



English Policy

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Approved by Chair _____

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Vision Statement

Through our English curriculum we aim to ensure that all children develop a life-long passion for reading. All children should be able to communicate their thoughts and ideas confidently and listen to others with respect. They should have the fundamental skills necessary to enable them to be successful people in an ever changing society.

Rationale

The study of English develops children's abilities to listen, speak, read and write for a wide range of purposes, including the communication of their ideas, views and feelings. Children are enabled to express themselves creatively and imaginatively, as they become enthusiastic and critical readers of stories, poetry and drama, as well as non-fiction and media texts. Children gain an understanding of how language works by looking at its patterns, structures and origins. Children use their knowledge, skills and understanding in speaking, listening, reading and writing across a range of different situations and through cross curricular activities.

Aims and Intentions

- At Busill Jones Primary School, we strive for excellence in English achievement throughout the school.
- Our aim is to ensure that every child becomes a reader, a writer and confident speaker by the time they leave Busill Jones Primary School.
- To promote and instill a love for reading, writing and high-quality literature into pupils at all ages.
- To derive an English curriculum which is sequences to develop the acquisition of knowledge and skills and the opportunity for these to be embedded.

There are lots of opportunities for children to consolidate and reinforce taught English skills and to apply them in a range of contexts.

School Curriculum

The key stage 1 programme of study for English is set out year-by-year, and in key stage 2 it is set out two-yearly. There is rapid development over the two years in word reading in key stage 1; however, schools are only required to teach the programme of study by the end of the key stage. This gives our schools the flexibility to introduce content earlier or later than set out in the programme of study. Within the Trust, we set out our curriculum on a year-by-

year basis and make this information available to via our websites and through our termly curriculum information leaflets set to parents.

The national curriculum aims to ensure all pupils:

- Read easily, fluently, and with a strong understanding.
- Develop a habit of reading widely and often, for both pleasure and information.
- Acquire a wide vocabulary, an understanding of grammar, and knowledge of linguistic conventions for reading, writing, and spoken language.
- Appreciate our rich and varied literary heritage.
- Write clearly, accurately, and coherently, adapting their language and style in and for a range of contexts, purpose and audiences.
- Use discussion to learn, including elaborating and explaining to get their understanding and ideas across.
- Are competent in speaking, in listening, making formal presentations, demonstrating to others and participating in debate.

English is developed through four key areas:

- Spoken Language
- Reading – Word Reading & Comprehension
- Writing – Transcription & Composition
- Spelling, Vocabulary, Grammar & Punctuation

The Teaching of English

The structure of English teaching is based upon the English National Curriculum guidelines and covers all of the recommended objectives to ensure that a broad and balanced English curriculum is taught to all pupils at Busill Jones Primary School.

To ensure that there is adequate time for developing their reading, writing and grammar, punctuation and spelling skills, each class in KS1 and KS2 have a dedicated English lesson each day, with a duration of approximately 60 minutes.

Opportunities for extra reading and extended writing are planned when appropriate.

Phonics is taught throughout EYFS and KS1.

The English skills that the children develop are utilised and supported in every area of the curriculum and can be directly linked with other subjects. For example, formal letter writing within English may be developed within a history topic and instructional writing could be linked to work completed in Science.

Provision and Differentiation

- By recognising that some children may need specific help with their English skills e.g. if they are dyslexic, although they may have other strengths within the subject.
- By giving extra support to children who need extra opportunities for reinforcement.
- By ensuring that pupils with particular ability and flair for English are extended through the use of additional, more demanding, open ended tasks and planned challenges within each lesson.
- Pupil Premium children work in small groups, as identified, and participate in appropriate intervention groups each week to aid their progress and attainment in English.

English Assessment

To ensure that we effectively track progress in Reading, Phonics and GPS, pupils are given a number of additional assessments including assessing pupil's reading and comprehension age termly, progress within phonics, as well as half termly formal assessments in the form of a SAT's style paper. (Please refer to the Assessment Policy and Assessment Calendar).

Each year group uses the Framework for Writing, alongside the National Curriculum objectives (As set out in the Long and Medium Term plan). Teachers use the exemplification material, Trust moderation and Local Cluster Group moderation to support their teacher assessment.

Teachers share pupil's progress with parents/carers through annual written reports and also during termly parent consultations and informal meetings which take place as the need arises.

Role of the Head Teacher

In consultation with the English Subject leader, the Head teacher:

- Determines the ways English should support, enrich and extend the curriculum;
- Decides the provision and allocation of resources;
- Decides ways in which developments can be assessed, and records maintained;
- Ensures that English is used in a way to achieve the aims and objectives of the school;
- Ensures that there is an English policy, and identifies a English subject leader.

Role of the Subject Leader

The English subject leader should:

- Ensure the development of a scheme of work for the English curriculum. This will follow the New Primary Framework guidelines and will be built around the school's curriculum topics and cover aspects of the English National Curriculum statements.
- Promote the integration of English within appropriate teaching and learning activities;

- Manage the provision and deployment of resources and give guidance on classroom organisation support.
- Inspire colleagues to deliver high quality teaching and learning opportunities.
- Analyse data to identify strengths and weaknesses in outcomes; planning for improvement accordingly.
- Write, monitor and evaluate an action plan for English for the School Improvement Plan
- Lead INSET within the school, and investigate suitable courses elsewhere.
- Act as a contact point between the school and support agencies, including schools within Shine Academies.
- Provide technical expertise.
- Lead the evaluation and review of the school's English policy.
- Bid for and manage the budget for this curriculum area.
- Monitor and review the English provision within the school.

