <ul style="list-style-type: none"> Non-chronological report: Art throughout the ages 	WRITING TO ENTERTAIN <ul style="list-style-type: none"> Planning and writing our own Greek myths 	WRITING TO PERSUADE <ul style="list-style-type: none"> Persuasive book review Greek myths vs Fairy tales: Which teaches better morals? 	WRITING TO PERSUADE <ul style="list-style-type: none"> Persuasive article: should we build on floodplains?
				WRITING POETRY <ul style="list-style-type: none"> Water poetry, introducing onomatopoeia and personification 		

Year 4- English Spine

TOPIC	WARRIORS AND WEAPONS	WARRIORS AND WEAPONS	BURPS TO BOTTOMS	TOMB RAIDERS	INCREDIBLE INDIA	MUSIC TO MY EARS
MAIN FOCUS	<p>HISTORY</p> <p>Ancient Roman civilisation- Founding of Rome Roman entertainment Roman religion and culture</p>	<p>LOCAL HISTORY/ GEOGRAPHY</p> <p>Volcanoes and earthquakes (Pompeii case study) Roman invasion of Britain How the Romans helped shape our local area.</p>	<p>SCIENCE</p> <p>Digestive system- Dental hygiene The digestive process in humans</p>	<p>HISTORY</p> <p>Ancient Egyptians- The secrets of the Egyptian tombs Egyptian achievements</p>	<p>GEOGRAPHY</p> <p>Comparing the UK to India: climate and culture Rainforests and Oceans</p>	<p>SCIENCE</p>
BIG QUESTION	What impact have the Romans made on us today?	What impact have the Romans made on us today?	What happens to our food?	Who build the pyramids?		How do we hear?
CORE TEXT	<p>The thieves of Ostia</p> 	<p>Escape from Pompeii</p> 	<p>Demon Dentist</p> 	<p>Egyptian Cinderella</p> 	<p>The Jungle Book</p> 	<p>Zin Zin Violin</p> 
EXTRA TEXTS	Eyewitness- Ancient Rome	The Roman Soldier's Handbook by Lucia Imperiosa	Human Body Odyssey by Dominic Walliman The Enormous Crocodile by Roald Dahl		Classic tales from India by Vatsala Sperling	Music: A fold-out graphic history by Nicholas O'Neill
WRITING PURPOSE & MAIN TASKS	<p>WRITING TO ENTERTAIN</p> <ul style="list-style-type: none"> Setting description of a Roman street Diary entries based on Thieves of Ostia Playscript of Romulus and Remus 	<p>WRITING TO INFORM</p> <ul style="list-style-type: none"> Newspaper report- Pompeii eruption letter as a Roman soldier based at Arabeia 	<p>WRITING TO ENTERTAIN</p> <ul style="list-style-type: none"> Retelling of the Demon Dentist Journey through the digestive system 	<p>WRITING TO ENTERTAIN</p> <ul style="list-style-type: none"> setting description Alternative fairy tales 	<p>WRITING TO ENTERTAIN</p> <ul style="list-style-type: none"> Internal monologues of characters within the Jungle book <p>WRITING TO INFORM</p> <ul style="list-style-type: none"> Biography of Gandhi 	<p>WRITING POETRY</p> <ul style="list-style-type: none"> Onomatopoeia poetry Raps and song lyrics (Link to 'different voices' music project)
OTHER TASK IDEAS		<p>WRITING TO PERSUADE</p> <ul style="list-style-type: none"> Gladiator fighting: was it barbaric? <p>WRITING POETRY</p> <ul style="list-style-type: none"> Remembrance Day acrostic poem 	<p>WRITING TO PERSUADE</p> <ul style="list-style-type: none"> Letter to Enormous Crocodile on pros of teeth hygiene 	<p>WRITING TO PERSUADE</p> <ul style="list-style-type: none"> Leaflets and posters based on Gandhi's beliefs of peaceful protests 		

