



**Altrincham CE**  
Aided Primary School

*Grow Strong and Bear Fruit*



**ENGLISH FRAMEWORK**

**2024**

## ACE English Curriculum

### Intent

Our English curriculum at Altrincham CE Primary School provides the tools that learners need to become independent enquirers, creative thinkers, team workers and reflective learners – in short, the basis to thrive in all of their studies. Reading underpins all aspects of the curriculum and we are proud to call it our “Master Skill”. We strive to nurture confident communication skills in every child; these are the key to great learning. We encourage our children to express their curiosity, creativity, spirituality and individuality in speech and in the written form. From the moment they arrive in our “Fledglings” class, we foster the development of rich vocabulary, love of literature and confidence to explore, share and respect ideas. By the time they leave us in Year 6, we like to think that they are ready to change the world, armed with the knowledge and skills to be courageous advocates for their beliefs and passions.

*“Gracious words are like a honeycomb, sweetness to the soul and health to the body.”  
Proverbs 16:4*

### Purpose (the reason it is taught)

At ACE, we understand the importance of literacy, in its widest sense. We know that, in order to flourish in any curriculum subject, children must master all aspects of communication through English. We also celebrate the wide variety of additional languages spoken within our school community.

The National Curriculum for English (2014) states: “English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others, and through their reading and listening, others can communicate with them.” Our programme of study in English here at ACE provides full coverage of the current National Curriculum within the context of our locality and our church school ethos.

We aim to ensure that every child achieves a high standard of spoken and written English, giving them access to opportunities in education and in the wider world, helping them to “live life in all its fullness” (John 10:10)

### Aims (desired outcomes)

- **read at appropriate pace, accurately and fluently**
- **apply reading skills of retrieval, deduction, inference, summary, prediction, comparison and evaluation to comprehend, interrogate and respond to texts**

- engage with different forms and genres of literature, expressing their own opinions and preferences and discussing these with others
- recognise that literature helps us to gain a deeper understanding of ourselves and of one another, through the exploration of cultural, historical and spiritual texts, including the Bible
- communicate confidently and effectively for different purposes and audiences in spoken and written English
- understand and apply structure, grammar and spelling conventions of spoken and written English
- learn to listen critically and respectfully to others
- develop a rich and broad vocabulary, including subject-specific terminology
- know how and when to ask questions to further their understanding
- articulate ideas and speak confidently to audiences, for a range of purposes
- 

### **Implementation**

A carefully constructed learning progression is in place within school to develop children's ability to speak, listen, read and write, ensuring coverage of the National Curriculum 2014. Teachers follow our constructs for reading and writing to plan lessons within and across phases, using published literature (referred to as "quality key texts") to engage children with high-quality, multi-media texts from a range of genres. These texts are mostly taken from the "Pathways to Writing" published scheme and include stories, poems, plays, subject-specific explanations, discussions and persuasive texts; they encompass "classics" and newly published children's books, magazines, graphic novels, online articles, audio and video clips and there are also opportunities to reflect on and compare religious and spiritual texts, including the Bible.

It is our belief that pupils should be taught in the best way possible according to up to date pedagogical thinking. High quality, inclusive teaching (IQFT) is an essential component of our curriculum framework model so that our 'irresistible' curriculum intent translates into outstanding teaching at the point of implementation.

### **EYFS**

English in the Early Years Foundation Stage (EYFS), known at ACE as "Fledglings", fully embraces the characteristics of effective teaching and learning outlined in the *Development Matters* document (DfE July 2021). Our Great Learning policy encourages creative and critical thinking from the very beginning. We know that children learn as they play and we never underestimate the importance of giving them the opportunity to explore their environment, their feelings and their growing vocabulary, seizing every chance to express their natural curiosity. Initially, this will be in verbal form, but we ensure that children are exposed to text in a whole variety of forms and have the

opportunity to mimic and record what they see in their own mark-making and writing activities. Non-statutory guidance on the two Areas of Learning, *Communication and Language* and *Literacy*, guide teachers' planning, monitoring and assessment of progress in English, although there are, of course, conscious connections across all seven Areas of Learning. One of the most important foundations we set in Fledglings is the role of story-telling; throughout school, we place high value on teachers and adults reading aloud to children and we encourage parents and carers to do this, too.

*“Jesus spoke all these things to the crowd in parables; he did not say anything to them without using a parable.”*

*Matthew 13:34*

## Skills (the ability to do something well; expertise).

The skill of reading is divided into two broad areas: decoding (interpreting the print on the page) and comprehension (understanding and attaching meaning to the text). The comprehension skills can be broken down into specific strategies, or “domains”, which are used as the basis for statutory testing in the National Curriculum. At ACE, the children learn these as “Reading Gems”.

## Key Stage One

### Enjoy

#### Reading for Pleasure and Enjoyment

- Did you choose this book? Why?
- What did you like about the text? Why? What did you dislike about the text? Why?
- Would you read the book again? Why? Why not?
- Would you recommend the book to your friend? Why? Why not?
- What will you read next?
- What books do you like to read?
- Do you have a favourite book that you like to read?
- Is this a new book that you haven't read before? Do you know anything about it already?
- Do you enjoy reading?
- What do you read at home?
- Who is your favourite author?
- Which books have you enjoyed that we have read together? And why have you enjoyed them?

