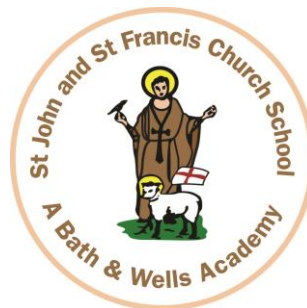




English Procedure

2026-2027

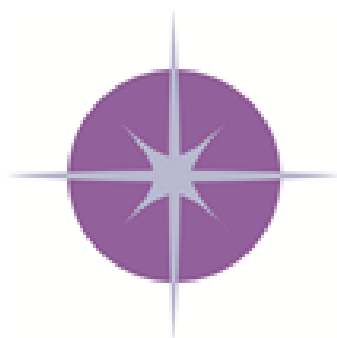
Reviewed by: Headteacher

Member of the school Senior Leadership Team

Date: September 2026

Review Date: September 2027

This procedure was created with the St John & St Francis Church School and governors. The views of parents were considered when writing this Procedure.



BATH & WELLS
Multi Academy Trust

'That they may have life, life in all its fullness' John 10:10

Intent:

At St John and St Francis Church School we aspire for our children to be confident and thoughtful readers, writers, speakers and listeners who are able to articulate their ideas in a variety of ways. When our children leave St John and St Francis, we want them to be able to read and write fluently in order to communicate effectively in later life. We aim for our children to be lifelong readers and writers who take pleasure in sharing books and who are creative in the way they express their ideas. Our English curriculum enables every child to achieve by providing a clearly structured and sequenced progression of learning and expectations of how English is taught and through placing our children and their existing knowledge and interests at the heart of all we do.

Phonics and Early Reading:

Our Overarching Principles and The Structure of Phonics Teaching:

Unlocking Letters and Sounds Letters (ULS) is the synthetic phonic teaching resource we use at St John and St Francis Church School to support the systematic teaching of phonics. It sets out a detailed and systematic programme for teaching phonic skills and early reading.

Phonics is a way of teaching children how to read and write by developing their phonemic awareness - the ability to hear, identify, and manipulate different sounds used in the English language. Children learn the correspondence between these sounds and the spelling patterns (graphemes) that represent them. At St John and St Francis Church School, we place a strong emphasis on the teaching of phonics in the Early Years in order to give all children a solid foundation for learning. As not all words in the English language comply with the rules of phonics, we also teach tricky words which are 'sight words' learnt by repetition and retrieval.

Phonics lessons at our school take place daily in the morning from EYFS to Y2. Phonic teaching will continue as an intervention for any Key Stage 2 pupil, who requires support in developing their phonological awareness. Alongside this, regular formative and summative assessment ensures that gaps are identified early so that precision teaching can be used to ensure that every child continues to progress towards the expected standard. In years 1 and 2 phonic lessons are streamlined and are bespoke for the children in the class.

Phonics Progression:



Unlocking Letters and Sounds

Summary Progression

This summary progression shows the progression of GPCs and common exception words (CEW) that are taught in each term in **Unlocking Letters and Sounds**. The progression largely follows the progression contained in *Letters and Sounds 2007*, with some modifications, including refinements and clarifications of learning elements omitted from *Letters and Sounds*, and updated guidance, including requirements from the National Curriculum.

The progression is structured broadly to follow Phases 1 to 5 of *Letters and Sounds*, but some phases are subdivided into smaller sections, offering structured opportunities for revision ('Mastery') and for spelling development.

The detailed progression for **Unlocking Letters and Sounds** shows the GPCs and CEW that are taught on a week-by-week basis. A separate chart is also available showing how the **Ransom Reading Stars** programme of reading books matches the **Unlocking Letters and Sounds** progression. At least two new fully-decodable reading books are available to read every week, for all Phases.

Phase	GPCs taught	Common exception words taught
One	Sound discrimination, phonological awareness, rhyme, oral blending and segmenting	
Two	s a t p i n m d g o c k c k e u r h b f f l l s s Read words with -s ending	the to into no I go
Three	j v w x y z z z qu ch sh th (voiced and unvoiced) ng ai ee igh oa oo oo ar or ur Read words containing -ing endings with no change to the root word	me we be he she was you they all
Three	ow oi ear air ure er Reading and spelling words containing digraphs and trigraphs Assess and review Phase 3 work: j v w x y z z z qu ch sh th ng	are my her Revisit: me we be he she
Three (Mastery)	Revisit Phase 3 work: ai ee igh oa oo oo ar or ur ow oi ear air ure er	Revisit: was you they all are my her
Four	CVCC and CCVC words with adjacent consonants that contain graphemes taught in Phase 2 Read words containing -ed and -ing endings with no change to the root word	said have like so do some come were there little one when out what
Four (Mastery)	CVCC and CCVC words with adjacent consonants that contain graphemes taught in Phase 3. Polysyllabic CVCC and CCVC words, CCVCC words, polysyllabic CCVCC words, CCCVCC words	Revisit all Phase 4 CEW