Monitoring and Evaluation

The teaching of English will be monitored through the School Improvement Plan by the English subject leader in the first instance and then by the Senior Leadership Team and the Head teacher. SATS results are analysed and areas for development prioritised. Governors are kept informed via the head teacher's termly.

Timetabling

A considerable number of areas within the English Curriculum are discrete subjects and will be taught within English lessons and across the whole primary curriculum such as: Spoken Language, Handwriting, Grammar & Punctuation.

Letters & Sounds is taught daily to all pupils in EYFS and KS1. This is taught within classes. (Please refer to the **Phonics Policy**).

Independent reading sessions take place daily in KS1 & KS2. The specific purpose is to develop word reading skills, vocabulary development and comprehension skills.

Handwriting is taught daily and within all subjects, including Maths. Spelling is taught using the Rising Stars Spelling Scheme and tested weekly. It is also taught discretely across the curriculum.

Spellings are sent home to learn on a weekly basis following the Rising Stars Spelling Scheme based on statutory spelling requirements (**Appendix 2**). Spelling rules and letter strings are taught and then tested – including other examples to those sent home to be learnt. Spoken Language is taught throughout all subjects and is assessed across the curriculum.

English is taught daily. Within these sessions all aspects of English are taught. Years 1-6 have 1 Guided Reading/ Reading Comprehension, 1 Spelling Grammar and Punctuation, 3 Writing lessons per week. We follow the Cornerstones 'Love to Read' curriculum. The first day

involves reading the class novel (which is closely linked to each year group's Cornerstones topic with pupils working in groups to answer specific questions about the text. This provides pupils with speaking and listening opportunities which enhances their ability to answer further comprehension questions. During comprehension sessions, the children explore a range of question based on three domains, which are explicitly taught to the children. Due to the lesson structure the children have exposed to questions from all of the three domains being taught.

Writing is taught three days a week from years 1 – 6, with opportunities for additional writing with the curriculum. The New National Curriculum has been firmly implemented by all year groups with teachers having clear direction of where pupils need to be. Within the Writing sessions, opportunities are provided for pupils to plan, draft and edit their work.

Recording of work

All pupils in KS1 and KS2 will have one English book which will include all work. Reading comprehension activities are recorded in their English books. Within the Early Years, this may be recorded on an observation form using 2 Simple and included in the English book.

Planning

All sessions should be planned using the schools planning proforma.

Objectives for the lessons being taught should be taken straight from the English Long and Medium term planning, which follow the National Curriculum for English and plans for introduction, implementation and embedding of skills.

All lessons should be fully differentiated and accessible to all pupils.

Marking

Teachers mark pupil's writing throughout the lesson to ensure that errors and misconceptions are addressed as soon as possible, rather than a pupil complete a whole piece of writing incorrectly. Handwriting formation, size and spellings are also corrected as issues arise, with pupil's given the opportunity to practice during the lesson.

Please refer to our Marking Policy for further guidance on marking.

Inclusion

In planning work the teachers will aim:

- to provide breadth and balance of language activities for all pupils
- to provide a differentiated English curriculum to meet the needs of all the pupils through the continuity of experiences

- to set suitable learning challenges for individuals or small groups of pupils
- to respond to pupils diverse learning needs
- to liaise with the Special Needs Co-ordinator to ensure that provision is made for all pupils
- to ensure interventions are applicable with clear objectives set

Targets should be identified on short term planning to overcome potential barriers to learning and assessment for individuals and groups of pupils. In addition, children are invited to take part in pre-teach session, designed to support the children will concepts being covered that day. Targeted booster groups, used to support both the more able children and those with specific needs.

SEND Provision

Pupils identified as needing extra support in English will be given the appropriate help in the classroom. Providing for pupils with special educational needs should take account of each pupil's particular learning and assessment requirements and incorporate specific approaches which will allow individuals to succeed, such as using texts at an appropriate level of difficulty and planning for additional support.

All appendices are subject to change based on annual review by Subject Leaders.

This policy will be reviewed annually unless there are any changes within the Trust.

Appendix 1: Grammar Overview

article	The articles the (definite) and a or an (indefinite) are the most common type of determiner. The dog found a bone in an old box.	The dog found a bone in an old box.
auxiliary verb	The auxiliary verbs are: be, have, do and the modal verbs. They can be used to make questions and negative statements. In addition: ♣ be is used in the progressive and passive ♣ have is used in the perfect ♣ do is used to form questions and negative statements if no other auxiliary verb is present	They are winning the match. [be used in the progressive] Have you finished your picture? [have used to make a question, and the perfect] No, I don't know him. [do used to make a negative; no other auxiliary is present] Will you come with me or not? [modal verb will used to make a question about the other person's willingness]
clause	A clause is a special type of phrase whose head is a verb. Clauses can sometimes be complete sentences. Clauses may be main or subordinate. Traditionally, a clause had to have a finite verb, but most modern grammarians also recognise nonfinite clauses.	It was raining. [single-clause sentence] It was raining but we were indoors. [two finite clauses] If you are coming to the party, please let us know. [finite subordinate clause inside a finite main clause] Usha went upstairs to play on her computer. [non-finite clause]
cohesion	A text has cohesion if it is clear how the meanings of its parts fit together. Cohesive devices can help to do this. In the example, there are repeated references to the same thing (shown by the different style pairings),	A visit has been arranged for Year 6, to the Mountain Peaks Field Study Centre, leaving school at 9.30am. This is an overnight visit. The centre has beautiful grounds and a nature trail. During the