### Decode

#### Word reading and decoding skills

- What do you do if you are stuck on a word?
- Where do you start reading the word? Where do you look first?
- When you blend those sounds together, what word does it say? Can you tell me the word?
- Are there any clues in the word?
- Does it look like any other words you know?
- Can the pictures help you?
- Do you know what the word means or can you work out what it means (in this sentence)?
- What other word could the author have used that means the same sort of thing?
- Does the sentence make sense with that word?

### Define

#### on knowledge of vocabulary to understand texts

1a: Draw

- What word in the text tells you...?
- Find and copy (one word/phrase/sentence) that tells you...
- The author uses this word \_\_\_\_\_ What does it mean?
- The writer uses words such as \_\_\_\_\_ to describe \_\_\_\_\_. What does this tell you about \_\_\_\_\_?
- The writer uses words such as \_\_\_\_\_ to describe \_\_\_\_\_. How does it make you feel?
- Find and copy a word that describes how...
- Find and copy a word that means the same as...
- In the story, \_\_\_\_\_ is used repeatedly. Why?
- Draw a line to match the words to their meanings.
- How has the writer made you and/or \_\_\_\_\_ feel?

- Which words and /or phrases make you think/feel \_\_\_\_\_?

**Retrieve** **1b: Identify and explain key aspects of fiction and nonfiction texts, such as characters, events, titles and information**

Which...? What...? How...? Where...? When...? Why...? Who...?

- Draw a line to match these characters to events.
- Give one example of \_\_\_\_\_
- Which character \_\_\_\_\_?
- Where/when does \_\_\_\_\_ take place?
- What did \_\_\_\_\_ look like?
- How did \_\_\_\_\_ feel? Why?
- Who was \_\_\_\_\_?
- Where did \_\_\_\_\_ live?
- Who are the characters in the book?
- Who is the narrator?
- Where in the book would you find \_\_\_\_\_?
- What happened in the story?
- How does the \_\_\_\_\_ help me to find information in this book?

Re

**Sequence** **1c: Identify and explain the sequence of events in texts**

- Number the sentences below to show the order they happened in the \_\_\_\_\_
- Which of these events happened first?
- What happened after \_\_\_\_\_?
- What happened before \_\_\_\_\_?
- Which of these events happened last?
- Use three sentences to describe the beginning, middle and end of this text?
- Sum up the story in \_\_\_\_\_ words
- Sort these sentences/paragraphs/chapter headings from the story

Seq

**Infer** **1d: Make inferences from the text**

- Why do you think \_\_\_\_\_?
- How do you know that \_\_\_\_\_?
- When do you think \_\_\_\_\_?
- How can you tell that \_\_\_\_\_?
- True or False
- Why did \_\_\_\_\_?
- How do you feel about \_\_\_\_\_?
- Can you explain why \_\_\_\_\_?
- How does \_\_\_\_\_ feel?

**Predict**  
**happen on the basis of what has been read so far**

**1e: Predict what might**

- What do you think will happen next?
- What do you think would happen if \_\_\_\_\_?
- What do you think will happen to \_\_\_\_\_? Why do you think this?
- Where do you think \_\_\_\_\_?
- Can you think of another story, which has a similar theme, e.g. good vs evil? Do you think this story will end the same way?
- How is \_\_\_\_\_ like someone you know? Do you think they will act in the same way?

R

## Enjoy

### Reading for Pleasure and Enjoyment

- Did you choose this book? Why?
- What did you like about the text? Why? What did you dislike about the text? Why?
- Would you read the book again? Why? Why not?
- Would you recommend the book to your friend? Why? Why not?
- What will you read next?
- What books do you like to read?
- Do you have a favourite book that you like to read?
- Is this a new book that you haven't read before? Do you know anything about it already?
- Do you enjoy reading?
- What do you read at home?
- Who is your favourite author?
- Which books have you enjoyed that we have read together? And why have you enjoyed them?

## Decode

### Word reading and decoding skills

- What do you do if you are stuck on a word?
- Where do you start reading the word? Where do you look first?
- When you blend those sounds together, what word does it say? Can you tell me the word?
- Are there any clues in the word?
- Does it look like any other words you know?
- Can the pictures help you?
- Do you know what the word means or can you work out what it means (in this sentence)?
- What other word could the author have used that means the same sort of thing?
- Does the sentence make sense with that word?

## Define

### 2a: Give/explain the meaning of words in context

- Explain two things that the words \_\_\_\_, \_\_\_\_ suggest.
- Find and copy a word/two words/a group of words/a sentence that shows/tells you \_\_\_\_\_
- In this sentence \_\_\_\_\_ is closest in meaning to \_\_\_\_\_?
- The author uses \_\_\_\_\_. \_\_\_\_\_ has two different definitions, use each definition to write a sentence.
- The author uses \_\_\_\_\_. Why do you think they chose this word?
- The author uses \_\_\_\_\_. Which of these words could be used to give a similar meaning in the sentence?
- Which word best describe \_\_\_\_\_?
- Find and copy one word that suggests that \_\_\_\_\_
- What does this word/phrase/sentence tell you about \_\_\_\_\_?
- Highlight a key phrase or line. By writing a line in this way what effect has the author created?
- Why does the author use \_\_\_\_\_ repeatedly?
- The writer uses words like \_\_\_\_\_ to describe \_\_\_\_\_. What does this tell you \_\_\_\_\_?
- What other words/phrases could the author have used?
- The writer uses \_\_\_\_\_ to describe \_\_\_\_\_ How does this make you feel?