Four (Revision plus Y1 NC requirements)	Revisit Phase 4 work Adding -s and -es as a plural marker for nouns Adding -s and -es as a third person singular marker for verbs Adding the suffixes -ing and -ed to verbs Adding the suffix -er to verbs to change them to nouns Adding the suffix -er to adjectives Adding the suffix -est Adding the prefix un- to verbs Adding the prefix un- to adjectives Reading words with contractions	
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Year One Autumn Term 2	Five a)	New graphemes for reading: ay ou ie ea oy ir ue aw wh ph ew oe au ey a-e, e-e, i-e, o-e u-e Teach the days of the week New phoneme /zh/	oh their people Mr Mrs looked called
Year One Spring Term 1	Five a) (Mastery plus Y1 NC requirements)	Revise new graphemes for reading Revise the days of the week Correct use of -nk ph -wh -tch -ve (NC)	

Year One Spring Term 2	Five b)	Alternative pronunciations of known graphemes for reading: a (as in acorn) a (as in fast) a (as in was) e (as in he) i (as in mind) o (as in no) u (as in unit) u (as in put) ow (as in snow) ie (as in chief) ea (as in head) er (as in her) ou (as in you) ou (as in could) ou (as in mould) y (as in by) y (as in gym) y (as in very) ch (as in school) ch (as in chef) c (as in cell) g (as in gent) ey (as in they)	water where who again thought through mouse work many laughed because different any eyes friends once please
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Year One Summer Term 1	Five c)	Alternative spellings of phonemes: /ch/ (as in picture) /ch/ (as in catch) /j/ (as in fudge) /m/ (as in lamb) /n/ (as in gnat) /n/ (as in knit) /r/ (as in wrap) /s/ (as in listen) /s/ (as in house) /z/ (as in please) /u/ (as in some) /i/ (as in happy) /i/ (as in donkey) /ear/ (as in here) /ear/ (as in beer) /er/ (as in father) /ar/ (as in half) /air/ (as in there) /air/ (as in pear) /air/ (as in bare) /or/ (as in all) /or/ (as in four) /or/ (as in caught) /ur/ (as in learn) /ur/ (as in word)	
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Year One Summer Term 2	Five c)	Alternative spellings of phonemes: /oo/ (as in could) /oo/ (as in put) /ai/ (as in day) /ai/ (as in came) /ee/ (as in sea) /ee/ (as in these) /ee/ (as in happy) /ee/ (as in chief) /ee/ (as in key) /igh/ (as in pie) /igh/ (as in by) /igh/ (as in like) /oa/ (as in low) /oa/ (as in toe) /oa/ (as in bone) /(y)oo/ (as in cue) /(y)oo/ (as in tune) /(y)oo/ (as in stew) /oo/ (as in clue) /oo/ (as in June) /oo/ (as in blew) /sh/ (as in special) /sh/ (as in station) /sh/ (as in sugar) /sh/ (as in chef)	
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Year Two Autumn Term 1	Five a) (Spellings recap) Five b) (Mastery)	Phase 5a) spellings recap: choosing from alternative graphemes with the same sound: oi/oy, ow/ou, ur/er/ir, or/aw/au, ai/ay/a-e, ee/ea/e-e/ey, igh/ie/i-e, oa/oe/o-e, oo/ew/ue/u-e(oo), ew/ue/u-e(you) Revisit Phase 5b) (Mastery): Revisit alternative spellings of phonemes: /ch/ (as in picture), /ch/ (as in catch), /j/ (as in fudge), /m/ (as in lamb), /n/ (as in gnat), /n/ (as in knit), /r/ (as in wrap), /s/ (as in listen), /s/ (as in house), /z/ (as in please), /u/ (as in some), /ee/ (as in happy), /i/ (as in donkey), /ear/ (as in here), /ear/ (as in beer), /ar/ (as in father), /ar/ (as in half), /air/ (as in there), /air/ (as in pear), /air/ (as in bare), /or/ (as in all), /or/ (as in four), /or/ (as in caught), /ur/ (as in learn), /ur/ (as in word), /oo/ (as in could), /oo/ (as in put) /ai/ (as in day), /ai/ (as in came), /ee/ (as in sea), /ee/ (as in these), /ee/ (as in happy), /ee/ (as in chief), /ee/ (as in key), /igh/ (as in pie), /igh/ (as in by), /igh/ (as in like), /oa/ (as in toe), /oa/ (as in bone), /(y)oo/ (as in cue), /(y)oo/ (as in tune), /(y)oo/ (as in stew)	Revisit reading all common exception words
Year Two Autumn Term 2	Five c) (Mastery)	Revisit Phase 5c) (Mastery): revisit alternative spellings of phonemes: /oo/ (as in clue), /oo/ (as in June), /oo/ (as in blew), /sh/ (as in special), /sh/ (as in station), /sh/ (as in sugar), /sh/ (as in chef) Assess and review all alternative spellings of phonemes.	Assess and review all common exception words

Accelerated Reader in KS2:

In KS2 we use Accelerated Reader as a tool to encourage children to read and to help assess children's understanding of books they have read as well as to track their progress.

We all know how important reading is to children's development.

That's why at St John and St Francis we ask that all children spend at least 20 minutes, every day, reading a book at home. This could be by themselves, but equally it could be with an adult.

Talk to your child about the book they are reading, or that you are reading together. This will help to develop their understanding of the text.