Year 5- English Spine

TOPIC	Battles, Blackouts and the Blitz	Battles, Blackouts and the Blitz	Spaced Out	Alchemy Island	Heart	Islamic Civilisation
MAIN FOCUS	HISTORY The cause and effects of WW1	HISTORY/GEOGRAPHY Life in blackout Britain The impact of WW2 within our local area	SCIENCE Life in blackout Britain The impact of war on child	ENGLISH	SCIENCE	HISTORY/PSHE
BIG QUESTION	Silhouette WW1 art What was life like for children before the war?	Did life change for children during World War 2?	What makes up our solar system?	Is reaching the stars beyond our limits?	How do our hearts work?	
CORE TEXT	1918: coming home - Jim Eldridge 	Goodnight Mister Tom - Michelle Magorian 	Space Oddity by Christopher Edge 	The Alchemist's letter by Carlos Stevens (vimeo) 	See Inside your body by Katie Daynes 	The boy at the back of the class by Onjali Rauf 
EXTRA TEXTS			Spaced Out: Space poetry by James Carter Galaxy of her Women in Space by Libby Jackson	Harry Potter and the philosopher's Stone by J.K Rowling	Romeo and Juliet by Andrew Matthews and Tony Ross	Other Words for Home by Jasmine Warga
WRITING PURPOSE & MAIN TASKS	<u>WRITING TO ENTERTAIN</u> Diary entries as a children pre-WW1. SPAG focus: semi-colons to link related sentences; to apply inferencing; expanded noun phrases	<u>WRITING TO ENTERTAIN</u> To use inferencing to describe a setting SPAG focus: semi-colons to link related sentences; to apply inferencing; expanded noun phrases	<u>WRITING TO ENTERTAIN</u> Writing a fantasy narrative, building suspense and drama SPAG focus: short and long sentences; ellipses; dialogue	<u>WRITING TO ENTERTAIN</u> Using figurative language to write a narrative based on the Alchemist's Letter SPAG focus: similes; metaphors	<u>WRITING TO ENTERTAIN</u> To create an alternative ending based on the story Romeo and Juliet SPAG focus: colons for emphasis; fronted adverbials; relative clauses;	<u>WRITING TO ENTERTAIN</u> To write a diary in role, thinking about British values and current affairs SPAG focus: use of modal verbs; changing paragraphs accurately and consistently
OTHER TASK IDEAS	<u>WRITING TO ENTERTAIN</u> To write a historical narrative Based on the 1914 Christmas truce SPAG focus: relative clauses; apply 5 different adverb types; prepositional phrases	<u>WRITING TO PERSUADE</u> To write a persuasive propaganda article SPAG focus: rhetorical questions; power of 3; superlatives; powerful vocabulary; repetition	<u>WRITING TO INFORM</u> To write a biography for a significant person SPAG focus: parentheses; subordinate clauses; direct quotes	<u>WRITING TO INFORM</u> To write a newspaper report based on the works of Nicolas Flamel SPAG focus: direct and reported speech; alliteration; time conjunctions	<u>WRITING TO INFORM</u> To write a non-chronological report based on research of the circulatory system SPAG focus: conjunctions; formal language; sentence starters; modal verbs; parenthesis	SPAG preparation for Year 6