- Can you find an example of a word that means \_\_\_\_\_?

**Retrieve**  
**information/identify key details from fiction and non-fiction**

**2b: Retrieve and record**

Which...? What...? How...? Where...? When...? Why...? Who...?

- Identify how \_\_\_\_\_
- Give two reasons why \_\_\_\_\_
- True/False
- Fact/Opinion
- Circle the option to complete the sentence.
- When did \_\_\_\_\_ take place?
- From whose point of view is the story told?
- Which part of the story best describes \_\_\_\_\_? Explain why.
- Which words and /or phrases \_\_\_\_\_?
- What evidence do you have to justify your opinion?
- Find the paragraph where \_\_\_\_\_

R

**Summarise**  
**Summarise main ideas from more than one paragraph**

**2c:**

- What is the main message of the text?
- Number the sentences below to show the order they happened
- Which of these events happened first?
- Which of these events happened last?
- What happened after?
- What happened before?
- What's the main point in this paragraph?
- Can you sum up what happens in \_\_\_\_\_?
- Sort the information in these paragraphs.
- Which is the most important point in these paragraphs? How do you know?
- What part of the story do you think is the most important? Explain why you think this.
- Which of the following would be the most suitable summary of the whole text?

Sum

**Infer**  
**and justify inferences with evidence from the text**

**2d: Make inferences from the text/Explain**

- Explain how \_\_\_\_\_?
- Explain why \_\_\_\_\_?
- Why did \_\_\_\_\_?
- Why is \_\_\_\_\_?
- How does \_\_\_\_\_?
- Why do you think \_\_\_\_\_? Explain using the text.
- How do you know \_\_\_\_\_? Explain using the text.
- When do you think \_\_\_\_\_? Explain using the text.
- How can you tell that \_\_\_\_\_? Explain using the text.
- True/False
- What makes you think that?
- Which words give you the impression that \_\_\_\_\_?
- How do you feel about \_\_\_\_\_? Why?
- Can you explain why \_\_\_\_\_?

- Which word tells you that \_\_\_\_\_?
- Quotation from the text. What conclusion does \_\_\_\_\_ draw from this?

**Predict**  
**what might happen from details stated and implied**

**2e: Predict**

- What do you think will happen next?
- What do you think would happen if \_\_\_\_\_?
- Based on what you have read, what does the last paragraph suggest might happen next?
- Can you think of another story, which has a similar theme, e.g. good vs evil? Do you think this story will end in a similar way? Why?
- Why did the author choose this setting? Will that influence how the story develops?
- How is \_\_\_\_\_ like someone you know? Do you think they will react in the same way?
- What might happen next? Why?
- Choose one character from the book and predict how you think they will behave/react?
- Can you predict several possible outcomes and explain your answer?
- What if...?
- If there was a sequel, what might happen? Why do you think this?
- 

**Relate**  
**related and contributes to the meaning as a whole**

**2f: Identify/explain how information/narrative content is**

- At what point did the characters mood change? Justify your answer using the text.
- What caused the characters to change their actions?
- What caused a change in events?
- Explain why \_\_\_\_\_
- What is similar/different \_\_\_\_\_ and \_\_\_\_\_?
- Why is \_\_\_\_\_ important in the story?
- Does this story have a moral or a message? Explain how you know using the text.
- Why do you think the author chose to use \_\_\_\_\_ to present the information?
- How does the \_\_\_\_\_ encourage you to read on/find information?
- Where does it tell you that \_\_\_\_\_?
- Why has the writer written/organised the text in this way?
- In what ways do the illustrations support the instructions?
- Who do you think this information is for?
- What atmosphere is the author trying to create? What words/phrases help to create that feeling?
- Why did the author write this story? Find a group of words to show that ... has changed.
- What has the author done to make you want to read on? Explain your answer using the text.

**Explore**  
**is enhanced through choice of words and phrases**

**2g: Identify and explain how meaning**

- What does \_\_\_\_\_ tell you about \_\_\_\_\_?
- What words help the reader to \_\_\_\_\_?
- What impact does the phrase \_\_\_\_\_ have on the reader?
- Find and copy words from the paragraph that show it was \_\_\_\_\_
- Highlight a key phrase or line. By writing a line in this way what effect has the author created?
- The writer uses words like \_\_\_\_\_ to describe \_\_\_\_\_. What does this tell you about \_\_\_\_\_?

- What other words/phrases could the author have used?
- What technique has the writer used?
- How are these words effective?
- What do you think the writer meant by ' \_\_\_\_\_ '?
- When the author uses this sort of sentence, what is the impact?
- Why did the author \_\_\_\_\_?
- Why has the author used this word/phrase/sentence?
- How does the author create this mood/atmosphere?
- What is the effect of \_\_\_\_\_?
- Quotation from the text. What conclusion does \_\_\_\_\_ draw from this?