At St John and St Francis, we use the accelerated reading scheme. Your child will take a STAR reading test every half term- this will look at the child's speed, vocabulary and general understanding of texts that they read. From this test, the teachers will be given a 'ZPD range' which they will use to know which books are best suited to challenge and extend your child's reading. A book with too low a number on the spine will likely be too easy, a number too high would be too hard.

Success on these tests is down to thinking carefully about the choice of words for a sentence and reading the question thoroughly without racing in with the first answer that comes to mind. It is also routed in a sound vocabulary. I love to see and hear children questioning what different words mean and attempting to use them in their own speech and writing. Try to encourage this inquisitiveness in words in the books that your child is reading.

When your child has finished reading their book they will be able to take a quiz in the classroom. We would encourage the children to take the books with them to do this quiz, and, rather than re-read the book, use it to skim for answers that they have an idea of the location for.

The child will instantly know how they have done on this quiz, and the teacher will be able to see the results of these too. The teachers will have all set the children some targets. Every book is worth a certain number of points, depending on the complexity of the book. Once the quiz has been completed, the child will be awarded a percentage of the points on offer. They must get 60%+ to get any of these points.

We would expect an accuracy of around 85% on the quizzes. Anything less than this suggests the books are too hard.

Each half term the teacher will record the new ZPD range in your child's reading record.

You will also get a sticker in your child's reading record to let you know what their quiz progress has been like that half term.

At the end of every half term, each teacher will choose one 'Star reader': someone who has made an extra effort with their reading. They will get to go to the Head Teacher's office to collect a prize and some well-earned recognition.

Minimum of 20 minutes reading every day

½ termly STAR reading test- results will be in the reading record books

ZPD range tells the teacher how difficult the books should be to accelerate the child's reading

Result from the quiz- child gets their score. Depending on the book and the result, points are awarded.

Every half term, each teacher chooses a 'Star reader'.



Developing a Love of Reading:

At St John and St Francis Church School, we promote a positive culture of reading for every child by:

- Utilising our well-stocked library regularly in class groups and small groups as well as giving access weekly to families after school
- Every classroom provides a welcoming, engaging and well-stocked book corner including a wide range of texts.
- The teacher reading an age-appropriate read-aloud text to their class each day
- Children learning about a different focus author each half term so that every child at SJSF encounters 8 new authors each year. Please find our KS2 author rota on our school website.
- All children in KS1 being listened to read at least 3 times weekly by an adult and target children in KS2 being listened to at least 3 times weekly as well.
- Each half term, every LED(Learner Experiencing Disadvantage) child is allowed to choose a brand-new book to take home to enable them to create their own 'home library'.

Reading Progression:

Please see our reading progression on our school website.

What Reading Looks Like Across Our School:

Reading Records:

Home school diaries are used to record the experiences children have with reading both at home and at school. They are used as a regular method of communication between home and school for reading.

Week Beginning: 3 May 2021

	Book Details	Comments and Signature
Monday	Bear Spitting Read a few Pages	Practiced diagrams done few levels of
Tuesday	How Not to be Read Eaten for Pages	enjoy it Practiced diagrams + spellings
Wednesday	Read a few Pages	Done Numosis, Practiced diagrams + spellings
Thursday	Amazing Trees Read whole book	enjoy it Practiced spellings
Fri Weekend	Amazing trees Read a few Pages Read a few Pages Read a few Pages	Practiced spellings, Diagrams Numbers

School Staff Signature: *LM*

Week Beginning: 3 May 2021

Home-School Liaison Page

This page is for parents, carers, staff or pupils to write messages for home or school. Details of spellings, phonics and maths (Times Table Rockstars & Numbots) may be written here.

[redacted] has loved reading about mean bears! If you have any books on this would be lovely. If not would it be ok if I try and get a book from the library for her to read? Thank you

We will do our best to find a book that matches [redacted] interest. It is important that the books she reads are phonically plausible (easy to sound out), by all means find library books. *LM*

Week Beginning: 19 April 2021

	Book Details	Comments and Signature
Monday		
Tuesday	I've read with my Teacher today: New Book - Orange Disaster Dice	Read - Disaster Dice (orange book) <i>LM</i>
Wednesday	Disaster Dice	Read to Page 3 (great reading!) <i>HA</i>
Thursday		
Fri Weekend	New book - A Helping Hand	I've read with my Teacher today: Great sounding! <i>LM</i>

School Staff Signature: *Lathompson*

Home-School Liaison Page

This page is for parents, carers, staff or pupils to write messages for home or school. Details of spellings, phonics and maths (Times Table Rockstars & Numbots) may be written here.

We have just finished the book and are home on the book? Thank you.

I have moved her up a book level today. Please let me know how she gets on! *LM*

See you on Friday with the "Disaster Dice".

Thank you! *LM*

Week Beginning: 10 May 2021

	Book Details	Comments and Signature
Monday	I've read with my Teacher today: Read a few Pages	Super! well read! <i>MS. Webb</i>
Tuesday	Little Blue, Big Blue	Just Read Pages 10-20 <i>LM</i>
Wednesday	I've read with my Teacher today	Fluent Reading! Great! <i>MS. Webb</i>
Thursday	I've read with my Teacher today	Fluent Reading! <i>LM</i>
Fri Weekend	Amazing Grace	Pages 15-20 Read Beautifully! <i>LM</i>

School Staff Signature: *LM*

Teaching of Reading:

KS1:

In Key Stage 1, guided reading lessons take place daily using texts that are phonically decodable (Collins Big Cat). Children are assessed using planning grids that focus on the key skills of phonics and comprehension when reading.