	and the logical relations, such as time and cause, between different parts are clear.	afternoon, the children will follow the trail.
cohesive device	Cohesive devices are words used to show how the different parts of a text fit together. In other words, they create cohesion.	Julia's dad bought her a football. The football was expensive! [determiner; refers us back to a particular football]
complement	A verb's subject complement adds more information about its subject, and its object complement does the same for its object. Unlike the verb's object, its complement may be an adjective. The verb be normally has a complement.	She is our teacher. [adds more information about the subject, she] They seem very competent. [adds more information about the subject, they] Learning makes me happy. [adds more information about the object, me]
compound, compounding	A compound word contains at least two root words in its morphology; e.g. whiteboard, superman. Compounding is very important in English.	blackbird, blow-dry, bookshop, icecream, English teacher, inkjet, oneeyed, bone-dry, baby-sit, daydream, outgrow
conjunction	A conjunction links two words or phrases together. There are two main types of conjunctions: ♣ co-ordinating conjunctions (e.g. and) link two words or phrases together as an equal pair ♣ subordinating conjunctions (e.g. when) introduce a subordinate clause	James bought a bat and ball. [links the words bat and ball as an equal pair] Kylie is young but she can kick the ball hard. [links two clauses as an equal pair] Everyone watches when Kyle does back-flips. [introduces a subordinate clause] Joe can't practice kicking because he's injured. [introduces a subordinate clause]
consonant	A sound which is produced when the speaker closes off or obstructs the flow of air through the vocal tract, usually using lips, tongue or teeth. Most of the letters of the alphabet represent consonants. Only the letters a, e, i, o, u and y can represent vowel sounds.	/p/ [flow of air stopped by the lips, then released] /t/ [flow of air stopped by the tongue touching the roof of the mouth, then released] /f/ [flow of air obstructed by the bottom lip touching the top teeth] /s/ [flow of air obstructed by the tip of the tongue touching the gum line]
co-ordinate, co-ordination	Words or phrases are co-ordinated if they are linked as an equal pair by a co-ordinating conjunction (i.e. and, but, or). In the examples on the right, the coordinated elements are shown in bold, and the conjunction is underlined. The difference between co-ordination and subordination is that, in subordination, the two linked elements are not equal	Susan and Amra met in a café. [links the words Susan and Amra as an equal pair] They talked and drank tea for an hour. [links two clauses as an equal pair] Susan got a bus but Amra walked. [links two clauses as an equal pair] Not co-ordination: They ate before they met. [before introduces a subordinate clause]
determiner	A determiner specifies a noun as known or unknown, and it goes before any modifiers (e.g. adjectives or other nouns). Some examples of determiners are: ♣ articles (the, a or an) ♣ demonstratives (e.g. this, those) ♣ possessives (e.g. my, your) ♣ quantifiers (e.g. some, every)	the home team [article, specifies the team as known] a good team [article, specifies the team as unknown] that pupil [demonstrative, known] Julia's parents [possessive, known] some big boys [quantifier, unknown] Contrast: home the team, big some boys [both incorrect, because the determiner should come before other modifiers]

digraph	A type of grapheme where two letters represent one phoneme. Sometimes, these two letters are not next to one another; this is called a split digraph	The digraph ea in each is pronounced /i:/ . The digraph sh in shed is pronounced /ʃ/. The split digraph i–e in line is pronounced /aɪ/
ellipsis	Ellipsis is the omission of a word or phrase which is expected and predictable.	Frankie waved to Ivana and she watched her drive away. She did it because she wanted to do it.
etymology	A word's etymology is its history: its origins in earlier forms of English or other languages, and how its form and meaning have changed. Many words in English have come from Greek, Latin or French	The word school was borrowed from a Greek word σχολή (skholé) meaning 'leisure'. The word verb comes from Latin verbum, meaning 'word'. The word mutton comes from French mouton, meaning 'sheep'
finite verb	Every sentence typically has at least one verb which is either past or present tense. Such verbs are called 'finite'. The imperative verb in a command is also finite. Verbs that are not finite, such as participles or infinitives, cannot stand on their own: they are linked to another verb in the sentence	Lizzie does the dishes every day. [present tense] Even Hana did the dishes yesterday. [past tense] Do the dishes, Naser! [imperative] Not finite verbs: ♣ I have done them. [combined with the finite verb have] ♣ I will do them. [combined with the finite verb will] ♣ I want to do them! [combined with the finite verb want]
fronting, fronted	A word or phrase that normally comes after the verb may be moved before the verb: when this happens, we say it has been 'fronted'. For example, a fronted adverbial is an adverbial which has been moved before the verb. When writing fronted phrases, we often follow them with a comma.	Before we begin, make sure you've got a pencil. [Without fronting: Make sure you've got a pencil before we begin.] The day after tomorrow, I'm visiting my granddad. [Without fronting: I'm visiting my granddad the day after tomorrow.]
future	Reference to future time can be marked in a number of different ways in English. All these ways involve the use of a present-tense verb. See also tense. Unlike many other languages (such as French, Spanish or Italian), English has no distinct 'future tense' form of the verb comparable with its present and past tenses.	tense will followed by infinitive leave] He may leave tomorrow. [present tense may followed by infinitive leave]
GPC	See grapheme-phoneme correspondences.	
grapheme	A letter, or combination of letters, that corresponds to a single phoneme within a word.	The grapheme t in the words ten, bet and ate corresponds to the phoneme /t/. The grapheme ph in the word dolphin corresponds to the phoneme /f/.
Grapheme-phoneme correspondences	he links between letters, or combinations of letters (graphemes) and the speech sounds (phonemes) that they represent. In the English writing system, graphemes may correspond to different phonemes in different words.	The grapheme s corresponds to the phoneme /s/ in the word see, but... ...it corresponds to the phoneme /z/ in the word easy.
homonym	Two different words are homonyms if they both look exactly the same when written, and sound exactly the same when pronounced.	Has he left yet? Yes – he went through the door on the left. The noise a dog makes is called a bark. Trees have bark