## Compare

### 2h: Make comparisons within the text

- How does the characters mood change throughout the text?
- What words would you use to describe the main character at the start and end of the text?
- Compare and contrast different characters, reactions, settings, themes within the text.
- How are the lives of the people different as a result of \_\_\_\_\_?
- How is it similar to \_\_\_\_\_?
- How is it different to \_\_\_\_\_?
- Compare your book to another on the same topic. Which do you prefer and why?
- Would you like to read more books by this author? Explain your reasons.
- If you have read other texts by this author, can you see any similarities/differences between them?

# ALTRINCHAM CE PRIMARY SCHOOL: FRAMEWORK FOR READING

## Book Club

### Expectations for Teaching of Reading

*Children begin their reading journey at ACE in our nursery. They are immersed in good quality, engaging literature from their very first days in school, encouraging them to develop a love of stories, language, wordplay and information, as they grow and learn together with us. The tools for decoding these texts for themselves are developed through carefully devised learning opportunities for listening, speaking and reading within a vocabulary-rich environment – the early stages of learning phonics. When they are ready, they begin to learn formal “grapheme-phoneme correspondence” (gpc), in a structured teaching and learning programme. This is known as synthetic phonics. Throughout Early Years, Reception and Key Stage 1 and, where necessary, in Key Stage 2, children will be taught explicitly to use phonics for reading in a cohesive lesson every day. This is known at ACE as “Book Club”.*

*Book Club in Key Stage 2 takes place weekly. The emphasis is on enjoyment, fluency, deep understanding and communication. Children are taught to present considered, well-referenced, personal responses to texts and to other people’s opinions about them, both orally and in writing. Children learn to interrogate and interpret texts using “Reading Gems” and the learning ladders which scaffold their use. During Years 5 and 6, there are two Book Clubs each week in the Spring term, allowing for specific, targeted practice of comprehension questions, directly related to the Reading Gems.*

*A home-school reading partnership is established in EYFS through regular communication, use of fully decodable reading books from our structured scheme (Phonics Bug is our accredited scheme) and a weekly shared reading picture-book (usually beyond the decoding skills of the child) for parents and carers to read to/with their children. This continues throughout Key Stage 1 and beyond. As children move towards Key Stage 2, their structured reading books are chosen from our reading cities. Each city contains books of similar reading difficulty. Using information from observations and from test data, teachers direct children to the appropriate reading city to challenge and engage each reader. Most children will progress through two or three reading cities each year. Additionally, children have access to the Bug Club online library, from which they read texts allocated by their teacher. These texts are sometimes used in class Book Clubs, or as quality key texts to support writing.*

*Children read a rich variety of literature in their Book Club lessons. This includes fiction, information and poetry. Teachers match the learning activities closely to the children’s reading ability, to ensure that they are reading at “instructional level”, slightly beyond that which they could read and understand independently. Sometimes, this will be a whole-class text, with differentiated tasks to access and engage with the content. Where appropriate, teachers will select a two or three text model for their Book Club. While children are mastering gpc, the books that they read will be matched to the phonics teaching that has already taken place. We use Word Sparks as our core reading scheme for the guided reading element of Book Club at this stage; teachers choose books which are carefully aligned to the phonics teaching taking place in the Book Club lessons, ensuring compatibility with the core phonics scheme. Children focus on one or two texts each week, allowing opportunities to engage fully with the content of the texts and exploit every opportunity to develop vocabulary. They move on at pace; as Phonics Bug units are completed, the children move quickly to texts that are more difficult to decode. Their home-reading books also keep pace with their quickly-growing knowledge of gpc. When children have mastered gpc (we refer to this as completing Phase 6 Phonics), they begin to read more sophisticated “chapter” or reference books, moving through increasingly challenging children’s novels and complex information texts as they progress.*

## *Direct Phonics Teaching*

*We deliver a structured synthetic phonics programme from Reception to Year 2, and in Year 3 through interventions as necessary.*

*Phonics teaching takes place daily in EYFS and in Key Stage 1. In the daily Book Club lesson, children are taught phonics directly for twenty minutes. The skills they learn in this part of the lesson are applied in the guided reading session within their Book Club. The vast majority of this learning is directly lead by an adult. Teachers and TAs plan carefully together to ensure that the children experience cohesive, tightly focused opportunities to review, learn, practise and apply new gpc. Book Clubs are organised by phonic knowledge, which means that children are sometimes grouped across classes. This means that many children are not taught by their class teacher. We have devised proformas to aid teachers and TAs to share information and to work together to plan learning challenges for decoding and comprehension, directly linked to children's growing knowledge of phonics.*

*Teachers record the focus of the phonics teaching on the planning proforma for each day, referencing texts and electronic resources that will be used. Planning sheets are completed electronically to enable easy sharing and transfer between staff. In this way, we ensure the Word Sparks texts being read always match the phonic knowledge the children have. When guided by a teacher, the children are reading at instructional level. We recognise that there will be occasional words within the Word Sparks texts that contain a grapheme that has yet to be taught; this applies particularly to the -er grapheme. When this occurs, the teacher will read in the word if necessary and explain that this is a gpc that we will soon learn. Teachers select texts from our wide range of books, taking care to include a balance of narrative and information texts within each phonics phase. Teachers and TAs always read the full text before presenting it to the children, ensuring that they are fully familiar with every aspect and able to provide targeted questioning to support learning. Children are not made to read every book before they move on; teachers monitor progress carefully and ensure pace and rigour in the reading challenges offered to children. Each half-term, there are two lessons built into our teaching structure for children to share, read and talk about their home-reading books with their own class teacher, giving an opportunity to praise achievements and ensure children are progressing at pace.*