Book Title: <i>It's the bath</i>	Level: Purple - OFE
Book Talk – start introduction to book which may include: - Read the title. - Whose can you see on the cover? - What do you think the book might be about? - Teacher reading of book	ss, What is a bath? Do you have them often? Look at the front cover - what could the story be about?
Phonic focus: Recall and retrace some of the vowel digraphs and trigraphs that they will encounter in the text.	ss, th, nk, ck
Blending focus: - Teach how to blend words that contain adjacent consonants - Model how to approach this and the pitfalls of missing out one of the phonemes as it is sometimes hard to blend or hear each phoneme in words with adjacent consonants - Model how to approach poly-syllabic words	duck, this, ship, drink, milk, mess, pig
Vocabulary: - Discuss the meaning of any words in the text that the children may be unfamiliar with. - Look at words that have more than one meaning and the meaning that is relevant in this context.	ship - a large boat pig - a creature used for holding/pooping liquid nest - a cup with no sleeves
Common exception words: - Look at any common exception words that contain tricky bits - Tell them the tricky bit and then model how to use the graphemes we know, together with the tricky bit, to blend the word	the, said, are, your, he
Independent reading Children to turn their chairs back to back and read aloud to themselves. Teacher to go around and listen to each child, providing them with support and feedback.	
Reading Fluency Model how to read with prosody – explicitly modelling the thought process of a reader by thinking aloud (including when to pause, how to use expression etc.) Teacher to read a sentence, one with correct prosody and one without correct prosody. Can the children choose the correct version? Invite children to share ideas to read about the rest of the text using their story-infer voices.	
Response to text	

Book Title: <i>Pig's Pizza</i>	Level: RWM green set 1 story 9
Book Talk – short introduction to book which may include: - Read the title. - Whose can you see on the cover? - What do you think the book might be about? - Teacher reading of book	Read the title. Read the blurb p.7
Phonic focus: Recall and retrace some of the vowel digraphs and trigraphs that they will encounter in the text.	ss = fish ss = chip ss = thank
Blending focus: - Teach how to blend words that contain adjacent consonants - Model how to approach this and the pitfalls of missing out one of the phonemes as it is sometimes hard to blend or hear each phoneme in words with adjacent consonants - Model how to approach poly-syllabic words	Consonant blends ss = small ss = all
Vocabulary: - Discuss the meaning of any words in the text that the children may be unfamiliar with. - Look at words that have more than one meaning and the meaning that is relevant in this context.	Pizza – a special Italian bread with lots of toppings.
Common exception words: - Look at any common exception words that contain tricky bits - Tell them the tricky bit and then model how to use the graphemes we know, together with the tricky bit, to blend the word	the, said, I, he, no, you
Independent reading Children to turn their chairs back to back and read aloud to themselves. Teacher to go around and listen to each child, providing them with support and feedback.	
Reading Fluency - Model how to read with prosody – explicitly modelling the thought process of a reader by thinking aloud (including when to pause, how to use expression etc.) - Teacher to read a sentence, one with correct prosody and one without correct prosody – can the children choose the correct version? - Invite children to share ideas to read about the rest of the text using their story-infer voices.	
Task Invite children to explain in their own words what happened in the story using the pictures as prompts.	

- Draw lines to match each character to their actions in the story.

Character	Action
Owl	chased Snake away
Mr Robin	got stuck inside a tree
Owllet	ignored his friend
- What did Owl's friends tell her about snakes?

They told her that snakes are dangerous.
- Why couldn't Owl get into the hole inside the tree?

Because it was too small.

- How can you tell that Owl was scared when Owllet was stuck inside the tree? Give two ways.

1. *Because he was shouting.*

2. *He was also crying.*
- Number these events in the order in which they happened in the story.

The first one has been done for you.

Owl asked her friends for help.	2
Owl thanked Snake.	3
Snake rescued Owllet.	1
A fire began in the forest.	4
Owl was cruel to Snake.	5

KS2:

At St John and St Francis Church School, in Key Stage 2, we teach reading using a whole class comprehension approach. This will centre around the same age-appropriate text four days a week with a different question focus each day. On the fifth day, either a set of mixed questions or a stand-alone independent reading comprehension check will be completed to apply skills to different questions and a different text. During the reading, teachers will use a combination of choral, echo and paired reading – this ensures children can say and pronounce words correctly. There will also be lengthy discussion around word meanings and using oracy skills for these discussion – children are encouraged to use the words in context in a full sentence. New words are recorded on vocabulary walls or by the teacher to revisit at a later date.

Teachers are expected to use the planning proforma to plan for each week's text. At the end of each day, following marking by either teacher marking or children self-marking (teacher-led), the names of children who have not achieved the LO (green) will be added to the bottom of the planning. Those children will then be the focus for the teacher on the following day. It is assumed that all other children who have not been named have achieved the LO and therefore this evidence can be used to update assessments.