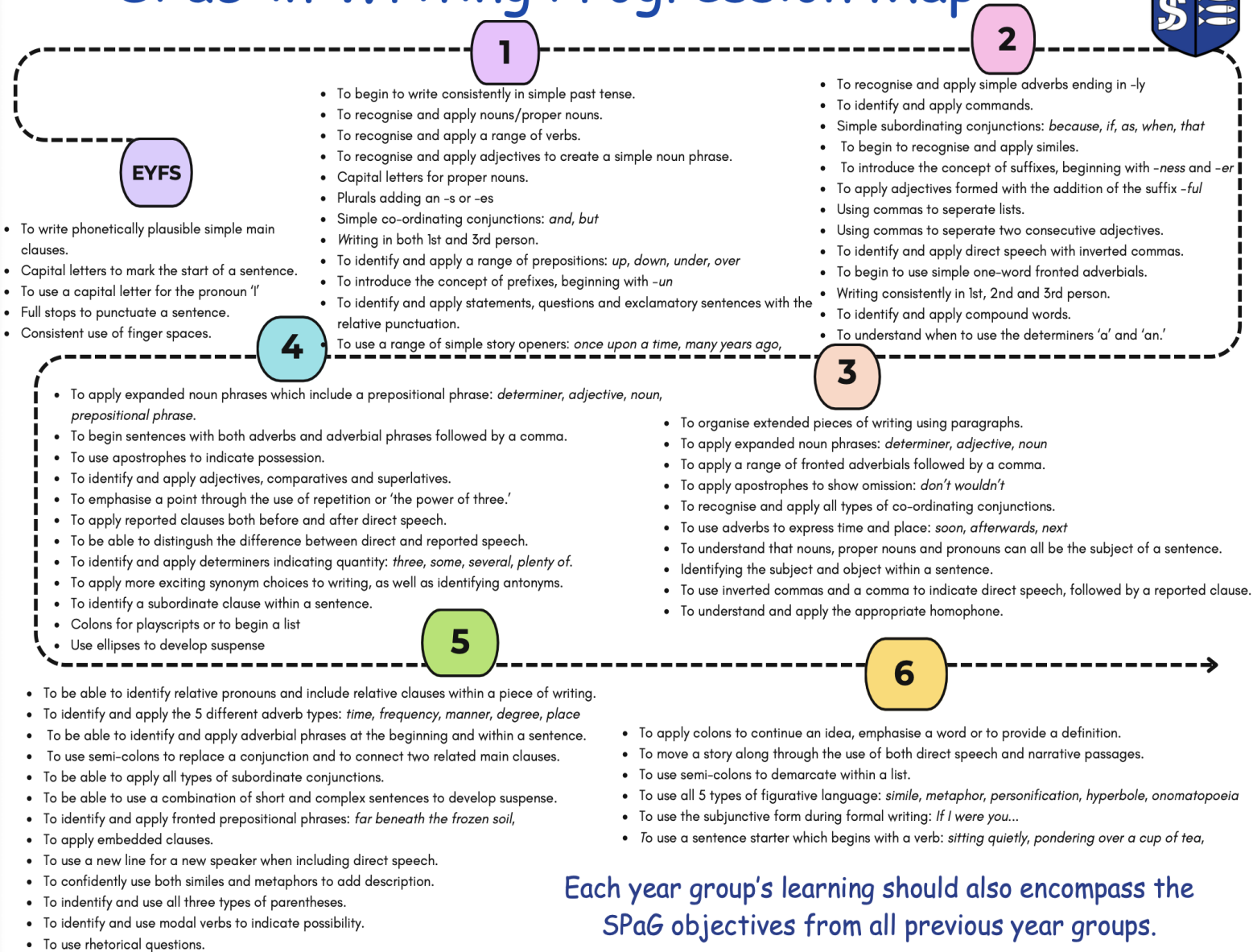
Year 6 - English Spine

TOPIC	GALLERY WANNABIES	TIP OF THE ICEBERG	OFF WITH THEIR HEADS	ISLAND AHOY!	THE ART OF MUSIC	CONFLICT THROUGH TIME
MAIN FOCUS	<u>ART/ENGLISH</u> art through time	<u>GEOGRAPHY</u> Exploring the harsh reality of life on the North and South Poles	<u>HISTORY</u> The Tudors	<u>GEOGRAPHY</u> North American civilisation, culture and music	<u>MUSIC/PSHE</u> Mood development through music	<u>HISTORY</u> conflict through time
BIG QUESTION	How can art convey a story?	What is life really like on the edge of our planet?	What was life really like being married to Henry VIII?	Who were the Mayans?	Can music really help our mental health?	Have conflicts through time ever changed?
CORE TEXT	The Arrival by Sean Tan 	The Titanic Detective Agency by Lindsay Littleton 	Treason by Berlie Doherty 	Kensuke's Kingdom by Michael Morpurgo 	The Piano (Vimeo) 	The Roman News 
EXTRA TEXTS	Night of the Gargoyles by Eve Bunting Newspaper articles linked migration (WAGOLL) WRITING TO ENTERTAIN	Mighty Menace poetry WRITING TO ENTERTAIN	Everything you want to know about the Tudors by Terry Brewer WRITING TO ENTERTAIN	WRITING TO ENTERTAIN	Music: A fold-out graphic history by Nicholas O'Neill WRITING TO ENTERTAIN	The boy who stepped through time by Anna Ciddor WRITING TO ENTERTAIN
WRITING PURPOSE & MAIN TASKS	<ul style="list-style-type: none"> Diary entries using inferring skills WRITING TO PERSUADE	<ul style="list-style-type: none"> suspense narrative based on a passenger's experience of the Titanic. WRITING TO ENTERTAIN	<ul style="list-style-type: none"> Historical narrative and letters based on the Tudor period WRITING TO ENTERTAIN	<ul style="list-style-type: none"> WRITING TO ENTERTAIN	Figurative narratives based on The Piano WRITING TO INFORM	
OTHER TASK IDEAS	WRITING POETRY <ul style="list-style-type: none"> Persuasive letters and balanced arguments based on child immigration Narrative poetry 	WRITING POETRY <ul style="list-style-type: none"> Figurative poetry 	WRITING TO INFORM <ul style="list-style-type: none"> Non-chronological report based on the Tower of London 	WRITING TO PERSUADE <ul style="list-style-type: none"> balanced arguments addressing the pros and cons for travelling for a year 	WRITING TO INFORM	WRITING POETRY