*The daily twenty minutes of direct phonics teaching includes four elements: REVIEW, TEACH, PRACTISE and APPLY. Each of these stages contains prescribed teaching content, set out below. This is supported, but not governed, by the daily lesson plans in our core scheme, Phonics Bug. Teachers follow the structure and teaching sequence of the scheme to ensure that phonemes are taught in the correct order and matched to texts. They use their judgement to select from the resources within each lesson to ensure lessons are fast-paced and matched to children's needs. The Phonics Bug programme provides excellent electronic resources to use in lessons and at home; texts and games can be allocated to children to use with their personal log-ins in school or at home, offering a bespoke virtual learning platform to each child. Children's engagement and success in these activities is logged and can be monitored by the teacher.*

*"Honestly, the best thing about Book Club is the discussion, because you can get different people's opinions and think, well, it might be like that, but it gives you different ideas to go from." (ACE pupil in Year 5)*

*"I like it when we make mistakes, and we can laugh, and then you can correct it yourself." (ACE pupil in Year 2)*

**REVIEW**      *Fast-paced, visual recap of sounds children have recently learned.  
There is a revision lesson within each Phonics Bug lesson, reviewing the sounds that have been taught in the previous few lessons, which might*

be used in the review phase. Teachers ensure that technology is used at pace – as a tool, not a driver.

Teachers use whiteboards and physical resources from phonics chests, eg flashcards, flip books, interlocking cubes, to review all phonemes in the phase each week. The alphabet song is played as children come into the room. Once a week, we spend longer on the lower-case version, and once a week focus the upper-case version. Teachers ensure that children are engaged and looking at the letter shape (grapheme) so that they learn to associate it with its letter name as well as its sounds, as they sing the song. Children learn that when they spell out a phoneme, they use letter names; they do not split a phoneme into individual, single-letter sounds.

**TEACH** board. The new grapheme for the day is clearly displayed on interactive and/or writing/magnetic board.

Electronic resources are selected from the daily *Phonics Bug* lesson to introduce the sound and its gpc, ensuring plenty of opportunity for children to listen, repeat and see the gpc alone and within words, including some nonsense or “pseudo” words. The teacher demonstrates clearly how to say, read, write and blend the new sound within words. Teachers are careful to ensure that the words chosen include the sound in all the different places that the particular sound can occur within a word in English, not only at the start of words.

**PRACTISE** In the group, often on the carpet around the teacher and the board, children practise reading and using the grapheme. There are lots of engaging, focused electronic games within *Phonics Bug*. Children also work alone and in pairs to use flipbooks, phoneme frames and grapheme magnets to practise putting the sound into words and reading them. Throughout this practice time, the teacher models how to articulate the sound correctly and how to blend it within words. Children are given plenty of opportunity to form the grapheme, including large and small “air-writing”. When children write with pencils or pens, this takes place at tables, unless children are demonstrating or “having a go” on the big board. Teachers dictate words, pseudo-words or sentences for the children to write. *Phonics Bug* practice sheets are often used for children to read and write the focus sound in context, developing gpc through visual, auditory and kinaesthetic means. Some practice activities also include tactile learning, for example tracing the letter shapes in sand or modelling in playdough, guided by an adult.

**APPLY** Children apply the sound, reading it in context. Teachers use sentences from resource chests (flashcards) and from the electronic resources found under the “Follow up” tab in the *Phonics Bug* lesson. Sentences are also generated by the teacher or the children and written or typed on the board for children to read. The children can also play the electronic games, including assessment games, from the *Phonics Bug* resource area. Before or after the twenty minutes direct phonics teaching, the children read a phonically decodable text which features the focus phoneme of the daily unit, or from a recent unit, to apply their new knowledge within the context of a real book. On most occasions, this will take place in a circle group with a paper text, but can sometimes be around the interactive board using an electronic text from *Phonics Bug*, referenced in the daily lesson plan. Children sometimes read on ipads from an electronic text in a circle group, too. These groups are always led by an adult.

We refer to the skills needed to write effectively in English, following conventions of grammar and spelling, as our “toolkit”.

These are divided into phases, outlining the progression of learning.