Where there are children in the class who are working significantly below their age-related level, they will be supported in class on days 1 and 2 of the week (fluency, vocabulary and retrieval). On days 3, 4 and 5 they will work with a TA in a smaller group to comprehend a text which is at their level.

Monday <i>20 minutes</i>	Vocabulary and Fluency i.e. read together, read to partners, highlight key vocabulary, annotate text with meanings of vocabulary etc No written work expected
Tuesday <i>20 minutes</i>	Vocabulary and meaning of words questions Find and copy a word that means... Find and copy a phrase that suggests.... What word in x paragraph is closest in meaning to + 2x challenge questions for GD
Wednesday <i>20 minutes</i>	Retrieval i.e. Which words...? Who...? When...? What...? Where...? Why...? (if the answer is given in the text) Give two examples of... Find the paragraph where... + 2x challenge questions for GD
Thursday <i>20 minutes</i>	Inference i.e. Which word tells you that...? Which words make the reader feel...? How do you know...? How can you tell that...? Explain why... Why is...? Why did...? Explain how ... felt about ... Can you find support for your idea? .etc. + 2x challenge questions for GD
Friday <i>30 minutes</i>	Other Question Types i.e. ordering events, true or false, fact or opinion, summarising key events, prediction, making connections etc. + 2x challenge questions for GD Choose one question type to focus on – must be different to others that have been covered that week. Or Stand Alone Comprehension i.e. CGP style test, Headstart resource, Deepening Understanding, Literacy Shed Plus, Classroom Secrets Focus for GD: clarity of answers and fully explaining with reference to evidence from the text.

Assessing Phonics and Reading:

Phonics is tracked weekly using a detailed tracking grid that identifies the exact sounds that children are confident in using as well as the sounds that children will need to learn next. This information is used formatively by staff to identify those who need further support in their phonics learning.

In reading, assessment

is carried out based on a triangulation of evidence gained from: listening to readers individually, whole class comprehension lessons and Accelerated Reader tracking.

What if my child is struggling with reading?

When children are finding reading or phonics difficult, intervention will be put in place early to ensure specific gaps in their learning are identified as soon as possible and closed.

These supports or interventions could include:

- 1:1 targeted reading at least 3 times weekly
- Precision teaching (phonics)
- Small group support during reading lessons
- Phonics sound cards sent home for children to revisit with parents
- Multi-sensory approaches to phonics used as high-quality first teaching.

If a child continues to fall behind, the procedure for Assess, Plan, Do, Review through the SENDCO will be followed. Parents will be informed throughout this process if a teacher feels that a child needs more support with phonics and reading.

Writing:

Our Overarching Principles:

At our school we value the writing process as a whole: from analysing a high-quality model text, to editing our work into a final draft. Writing lessons take place daily and form a structured sequence of around 2-3 weeks per unit. These writing units are determined by our Writing Progression document which sets out the SPaG objectives and appropriate genres covered in each year group. Spelling, punctuation and grammar is weaved into our writing units to ensure that children are taught not only about the concept but also how to apply it within their writing.

Transcription is an important part of developing children's writing skills, supporting accuracy, fluency and confidence in spelling, punctuation and handwriting. As part of our daily English practice, children complete dictated sentences which are carefully selected to focus on common errors and areas for development in spelling, punctuation and handwriting. The class teacher models the sentence and the expected standards clearly each day, before working through the sentence with the children to identify and correct errors. Children are then given the opportunity to self-correct their own work, encouraging them to reflect on their mistakes and understand how to improve. This regular, explicit practice helps children to develop independence, accuracy and a strong awareness of the conventions of written English.

Spelling, Punctuation and Grammar:

Please see our writing progression including punctuation and grammar skills on our school website. You will also find our spelling progression document on our school website.

The Teaching Sequence:



Genre Coverage:

Fiction

Non-fiction

Poetry

Year Group/Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y1	Narrative (Story)	Narrative (Diary entries)	Narrative (story)	Recount	Narrative (story)	Non-chronological reports
	Colour Poems - rhyme Sense Poems	Letter writing		Narrative (Story)	Instructions	Narrative
		Non-chronological reports				
	Recount					
Y2	Non-chronological reports	Narrative (Diary Entry)	Postcards – Recount	Narrative	Recount	Narrative (Story)
	Narrative	Recount	Non-chronological reports	Letter writing	Narrative – setting descriptions	Persuasive leaflet