homophone	Two different words are homophones if they sound exactly the same when pronounced.	hear, here some, sum
infinitive	A verb's infinitive is the basic form used as the head-word in a dictionary (e.g. walk, be). Infinitives are often used: ♣ after to ♣ after modal verbs.	I want to walk. I will be quiet.
inflection	When we add -ed to walk, or change mouse to mice, this change of morphology produces an inflection ('bending') of the basic word which has special grammar (e.g. past tense or plural). In contrast, adding -er to walk produces a completely different word, walker, which is part of the same word family. Inflection is sometimes thought of as merely a change of ending, but, in fact, some words change completely when inflected.	dogs is an inflection of dog. went is an inflection of go. better is an inflection of good.
intransitive verb	A verb which does not need an object in a sentence to complete its meaning is described as intransitive. See 'transitive verb'.	We all laughed. We would like to stay longer, but we must leave.
main clause	A sentence contains at least one clause which is not a subordinate clause; such a clause is a main clause. A main clause may contain any number of subordinate clauses.	It was raining but the sun was shining. [two main clauses] The man who wrote it told me that it was true. [one main clause containing two subordinate clauses.] She said, "It rained all day." [one main clause containing another.]
modal verb	Modal verbs are used to change the meaning of other verbs. They can express meanings such as certainty, ability, or obligation. The main modal verbs are will, would, can, could, may, might, shall, should, must and ought. A modal verb only has finite forms and has no suffixes (e.g. I sing – he sings, but not I must – he musts).	I can do this maths work by myself. This ride may be too scary for you! You should help your little brother. Is it going to rain? Yes, it might. Canning swim is important. [not possible because can must be finite; contrast: Being able to swim is important, where being is not a modal verb]
modify, modifier	One word or phrase modifies another by making its meaning more specific. Because the two words make a phrase, the 'modifier' is normally close to the modified word.	In the phrase primary-school teacher: ♣ teacher is modified by primary school (to mean a specific kind of teacher) ♣ school is modified by primary (to mean a specific kind of school)
noun	The surest way to identify nouns is by the ways they can be used after determiners such as the: for example, most nouns will fit into the frame "The __ matters/matter." Nouns are sometimes called 'naming words' because they name people, places and 'things'; this is often true, but it doesn't help to distinguish nouns from other word classes. For example, prepositions can name places and verbs can name 'things' such as actions. Nouns may be classified as common (e.g. boy, day) or proper (e.g. Ivan,	Our dog bit the burglar on his behind! My big brother did an amazing jump on his skateboard. Actions speak louder than words. Not nouns: ♣ He's behind you! [this names a place, but is a preposition, not a noun] ♣ She can jump so high! [this names an action, but is a verb, not a noun] common, countable: a book, books, two chocolates, one day, fewer ideas common, non-countable: money, some