### Writers' Toolkit

*Make these bespoke to the genre of the writing and link to your quality text.*

#### **Text Features expected in Key Stage 1**

**(Texts to entertain and inform: Narratives, recounts of real events, poetry)**

- ♦ *Form and begin to join letters consistently in correct size and proportion*
  - ♦ *Spell common exception words and days of the week*
  - ♦ *Spell words containing phonemes already taught*
  - ♦ *Add prefix un-*
  - ♦ *Add suffixes -s -es -ed -ing -er -est -ly*
  - ♦ *Spell words with -tion -ment -ness -ful -less suffixes correctly*
  - ♦ *Demonstrate awareness of spelling modifications when adding suffixes to words ending in y*
  - ♦ *Spell common homophones correctly*
  - ♦ *Spell common contractions correctly*
  - ♦ *Talk about writing intentions, ideas and content*
  - ♦ *Compose sentences orally before writing*
  - ♦ *Sequence sentences to form short narratives*
  - ♦ *Re-read what they have written to check it makes sense*
  - ♦ *Discuss and evaluate what they have written with peers and adults*
  - ♦ *Read own writing aloud, audibly to peers and teacher*
  - ♦ *Leave spaces between words*
  - ♦ *Join words and clauses using "and"*
  - ♦ *Use conjunctions and, or, but (co-ordination) ;*
  - ♦ *Punctuate sentences accurately - capital letters, full stops, question or exclamation marks*
  - ♦ *Capitalise proper nouns and personal pronoun "I"*
  - ♦ *Use adjectives and adverbials to expand nouns*
  - ♦ *Use conjunctions: and, or, but (co-ordination); when, if, that, because (subordination)*
  - ♦ *Talk about, form and punctuate sentences correctly for different functions: statements, questions, exclamations, commands*
  - ♦ *Use simple verb forms correctly and consistently in past and present tense*
  - ♦ *Use past and present tense verbs correctly in progressive form to mark actions in progress*
  - ♦ *Use commas to separate items in a list*
  - ♦ *Use apostrophes correctly to show contraction and singular possession in nouns*
  - ♦ *Proofread and check for errors*
  - ♦ *Use some features of standard English*
-



## Writers' Toolkit

Make these bespoke to the genre of the writing and link to your quality text.

### Text Features expected at Lower Key Stage 2 (Texts to entertain, inform and persuade)

- ♦ Any appropriate feature from Key Stage 1 list
  - ♦ Write and join letters legibly, consistently and proportionally
  - ♦ Identify audience and purpose for writing
  - ♦ Identify and talk about use of word classes in writing: noun, pronoun, proper noun, verb, auxiliary verb, adjective, adverb, adverbial, conjunction, preposition, determiner
  - ♦ Spell common exception words correctly
  - ♦ Add prefixes un- , dis- , in- , il-, im-, re-, sub-, inter-, super-, anti-, auto-
  - ♦ Apply spelling modification rules when adding suffixes -s -es -ed -ing -er -est -ly
  - ♦ Spell words with -ation -sion, -ssion, -cian, -ous, suffixes correctly
  - ♦ Spell words with /k/ as ch; /g/ or /k/ as que; soft ch (mostly French origin); /s/ as sc; /eɪ/ as ei, eigh or ey
  - ♦ Spell increasing range of homophones and near homophones correctly
  - ♦ Spell common contractions correctly
  - ♦ Discuss and apply appropriate grammar, structure and vocabulary features from examples of writing in given genre
  - ♦ Structure writing in paragraphs organised around themes
  - ♦ Create settings, characters and plot in narrative writing
  - ♦ Use simple organisational devices such as heading and sub-headings in non-narrative genres
  - ♦ Use conjunctions, adverbs and prepositions to express time and clause
  - ♦ Use conjunctions for co-ordination (for, and, nor, but, or, yet, so) and subordination (when, if, that, because, although)
  - ♦ Use nouns and pronouns accurately for clarity and cohesion and to avoid repetition
  - ♦ Use simple verb forms correctly and consistently in past, present and future tenses
  - ♦ Use present perfect form of past tense verbs in contrast to simple past tense form
  - ♦ Identify present tense auxiliary verbs to differentiate perfect/simple past tense forms
  - ♦ Use imperative verbs
  - ♦ Use fronted adverbials
  - ♦ Use and punctuate direct speech
  - ♦ Use commas to separate phrases (eg fronted adverbials) and clauses
  - ♦ Use apostrophes correctly to show singular and plural possession in regular nouns
  - ♦ Use appropriate and accurate determiners, eg "a" or "an"
  - ♦ Recognise and use Standard English verb forms
  - ♦ Assess effectiveness of own and others' writing and suggest improvements
  - ♦ Read aloud own writing to a group with appropriate intonation, tone and volume for clarity
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## Writers' Toolkit

Make these bespoke to the genre of the writing and link to your quality text.

### Text Features expected at Upper Key Stage 2 (Texts to entertain, inform, persuade, argue)

- ◆ Any appropriate feature from Key Stage 1 or Lower Key Stage 2 lists
- ◆ Identify audience and purpose for writing and select content specifically to match
- ◆ Write and join letters legibly, consistently and proportionally, developing individual style
- ◆ Spell common exception words correctly
- ◆ Apply knowledge of prefixes to modify verbs
- ◆ Apply knowledge of suffixes to convert nouns or adjectives into verbs, correctly spelled
- ◆ Relate synonyms and antonyms by shades of meaning
- ◆ Select vocabulary appropriate to Standard English, formal or informal speech/writing
- ◆ Discuss and apply appropriate grammar, structure and vocabulary features from examples of writing in given genre, with regard to precise meaning and impact on reader
- ◆ Use devices to create cohesion within paragraphs
- ◆ Use devices such as adverbials, repetition and ellipsis to create whole text cohesion
- ◆ Identify and use active and passive voices appropriately
- ◆ Identify, use and form correctly the subjunctive form
- ◆ Use devices such as columns, bullets, tables to structure and present in suitable layout
- ◆ Use conjunctions for co-ordination (for, and, nor, but, or, yet, so) and subordination (when, if, that, because, although)
- ◆ Use relative clauses beginning with or omitting relative pronouns, with accurate punctuation
- ◆ Use present, past and future forms of perfect tense verbs
- ◆ Use present, past and future progressive verb forms to enhance meaning
- ◆ Use modal verbs or adverbs to express degrees of possibility
- ◆ Use and punctuate direct speech
- ◆ Use commas to clarify meaning and avoid ambiguity
- ◆ Use range of parenthesis to enhance meaning
- ◆ Use expanded noun phrases to convey complicated information concisely
- ◆ Use semi-colon, colon and dash to mark boundary between independent clauses
- ◆ Use colons, commas and semi-colons to avoid ambiguity in complex lists
- ◆ Punctuate bullet points to list information
- ◆ Use hyphens in words to avoid ambiguity
- ◆ Use Standard/non-standard English in context, including examples in direct speech
- ◆ Describe setting, character and atmosphere and integrate dialogue into narratives
- ◆ Assess effectiveness of writing in relation to purpose and audience/impact on reader
- ◆ Proofread for accuracy including subject/verb agreement, register and consistency