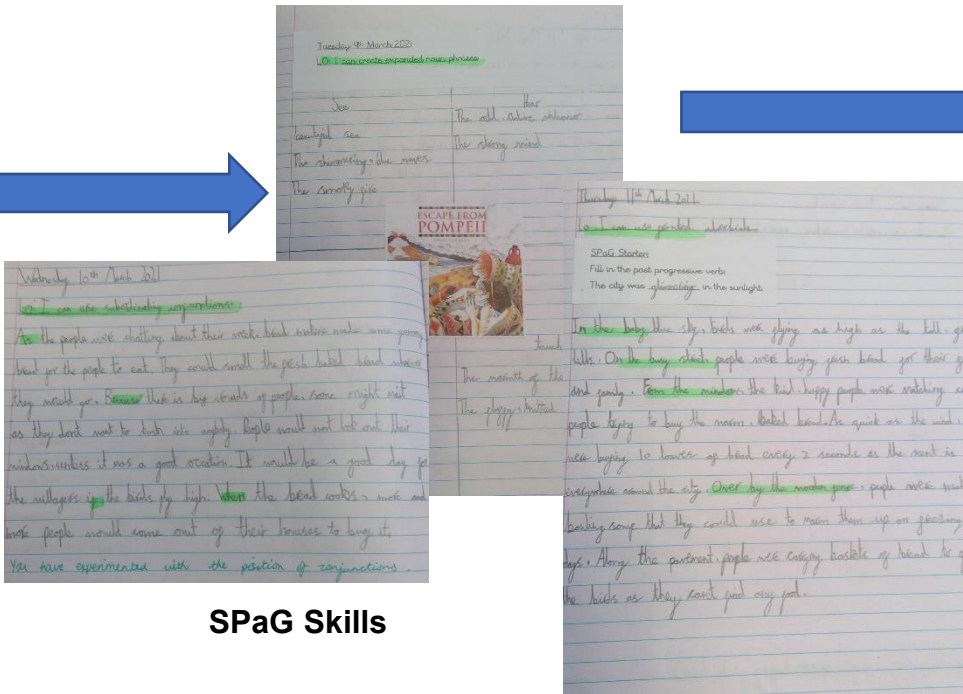
	Poetry - alliteration	Instructions	Poetry – calligrams	Narrative – character descriptions		
	Poetry – alliteration	Instructions	Non-Chronological Report	Recount		Instructions
	Non-chronological report (Report)					
Y3	Instructions	Narrative – Recount	Setting descriptions Narrative - Recount	Poetry - imagery	Formal letter writing	Non-chronological reports
	Narrative	Instructions	Explanatory text	Narrative (story)	Narrative - Recount	Diary Entries
	Non-chronological report	Persuasive Writing – Letter				
Y4	Non-chronological report	Poetry – Haiku	Explanatory text	Instructions	Persuasive Writing - Letter	Discursive

	Narrative - plot	Recount – newspaper report Narrative	Narrative (Setting)	Narrative	Narrative	Narrative
	Narrative - diary		Poetry – Kennings			
Y5	Biographies (recount)	Non-chronological reports Diary entries (recount)	Narrative - story focussing on speech	Newspaper report (recount)	Instructions	Narrative
	Narrative – story focussing characters' emotions	Narrative – story – focussing on setting	Discursive Text	Narrative – story	Poetry- free based verse	Informal letter (persuasive)
	Non-chronological report				Explanatory text	
Y6	Biographies	Diary entries	Flashback Narratives (story writing)	Informal letter writing	Narrative (story writing)	Explanatory text

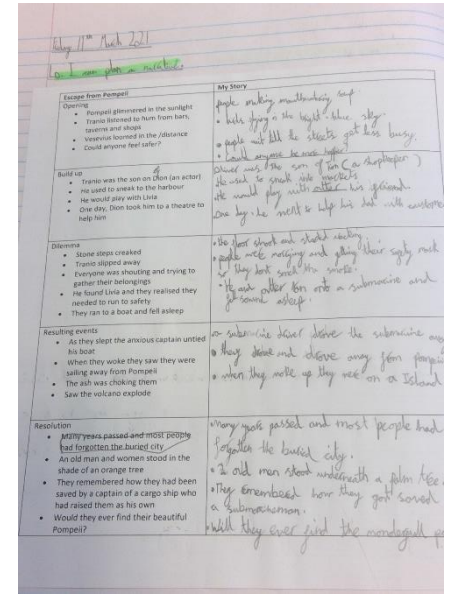
Year 3:



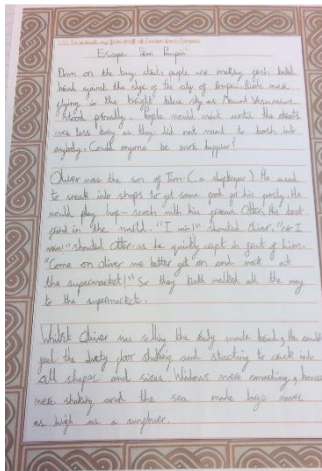
Analysing Features



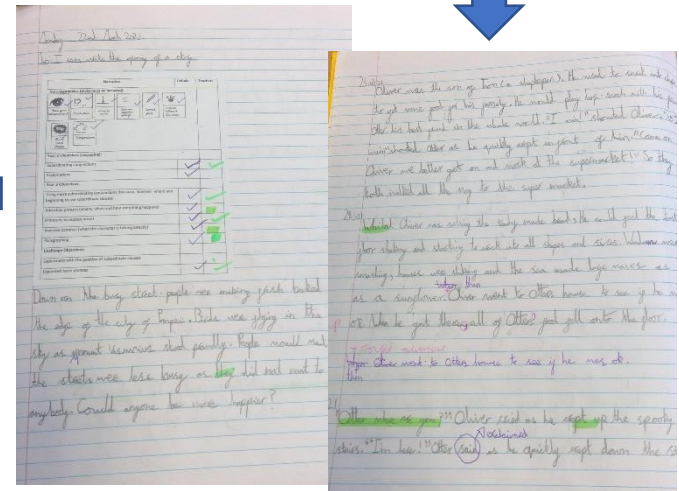
SPaG Skills



Planning

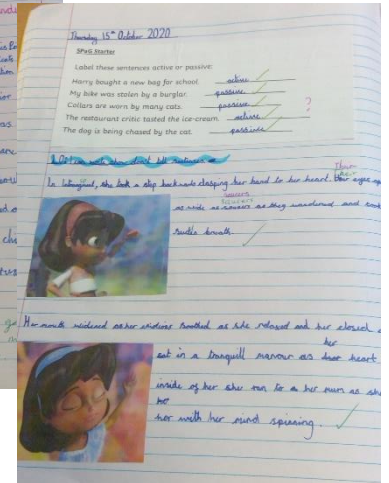
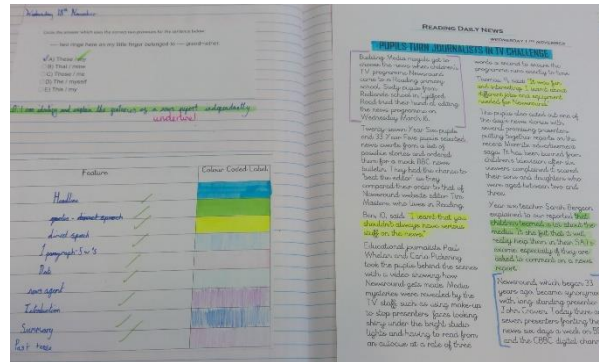
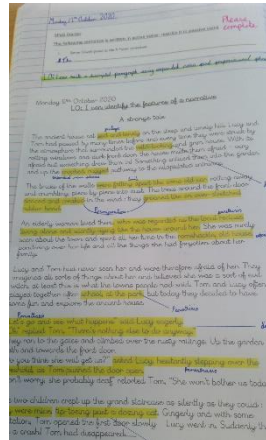


Publishing



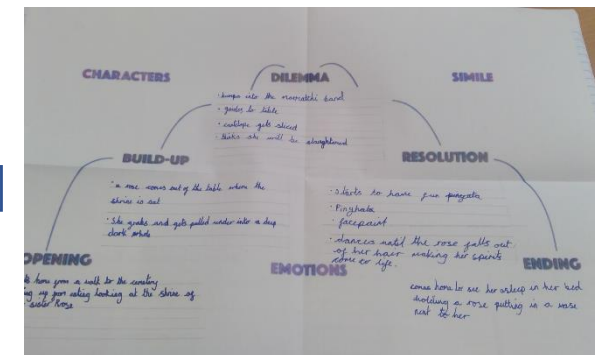
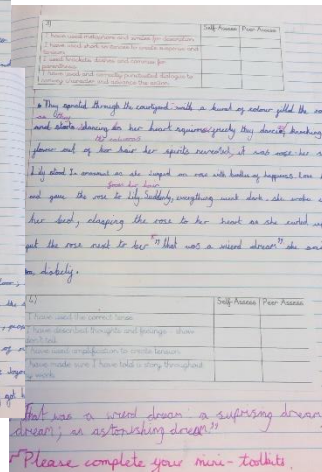
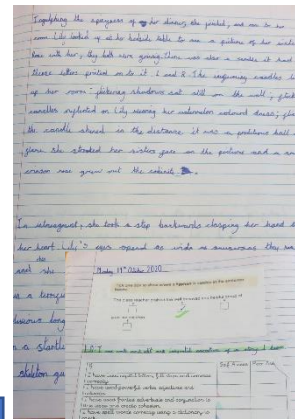
Drafting and Editing

Year 6:



Analysing Features

SPaG Skills



Publishing

Drafting and Editing

Planning

Handwriting:

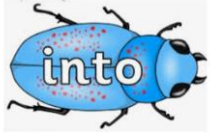
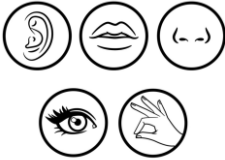
In EYFS children are taught how to use print for their early stages of handwriting. In Years 1-6 handwriting is modelled by all members of staff during lessons and is taught explicitly across the school using 'Letter Join' as a scheme for teaching this. We teach pre cursive script in Year 1, with an expectation that by Spring Term of Year 2, most children should be joining their handwriting.

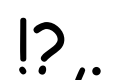
Assessing Writing:

Toolkits are used as a tool of formative assessment by both the children and the teachers across the school. In every unit, a toolkit is used to reflect the SPaG objectives that are appropriate for that year group (taken from our Writing Progression Document), as well as the non-negotiable expectations for that child's writing. Children use these toolkits as a prompt to support their writing but also as a tool for peer/self-evaluation.

The toolkits are marked following our school's marking procedure and this information is used in two ways:

- To identify weaknesses in writing that would benefit from being revisited in future
- To assess children against National Curriculum objectives using Scholarpack.