	<p>Wednesday), and also as countable (e.g. thing, boy) or noncountable (e.g. stuff, money). These classes can be recognised by the determiners they combine with.</p>	<p>chocolate, less imagination proper, countable: Marilyn, London, Wednesday</p>
noun phrase	<p>A noun phrase is a phrase with a noun as its head, e.g. some foxes, foxes with bushy tails. Some grammarians recognise one-word phrases, so that foxes are multiplying would contain the noun foxes acting as the head of the noun phrase foxes.</p>	<p>Adult foxes can jump. [adult modifies foxes, so adult belongs to the noun phrase] Almost all healthy adult foxes in this area can jump. [all the other words help to modify foxes, so they all belong to the noun phrase]</p>
object	<p>An object is normally a noun, pronoun or noun phrase that comes straight after the verb, and shows what the verb is acting upon. Objects can be turned into the subject of a passive verb, and cannot be adjectives (contrast with complements)</p>	<p>Year 2 designed puppets. [noun acting as object] I like that. [pronoun acting as object] Some people suggested a pretty display. [noun phrase acting as object] Contrast: ♣ A display was suggested. [object of active verb becomes the subject of the passive verb] ♣ Year 2 designed pretty. [incorrect, because adjectives cannot be objects]</p>
passive	<p>The sentence It was eaten by our dog is the passive of Our dog ate it. A passive is recognisable from: ♣ the past participle form eaten ♣ the normal object (it) turned into the subject ♣ the normal subject (our dog) turned into an optional preposition phrase with by as its head ♣ the verb be(was), or some other verb such as get. Contrast active. A verb is not ‘passive’ just because it has a passive meaning: it must be the passive version of an active verb.</p>	<p>A visit was arranged by the school. Our cat got run over by a bus. Active versions: ♣ The school arranged a visit. ♣ A bus ran over our cat. Not passive: ♣ He received a warning. [past tense, active received] ♣ We had an accident. [past tense, active had]</p>
past tense	<p>Verbs in the past tense are commonly used to: ♣ talk about the past ♣ talk about imagined situations ♣ make a request sound more polite. Most verbs take a suffix -ed, to form their past tense, but many commonly-used verbs are irregular. See also tense.</p>	<p>Tom and Chris showed me their new TV. [names an event in the past] Antonio went on holiday to Brazil. [names an event in the past; irregular past of go] I wish I had a puppy. [names an imagined situation, not a situation in the past] I was hoping you'd help tomorrow. [makes an implied request sound more polite]</p>
perfect	<p>The perfect form of a verb generally calls attention to the consequences of a prior event; for example, he has gone to lunch implies that he is still away, in contrast with he went to lunch. ‘Had gone to lunch’ takes a past time point (i.e. when we arrived) as its reference point and is another way of establishing time relations in a text. The perfect tense is formed by: ♣ turning the verb into its past participle inflection ♣ adding a form of the verb have before it. It can also be combined with the progressive (e.g. he has been going).</p>	<p>She has downloaded some songs. [present perfect; now she has some songs] I had eaten lunch when you came. [past perfect; I wasn't hungry when you came]</p>

phoneme	A phoneme is the smallest unit of sound that signals a distinct, contrasting meaning. For example: ♦ /t/ contrasts with /k/ to signal the difference between tap and cap ♦ /t/ contrasts with /l/ to signal the difference between bought and ball. It is this contrast in meaning that tells us there are two distinct phonemes at work. There are around 44 phonemes in English; the exact number depends on regional accents. A single phoneme may be represented in writing by one, two, three or four letters constituting a single grapheme.	The word cat has three letters and three phonemes: /kæt/ The word catch has five letters and three phonemes: /katʃ/ The word caught has six letters and three phonemes: /ko:t/
phrase	A phrase is a group of words that are grammatically connected so that they stay together, and that expand a single word, called the ‘head’. The phrase is a noun phrase if its head is a noun, a preposition phrase if its head is a preposition, and so on; but if the head is a verb, the phrase is called a clause. Phrases can be made up of other phrases.	She waved to her mother. [a noun phrase, with the noun mother as its head] She waved to her mother. [a preposition phrase, with the preposition to as its head] She waved to her mother. [a clause, with the verb waved as its head]
plural	A plural noun normally has a suffix –s or –es and means ‘more than one’. There are a few nouns with different morphology in the plural (e.g. mice, formulae).	dogs [more than one dog]; boxes [more than one box] mice [more than one mouse]
possessive	A possessive can be: ♦ a noun followed by an apostrophe, with or without s ♦ a possessive pronoun. The relation expressed by a possessive goes well beyond ordinary ideas of ‘possession’. A possessive may act as a determiner.	Tariq’s book [Tariq has the book] The boys’ arrival [the boys arrive] His obituary [the obituary is about him] That essay is mine. [I wrote the essay]
prefix	A preposition links a following noun, pronoun or noun phrase to some other word in the sentence. Prepositions often describe locations or directions, but can describe other things, such as relations of time. Words like before or since can act either as prepositions or as conjunctions.	Tom waved goodbye to Christy. She’ll be back from Australia in two weeks. I haven’t seen my dog since this morning. Contrast: I’m going, since no-one wants me here! [conjunction: links two clauses]
present tense	Verbs in the present tense are commonly used to: ♦ talk about the present ♦ talk about the future. They may take a suffix –s (depending on the subject). See also tense.	Jamal goes to the pool every day. [describes a habit that exists now] He can swim. [describes a state that is true now] The bus arrives at three. [scheduled now] My friends are coming to play. [describes a plan in progress now]
progressive	The progressive (also known as the ‘continuous’) form of a verb generally describes events in progress. It is formed by combining the verb’s present participle (e.g. singing) with a form of the verb be (e.g. he was singing). The	Michael is singing in the store room. [present progressive] Amanda was making a patchwork quilt. [past progressive] Usha had been practicing for an hour when I called. [past perfect progressive]