The following constructs may be used to teach English at ACE, these are suggestions but are not exhaustive.

<u><b>IQFT</b></u>	<u><b>Subject Specific</b></u>
<p><b>Planning Learning Opportunities</b></p> <ul style="list-style-type: none"> <li>• Carefully planned, <b>well-structured</b> and paced lessons.</li> <li>• Making <b>strong cross-curricular links</b> when appropriate.</li> <li>• Clearly <b>defined Learning Objectives and Tasks</b>, shared with pupils at the beginning of each lesson. These are known as 'Ls' and 'Ts' at ACE.</li> </ul>	<ul style="list-style-type: none"> <li>• Use of 'hooks', wow moments, first hand experiences</li> </ul>

<ul style="list-style-type: none"> <li>Each Learning Objective is <b>differentiated</b> on a number of levels so that children gradually develop skills, knowledge and application of knowledge. These are known as ‘<b>Chilli-Challenges</b>’ at ACE.</li> </ul>	
<p><b>High Expectations</b></p> <ul style="list-style-type: none"> <li>Children at ACE are expected to be <b>RISK-TAKERS</b> and <b>choose their own level of challenge</b>. Thereby taking control of their own learning.</li> <li>Children understand that they need to challenge themselves in order to learn and that this will require them to work outside of their comfort zone and show <b>RESILIENCE</b>. At ACE, we talk about being in the ‘<b>Learning Pit</b>’ and ‘<b>Wobbling</b>’.</li> <li>Resource boxes and Table packs develop <b>INDEPENDENCE, support and deepen learning</b>.</li> <li><b>Positive relationships</b> between adults and pupils, using praise and positive reinforcement so that children feel valued and inspired to achieve their best.</li> <li>Setting <b>high standards and expectations</b> for behaviour.</li> </ul>	<ul style="list-style-type: none"> <li>Interviews with published authors – online and invited guests</li> <li>Celebrating and participating in national events, such as World Book Day</li> <li>Competitions and shared learning with other local schools</li> <li>Outdoor learning opportunities</li> <li>Drama e.g. Teacher in Role and Role Play</li> <li>Arts – use of fine arts, music, poetry, performance</li> <li>Design Technology – models, recipes</li> <li>Visits/ Trips – these may be virtual ones</li> <li>Newsletters, blogs and vlogs eg student-led library newsletters</li> <li>Debates, discussions and Book Clubs</li> </ul>
<p><b>Engagement and Enhancement</b></p> <ul style="list-style-type: none"> <li>Pupils <b>demonstrating their learning</b> in a variety of forms, with a focus on enjoying the journey that comes from <b>DEEP THINKING, LEARNING</b> and <b>PROBLEM SOLVING</b>.</li> <li><b>Imaginative and creative approaches</b> to ensure lessons are interesting and stimulating.</li> <li>Varied <b>teaching styles</b>.</li> <li>Use of <b>ICT</b> to enhance learning experiences</li> </ul>	
<p><b>Learning Environment</b></p> <ul style="list-style-type: none"> <li>Classrooms are bright, vibrant and <b>alive with learning</b>, following our ‘communication friendly’ guidelines.</li> <li>Displaying <b>self-help working walls</b> to promote independence and perseverance</li> </ul>	