Writing Planning and Assessment Tools

Our St James writing progression map is used as both our planning and writing assessment tool. For each writing cycle, appropriate SPaG objectives are selected from the progression map to ensure writing encompasses a range of techniques and grammar focuses which align with the National Curriculum.

SPaG in Writing Progression Map



Each year group's learning should also encompass the SPaG objectives from all previous year groups.

Year 2-6 Writing Cycle sequence (2-3 weeks long)

COLD WRITE: Begin at least one unit per half-term with a cold write for assessment in writing

HOOK: Introduce children to new unit of work with a hook. This may be an image, video, piece of music or dramatic performance/ role play.

WAGOLL/TEXT TYPE ANALYSIS: Children should always be provided opportunities to analyse text-type features through a WAGOLL or example through core texts.

WRITER'S THEATRE: Adults model the reading of a text, focusing on pace, stress, volume and intonation. Children to use echo reading and paired reading to develop fluency and understanding of the text.

NEW LEARNING/SPAG/IMPLEMENTING TEXT TYPE FEATURES: This should be the bulk of your teaching, allowing children adequate time to: apply the text-type features through an array of topics; apply appropriate, previously-learnt SPAG techniques to the current unit of work; and explore new learning, both SPAG and skills-based, which can be applied to the specific genre of writing highlighted within the unit of work.

HOT WRITE: Children are provided with the opportunity to apply their understanding of the unit text type and complete an independent, assessed piece of writing.

EDIT/RE-DRAFT : Feedback provided by a teacher. Children are to then be given the opportunity to edit their work and submit a second draft.

Writing Cycle Learning Objective and Success Criteria

Date: week beginning of Writing Cycle

Writing Cycle Learning Objective

SPAG content that children are expected to use within their work. This content should be drawn from children's previous knowledge and should be a reinforcement of their earlier understanding.

A new SPAG or text type feature which has not been previously taught.

An image, WAGOLL or extract of a text which is relevant to the current Writing Cycle.

WB: Monday 11 th October 2021	
LO: Writing Cycle 3: I can write a playscript	
SPAG	<ul style="list-style-type: none"> I can use interesting adverbs I can use an ellipsis to indicate a dramatic pause I can use capital letters for emphasis I can use a range of sentence types
Text type features	<ul style="list-style-type: none"> I can include a stage setting I can include a cast list I can write the character name in the margin, followed by a colon I can write in the present tense I will <u>not</u> use inverted commas to indicate speech within a playscript
New learning	<ul style="list-style-type: none"> I can use parentheses to indicate stage directions



The intention of the Writing Cycle LO and SC is to measure children's progress against the assessment tool and throughout their school learning. The insert will be stuck in each English book at the start of each Writing Cycle (approx. 2 weeks per cycle) and the SC can be highlighted at the end of the cycle in regards to what a child has achieved. Templates can be found in the Google Shared Drive.

A list of features that children are expected to use within this text type. Teachers should draw this information from the Text Type Guidance documents.