	progressive can also be combined with the perfect (e.g. he has been singing).	
pronoun	Pronouns are normally used like nouns, except that: <ul style="list-style-type: none"> ♣ they are grammatically more specialised ♣ it is harder to modify them In the examples, each sentence is written twice: once with nouns, and once with pronouns (<u>underlined</u>). Where the same thing is being talked about, the words are shown in bold.	Amanda waved to Michael. She waved to him. John's mother is over there. His mother is over there. The visit will be an overnight visit. This will be an overnight visit. Simon is the person: Simon broke it. He is the one who broke it.
punctuation	Punctuation includes any conventional features of writing other than spelling and general layout: the standard punctuation marks . , ; : ? ! - - () " " ' , and also word-spaces, capital letters, apostrophes, paragraph breaks and bullet points. One important role of punctuation is to indicate sentence boundaries	"I'm going out, Usha, and I won't be long," Mum said.
relative clause	A relative clause is a special type of subordinate clause that modifies a noun. It often does this by using a relative pronoun such as who or that to refer back to that noun, though the relative pronoun that is often omitted. A relative clause may also be attached to a clause. In that case, the pronoun refers back to the whole clause, rather than referring back to a noun. In the examples, the relative clauses are underlined, and both the pronouns and the words they refer back to are in bold	That's the boy who lives near school. [who refers back to boy] The prize that I won was a book. [that refers back to prize] The prize I won was a book. [the pronoun that is omitted] Tom broke the game, which annoyed Ali. [which refers back to the whole clause]
root word	Morphology breaks words down into root words, which can stand alone, and suffixes or prefixes which can't. For example, help is the root word for other words in its word family such as helpful and helpless, and also for its inflections such as helping. Compound words (e.g. helpdesk) contain two or more root words	played [the root word is play] unfair [the root word is fair] football [the root words are foot and ball]
schwa	The name of a vowel sound that is found only in unstressed positions in English. It is the most common vowel sound in English. It is written as /ə/ in the International Phonetic Alphabet. In the English writing system, it can be written in many different ways	
sentence	A sentence is a group of words which are grammatically connected to each other but not to any words outside the sentence. The form of a sentence's main clause shows whether it is being used as a statement, a question, a command or an exclamation. A sentence may consist of a single clause or it may contain several clauses held together by subordination or co-ordination. Classifying sentences as 'simple', 'complex' or 'compound' can be	John went to his friend's house. He stayed there till tea-time. John went to his friend's house, he stayed there till tea-time. [This is a 'comma splice', a common error in which a comma is used where either a full stop or a semi-colon is needed to indicate the lack of any grammatical connection between the two clauses.] You are my friend. [statement] Are you my friend?

	confusing, because a ‘simple’ sentence may be complicated, and a ‘complex’ one may be straightforward. The terms ‘single clause sentence’ and ‘multi-clause sentence’ may be more helpful.	[question] Be my friend! [command] What a good friend you are! [exclamation] Ali went home on his bike to his goldfish and his current library book about pets. [single-clause sentence] She went shopping but took back everything she had bought because she didn’t like any of it. [multi-clause sentence]
Standard English	Standard English can be recognised by the use of a very small range of forms such as those books, I did it and I wasn’t doing anything (rather than their non-Standard equivalents); it is not limited to any particular accent. It is the variety of English which is used, with only minor variation, as a major world language. Some people use Standard English all the time, in all situations from the most casual to the most formal, so it covers most registers. The aim of the national curriculum is that everyone should be able to use Standard English as needed in writing and in relatively formal speaking	I did it because they were not willing to undertake any more work on those houses. [formal Standard English]
subject	The subject of a verb is normally the noun, noun phrase or pronoun that names the ‘do-er’ or ‘be-er’. The subject’s normal position is: ♣ just before the verb in a statement ♣ just after the auxiliary verb, in a question. Unlike the verb’s object and complement, the subject can be determined	Rula’s mother went out. That is uncertain. The children will study the animals. Will the children study the animals?
subordinate, subordination	A subordinate word or phrase tells us more about the meaning of the word it is subordinate to. Subordination can be thought of as an unequal relationship between a subordinate word and a main word. For example: ♣ an adjective is subordinate to the noun it modifies ♣ subjects and objects are subordinate to their verbs. Subordination is much more common than the equal relationship of co-ordination. See also subordinate clause.	big dogs [big is subordinate to dogs] Big dogs need long walks. [big dogs and long walks are subordinate to need] We can watch TV when we’ve finished. [when we’ve finished is subordinate to watch]
subordinate clause	A clause which is subordinate to some other part of the same sentence is a subordinate clause; for example, in The apple that I ate was sour, the clause that I ate is subordinate to apple (which it modifies). Subordinate clauses contrast with co-ordinate clauses as in It was sour but looked very tasty. (Contrast: main clause) However, clauses that are directly quoted as direct speech are not subordinate clauses.	A clause which is subordinate to some other part of the same sentence is a subordinate clause; for example, in The apple that I ate was sour, the clause that I ate is subordinate to apple (which it modifies). Subordinate clauses contrast with co-ordinate clauses as in It was sour but looked very tasty. (Contrast: main clause) However, clauses that are directly quoted as