Year 1	Narrative – Summer 1		Date:	
		 5 SENSES adjective	 adverb	 verb

Persuasive Letter Writing – Year 3 Summer		I think:
Non-negotiables (these <u>must</u> be included):  Read your sentence back  Punctuation  Writing the line  Capital letters & full stops  Correct joins  Conjunctions  BEST word choice		
Commas to separate subordinate clauses		
Headings		
Determiners and articles used correctly		
Beginning to use present perfect correctly		
Prepositional phrases used correctly		
Challenge Objectives:		
Use a wider range of subordinating conjunctions		
Beginning to use standard English forms		

Narrative – Stories – Summer 1 – Year 6		I think:
Non-Negotiables		
Non-negotiable spellings correct throughout		
Capital letters, full stops, question marks, apostrophes and exclamation marks used correctly		
My writing makes sense when read back to me and is in complete, grammatically correct sentences.		
Handwriting is joined using cursive script		
Year 6 Objectives		
Passive voice		
Subjunctive form		
Formal language structures to suit the reader		
Modal verbs to show persuasion		
Challenge objectives:		
I can punctuate my work accurately using a range of punctuation.		

Oracy:

Our Overarching Principles:

At St John and St Francis Church School, oracy plays a prominent role in teaching and learning. We are engaged in Oracy programmes such as Nuffield Early Language Intervention and Voice 21. The ability to listen actively, speak clearly and communicate articulately is seen as a fundamental part of the learning process. Critically, oracy underpins the development of reading and writing, and is key to progress in all subjects.

At St John and St Francis Church School, we strive to develop oracy skills through the curriculum, lunchtimes, extra-curricular activities and the whole ethos of the school. Oracy can be described as a combination of learning to talk and learning through talk. At St John and St Francis Church School, there is a shared understanding of how talk supports learning and children's social development. We believe that developing oracy throughout primary education provides our students with vital life skills. We aim to encourage fluent speakers, who are confident to communicate, debate and present in a wide range of situations.

The National Curriculum for English reflects the importance of spoken language in pupils' development. Oracy is embedded throughout our broad and balanced curriculum and is explicitly taught in dedicated oracy lessons. Lessons are talk-rich, and questions are carefully planned to ensure all children can fully participate. Pupils participate in a wide range of oracy activities, which help them to develop confidence in spoken language. Some examples are Partner talk, Group discussion, Collaborative work and problem solving, Debate, Role play, Drama, Presentations. There are opportunities for pupils to develop their oracy skills outside of the curriculum. This is achieved through pupil voice groups, year group productions, assemblies, visiting speakers, topic events and participation in local events.

Opportunities for Oracy in the Curriculum:

Pupils are taught oracy skills as part of our curriculum design. Pupils are provided with frequent opportunities to learn listening skills, vocabulary and discussion techniques. They can experience a range of talking styles – from exploratory talk to presentational talk.

Oracy is incorporated across our broad and balanced curriculum to develop understanding and higher order thinking. Oracy supports pupils to make their thinking clear to themselves as well as others. Oracy is carefully planned into lessons. Questions are differentiated to ensure full participation and pupil discussions are scaffolded to ensure inclusive practice.

Oracy Across the Curriculum

Oracy is incorporated across our broad and balanced curriculum to develop understanding and higher order thinking. Oracy supports pupils to make their thinking clear to themselves as well as others. Questions are differentiated to ensure full participation and pupil discussions are scaffolded to ensure inclusive practice. Oracy is carefully planned into lessons and additionally into other aspects of school life- such as playtimes, lunchtimes and assemblies where the children are encouraged to converse with their peers and all adults across the school. The use of Talk Tactics (actions the children use to show if they want to instigate a conversation, build on it or challenge someone else's thinking) are used right across the school from EYFS to year 6 to encourage all children to take part in conversations and discussions.

Oracy in English

As a school we are committed to raising and maintaining high standards in Literacy. We support our pupils by providing them with the skills necessary to:

- Develop and build vocabulary
- Participate in collaborative conversations
- Articulate and justify their answers
- Participate in discussions, presentations, performances, role play, improvisations and debates
- Speak audibly and fluently with an increasing command of Standard English
- Give well-structured descriptions, explanations and narratives for different purposes.

Oracy is incorporated into English lessons in the following ways:

- Drama and role play
- Worthwhile Questions
- Group discussion
- Vocabulary activities
- Partner talk
- Presentation of work

Oracy in Maths

Oracy is incorporated in maths lessons to increase mathematical vocabulary, support children in proving or justifying their answer and to address misconceptions. Oracy has a particularly important role in Maths reasoning lessons, which have a focus on children

verbally communicating their understanding of mathematics accurately. Children work collaboratively to solve a problem and justify their answers. Sentence stems are used to support discussion.

Oracy in Science

Children are given opportunities that will support them to:

- Ask questions linked to scientific enquiry
- Talk about what they found out and how they found it out
- Communicate their findings in a range of ways
- Use scientific vocabulary

This is achieved through collaborative projects, group discussion, debate and oral presentation.

Learning Environments

Each classroom has working walls which contribute to promoting subject-specific vocabulary development for English, Maths, History, Geography and Science. Classrooms display oracy expectations and guidance in an age-appropriate way.

Inclusion

Children with additional needs are encouraged to take a full and active part in spoken language activities at a level appropriate for their needs. Some pupils access weekly sessions with a speech and language therapist, and we welcome the expertise they bring to the school. Targets are usually set which are then worked on individually or in small groups. We believe every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously. We also believe every child must be free to express their thoughts and opinions and to access all kinds of information, if it is within the law.