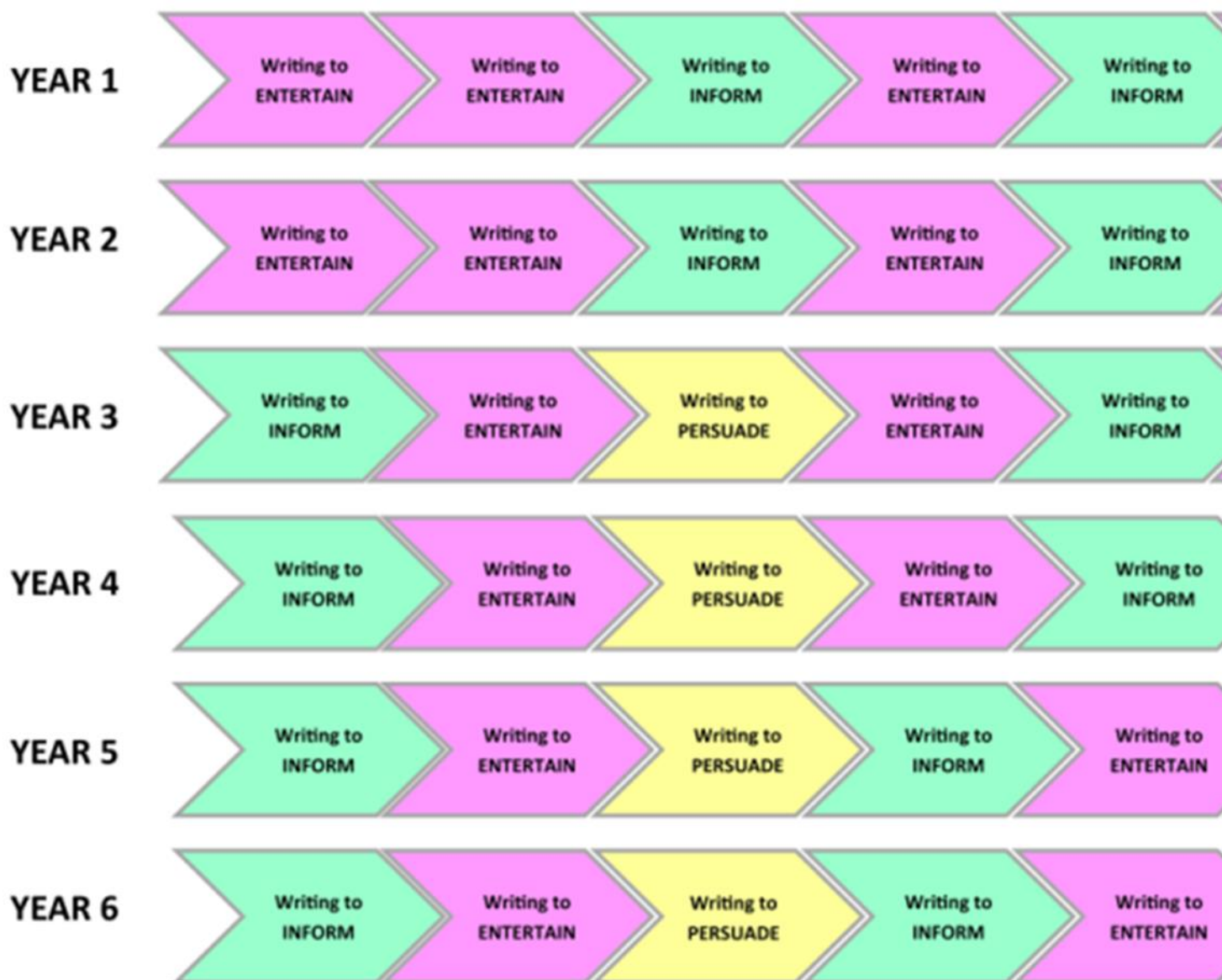
<ul style="list-style-type: none"> <li>Examples of <b>WAGOLs (What a good one looks like)</b> and high quality pupils' work.</li> </ul>	
<p><b>Feedback</b></p> <ul style="list-style-type: none"> <li>Use continuous <b>Assessment for Learning</b> to make ongoing judgements of pupils</li> <li><b>Teach at the Point of Learning (TaPol)</b> to be responsive to children's needs.</li> <li>Give <b>timely feedback</b> during the lesson.</li> <li>Enabling pupils to <b>respond to feedback</b> (self, peer, adult) in an age appropriate way. Pupils at ACE in Year 1 (Summer Term onwards) and Years 2-6, will have opportunities to edit, improve and correct their learning outcomes. For example, pupils will make changes to their work. At ACE, this is known as '<b>Purple Polishing</b>'.</li> </ul>	

### **Key Communication Skills – Progression**

	Ask perceptive questions	Weigh evidence	Develop perspective and judgement	Make connections	Analysis and use of sources
By End of EYFS					
By End of KS 1					
By End of KS 2					

### **Writing Genres - Progression**

The following genres are explored, though the order within each year will vary according the choice of quality key text. As children become more accomplished writers, they will often write *hybrid texts*, employing and combining the features of different genres.



## Impact

English is monitored by the subject leader and Head Teacher throughout all year groups using a variety of strategies such as book scrutiny, lesson observations, staff discussions and pupil interviews. Feedback is given to teachers so that they can continually review and improve their practice. School leaders use the information to analyse progress and ensure that all pupils make good progress from their starting points.

- Children will become increasingly critical and analytical within their thinking, expressing personal responses to reading and achieving specific intentions in their writing
- Children will develop independent enquiry and research skills to interrogate and evaluate information
- Where applicable, children will have encountered or participated in high-quality visits and learned from visiting professionals to further appreciate the craft of writing and communication

- Children will retain prior-learning and explicitly make connections between what they have previously learned and what they are currently learning.

## **Assessment**

Assessment is ongoing throughout each sequence of learning, enabling the teacher identify areas of strength and weakness, supported by our “chilli challenge” approach. Summative assessment takes different forms including termly testing (half-termly for Year 6) and diagnostic assessment of children’s reading and writing takes place in lessons. Teachers complete feedback grids for each lesson, detailing areas to focus in the next lesson. We use NFER tests to assess reading, grammar and spelling on a termly basis for Years 2 to 5; Year 1 begin NFER reading tests, and are additionally assessed regularly for progress in phonics knowledge and skills. Year 6 are assessed each half-term using past SATs papers.

*“A word fitly spoken is like an apple of gold in a setting of silver.”*

*Proverbs 25:11*