		direct speech are not subordinate clauses.
suffix	A suffix is an 'ending', used at the end of one word to turn it into another word. Unlike root words, suffixes cannot stand on their own as a complete word. Contrast prefix.	call – called teach – teacher [turns a verb into a noun] terror – terrorise [turns a noun into a verb] green – greenish [leaves word class unchanged]
synonym	Two words are synonyms if they have the same meaning, or similar meanings. Contrast antonym.	talk – speak old – elderly
tense	In English, tense is the choice between present and past verbs, which is special because it is signalled by inflections and normally indicates differences of time. In contrast, languages like French, Spanish and Italian, have three or more distinct tense forms, including a future tense. (See also: future.) The simple tenses (present and past) may be combined in English with the perfect and progressive.	He studies. [present tense – present time] He studied yesterday. [past tense – past time] He studies tomorrow, or else! [present tense – future time]
verb	The surest way to identify verbs is by the ways they can be used: they can usually have a tense, either present or past (see also future). Verbs are sometimes called 'doing words' because many verbs name an action that someone does; while this can be a way of recognising verbs, it doesn't distinguish verbs from nouns (which can also name actions). Moreover many verbs name states or feelings rather than actions. Verbs can be classified in various ways: for example, as auxiliary, or modal; as transitive or intra	He lives in Birmingham. [present tense] The teacher wrote a song for the class. [past tense] He likes chocolate. [present tense; not an action] He knew my father. [past tense; not an action] Not verbs: ♣ The walk to Halina's house will take an hour. [noun] ♣ All that surfing makes Morwenna so sleepy! [noun]

Appendix 2:

Spelling Lists

New Curriculum Spelling Lists Years 1 and 2

the	come	go	mind	clothes	past	sugar
a	some	so	floor	cold	father	could
do	one	by	because	gold	class	would
to	once	my	kind	hold	water	sure
today	ask	here	behind	told	again	eye
of	friend	there	whole	every	grass	should
said	school	where	any	great	pass	who
says	put	love	child	break	plant	Mr
your	are	push	wild	steak	path	Mrs
they	were	pull	most	busy	bath	parents
be	was	full	both	people	hour	Christmas
he	is	house	children	pretty	move	everybody
me	his	our	climb	beautiful	prove	even
she	has	door	only	after	half	
we	I	poor	old	fast	money	
no	you	find	many	last	improve	

Word list – years 3 and 4

accident(ally)	early	knowledge	purpose
actual(ly)	earth	learn	quarter
address	eight/eighth	length	question
answer	enough	library	recent
appear	exercise	material	regular
arrive	experience	medicine	reign
believe	experiment	mention	remember
bicycle	extreme	minute	sentence
breath	famous	natural	separate
breathe	favourite	naughty	special
build	February	notice	straight
busy/business	forward(s)	occasion(ally)	strange
calendar	fruit	often	strength
caught	grammar	opposite	suppose
centre	group	ordinary	surprise
century	guard	particular	therefore
certain	guide	peculiar	though/although
circle	heard	perhaps	thought
complete	heart	popular	through
consider	height	position	various
continue	history	possess(ion)	weight
decide	imagine	possible	woman/women
describe	increase	potatoes	
different	important	pressure	
difficult	interest	probably	
disappear	island	promise	

Word list – years 5 and 6

accommodate	criticise (critic + ise)	individual	relevant
accompany	curiosity	interfere	restaurant
according	definite	interrupt	rhyme
achieve	desperate	language	rhythm
aggressive	determined	leisure	sacrifice
amateur	develop	lightning	secretary
ancient	dictionary	marvellous	shoulder
apparent	disastrous	mischiefous	signature
appreciate	embarrass	muscle	sincere(ly)
attached	environment	necessary	soldier
available	equip (–ped, –ment)	neighbour	stomach
average	especially	nuisance	sufficient
awkward	exaggerate	occupy	suggest
bargain	excellent	occur	symbol
bruise	existence	opportunity	system
category	explanation	parliament	temperature
cemetery	familiar	persuade	thorough
committee	foreign	physical	twelfth
communicate	forty	prejudice	variety
community	frequently	privilege	vegetable
competition	government	profession	vehicle
conscience*	guarantee	programme	yacht
conscious*	harass	pronunciation	
controversy	hindrance	queue	
convenience	identity	recognise	
correspond	immediate(ly)	recommend	

Appendix 3:

Writing Assessment Targets Yrs 1-6

Year 1

Working at the expected standard



Purpose, tone and structure.	Write simple narratives about personal experiences. Write three or more sentences in order to tell a story.						
Word choice and sentence type/structure.	Use statement, questions and commands in sentences. Use past and present mostly correctly. Use some co-ordinating conjunctions (and/but). Using spaces between most words.						
SPaG and Handwriting.	Use capital letters and full stops. Use question marks when needed. Write capital letters to the correct size and orientation. Can spell Year 1 common words. Can form lower case letters						
Working at greater depth							
Purpose, tone and structure.	Write effectively and coherently for narratives. Write about real events, recording them simply.						
Word choice and sentence type/structure.	Beginning to use adjectives. Begin to use some subordination (because).						
SPaG and Handwriting.	Begin to use exclamation marks. Use apostrophes for omission or possession. Spelling some common exception words. Add suffixes (ful-ly) Use diagonal or horizontal strokes needed to join some letters.						

Year 2 Working at the expected standard							
Purpose, tone and structure.	Write simple, coherent narratives about personal experiences. Write about real events, recording them simply and clearly.						
Word choice and sentence type/structure.	Use present and past tense mostly correctly. Use co-ordination (e.g. or/and/but). Use some subordination (e.g. when/if/that/because).						
SPaG and Handwriting.	When needed use: capital letters, full stops and question marks. Spelling many words correctly and using phonic knowledge for others. Spelling many common exception words. Forming capital letters and digits of the correct size in relation to lower case letters. Use spacing, which reflects letter size.						
Working at greater depth							
Purpose, tone and structure.	Write effectively and coherently for different purposes. Draw on reading to inform vocabulary and grammar in writing.						
Word choice and sentence type/structure.	Make simple additions, revisions and corrections. Use adjectives to add detail to writing.						
SPaG and Handwriting.	When needed use exclamation marks. Use apostrophes for omission and singular possession. Spelling most common exception words. Add suffixes (e.g. -ment, -ness, -ful, -less, -ly) Use the diagonal and horizontal strokes needed to join some letters.						

Year 3 Working at the expected standard							
Purpose, tone and structure.	I can write for a range of purposes and genres including a short story:						
	For fiction pieces: writing a narrative with a setting, characters and plot, including some dialogue						
	For non-fiction: headings/sub headings (if appropriate) and an introduction and conclusion sentence						
	Beginning to use paragraphs to group material and/or headings/sub headings						
Word choice and sentence type/structure.	Begin to use adverbial phrases to give more detail about where, when and how.						
	Beginning to use adventurous adjectives.						
	Can use co-ordinating and subordinate conjunctions.						
	Beginning to use the perfect form e.g. I have been to London.						
	Use the determiners 'a' or 'an' according to whether the next word begins with a vowel or a consonant						
SPaG and Handwriting.	Inverted commas for direct speech.						
	Editing writing against success criteria and make improvements to spelling, punctuation and grammar.						
	Spell most Year 3 common words correctly.						
	Use horizontal strokes to join most writing.						
Working at greater depth							
Purpose, tone and structure.	Use past, present and future tenses mostly correctly.						
Word choice and sentence type/structure.	To begin to use ambitious verbs and adverbs.						
	Using some expanded noun phrases with pre and post modifiers to describe and specify.						
	Use adverbial phrases in the middle and start of sentences.						
SPaG and Handwriting.	Spell some homophones correctly.						

Year 4 Working at the expected standard							
Purpose, tone and structure.	Use paragraphs to group material and/or headings/sub-headings						
	Describe character, setting and plot						
	Use past, present and future tenses accurately						
Word choice and sentence type/structure.	Use cohesive devices						
	Use ambitious adjectives, verbs and adverbs.						
	Use adverbial phrases						
	Edit work to improve content						
SPaG and Handwriting.	Inverted commas for direct speech and new speaker, new line						
	Spell most Year 3 and 4 common words correctly						
	Proof read work for accuracy						
	Use diagonal and horizontal strokes to join most writing						
Working at greater depth							
Purpose, tone and structure.	Use dialogue to develop characters where necessary						
Word choice and sentence type/structure.	Use ambitious or thoughtful nouns.						
	Vary the position of adverbial phrases						
	Use modal verbs in past and present tense						
SPaG and Handwriting.	Spelling some homophones and words with silent letters correctly						

Year 5

Working at the expected standard



Purpose, tone and structure.	I can write for a range of purposes, audiences and genres including a short story. Write fiction with a clear beginning and end that creates atmosphere and characterisation. Integrate dialogue to convey character.					
Word choice and sentence type/structure.	Use modal verb forms (past and present) To use a range of cohesive devices within and across paragraphs and sentences to make the piece flow. In non-fiction: maintain a level of formality across a whole text. Starting to use ambitious language and sophisticated sentence structures (Complex, compound, etc.) Verb tenses are mostly correct. To edit work to improve content.					
SPaG and Handwriting.	To use commas for clarity. To use a wide range of clauses. Converting nouns or adjectives into verbs using suffixes (eg –ate, ise, -ify). Proof reading to ensure accuracy with spelling, grammar and punctuation.					

Working at greater depth

Purpose, tone and structure.	Draw on reading to inform vocabulary or grammar in writing. Starting to choose register correctly (formal/informal)					
Word choice and sentence type/structure.	To use passive voice Starting to use a range of sophisticated sentence structures for effect. To use figurative language.					
SPaG and Handwriting.	When necessary use semi-colons and dashes mostly correctly. When necessary use brackets and commas to mark parenthesis.					

Year 6 Working at the expected standard



Purpose, tone and structure.	Write effectively for a range of purposes with a good awareness of the reader.						
	Describe setting, character and atmosphere.						
	Integrate dialogue to convey character and advance action.						
Word choice and sentence type/structure.	Use passive verbs.						
	Use modal verbs.						
	Use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns and synonyms) within and across paragraphs.						
	Verbs tenses are consistent and correct.						
	Use ambitious language and sophisticated sentence structures (Complex, compound, etc.)						
	Work is edited or manipulated to improve, or alter, meaning.						
SPaG and Handwriting.	Use contracted forms in dialogue.						
	Use inverted commas and all punctuation for direct speech.						
	Spell Year 5/6 words correctly and use a dictionary for more ambitious vocabulary.						
	Maintain legibility in joined handwriting.						
	Work proof read for accuracy of grammar, punctuation and spelling						

Working at greater depth

Purpose, tone and structure.	Draw on reading to inform vocabulary and grammar in writing.						
	Choose appropriate register for writing (e.g. formal or informal)						
Word choice and sentence type/structure.	Choose word and sentence type deliberately to affect the reader's experience.						
SPaG and Handwriting.	When necessary use semi-colons, colons and dashes.						
	When necessary use hyphens.						