



## Literacy at Parkgate Juniors



The key aim of Literacy at Parkgate is for our children to be able to communicate their ideas clearly to different audiences for different purposes whether verbally or in written form, and to value their work and the work of others.

At Parkgate we aim to inspire a lifelong love of reading through planning engaging Literacy lessons based around carefully selected classroom texts and ensuring children have access to our beautiful library filled with high quality books by authors of all backgrounds. We instil in our children the importance of reading for information as well as reading for pleasure.

We want our children to be inspired to share their own stories and ideas with others and to take pride in writing for different purposes. Through our focus on Literacy in all areas of the curriculum, we want our children to value accurate use of subject specific language when expressing themselves to others. We provide opportunities for children to reflect on and improve their writing through careful editing, and encourage them to see themselves as writers and authors in training.



# Literacy policy on a page

## Purpose and Aims

### Purpose

To promote the life skills of reading and writing, and support children with developing effective communication skills in speaking and listening.

### Aims

To enable children to speak clearly and audibly and to listen with concentration.

To encourage children to become enthusiastic and reflective readers.

To help children enjoy writing, by enabling them to express themselves creatively and to write with clarity and purpose.

### Provision

The English curriculum details the programme of study we follow for long and medium term plans. Planning is based on the National Curriculum 2014, using a variety of resources, with support from Herts for Learning planning, adapting the plans to meet the needs of the children in this school.

The school's curriculum map outlines the topics to be taught each term in each year group. The medium term plans give a more detailed breakdown of activities.

Plans include:

- Links, wherever possible, to other curriculum subjects
- Specific learning objectives for each lesson (including spelling, grammar and phonics activities)
- Whole class input and independent activities – with scaffolding and support appropriate to the needs of different groups of children
- Mini-plenaries

## Progression

### Progression

Our curriculum shows progression, as outlined in medium term plans for reading, writing, speaking and listening.

Hfl progression documents and essentials planning supports teachers. Provision is amended to meet the needs of the children in the class.

### Assessment and reporting

All classes are assessed in spellings each week either as a test or in written dictations

Teachers assess prior learning and children choose targets (from the learning ladder for that unit) at the start of each week.

Assessment takes place on a daily basis: this may be through AfL, mini-plenaries, daily marking, annotating planning and verbal feedback or discussion with children. Same day support is carried out by teachers/TAs to reinforce learning or to move learning on. Next steps are also used to move learning on.

More formal assessments take place termly through group tasks and individual tests.

Every term, teachers use Herts for Learning criteria to assess and level reading and writing. Pupil progress meetings take place each term that closely track the progress of children over each year.

Each September, children's reading ages are assessed, and children with a low reading age or those not making enough progress are targeted for extra support.

## Monitoring, evaluation and improvement

Leadership involves monitoring of pupil outcomes, the quality of teaching, curriculum coverage and aspects of resource management. All year groups use links with other subjects to ensure that skills taught are transferrable. This is supported by the Literacy Lead and pupils are consulted about their interest and concerns about the subject. Parental support is encouraged particularly in the development and practise of reading skills at home.

# Literacy

Intent	<b>Aims/ Statement of Intent:</b> For our children to be able to communicate their ideas clearly to different audiences for different purposes both verbally and in written form To value their work and the work of others. To inspire a lifelong love of reading and to ensure children have access to a library filled with high quality books by authors of all backgrounds. For children to be inspired to share their own stories and ideas with others. To take pride in their writing and value accurate use of subject specific language when expressing themselves to others.							
	<b>Knowledge and skills:</b> To communicate clearly and effectively both in written format and verbally. To express ideas in a way that a chosen audience can understand. To communicate in an appropriate form to suit a chosen purpose. To use accurate punctuation to aid comprehension. To identify and correct errors.							
Implementation	<b>Approaches to learning/How our pupils learn:</b> Units of work linked to high quality texts with sequenced lessons building key skills before applying them to a final written outcome. Selecting/ collecting vocab throughout unit to use in final written outcome. Writing that emulates the tone/ structure set out in a published text, identifying when/ how texts conform to conventional form and how/ why and author may stray from form/ genre conventions Character work/ hot-seating/ use of drama, oral rehearsal, pre-learning, shared editing, editing stations, ambitiously pitched reading lists, LiLAC, moving from emulating to synthesising in the composition and creation of new texts. Support with editing that takes the needs of the reader into consideration.							
	<b>Support:</b> Fixing Full Stops, Reading Fluency, Same/ Next Day Support, Daily readers, pre-learning, use of writing frames, sentence starters and modelled examples, vocabulary lists and word mats, visual prompts and film stimuli							
	<b>Enrichment (including link and opportunities):</b> Book fairs, library trips (when possible), Harry Potter day, texts linked to topics e.g. WW2/ Space etc, LiLAC., Reading Fluency, teacher book recommendations, library family sessions, use of Google Classroom, Cosy Reads in the library, Book Week (linked to World Book Day), Pupil Librarians.							
Impact	<b>Skills:</b> Fluent reading. Comprehension of texts. The ability to summarise a text. The ability to predict what might happen next. Use punctuation to support understanding. Use of precise language for clarity. Use of conjunctions for cohesion between ideas. Sequencing of ideas to support understanding. Construction of texts to fit purpose e.g. discuss, persuade, instruct etc. To recognise conventions of different types of writing. Use figurative language to express ideas.				<b>Attitudes/ wellbeing and personal development:</b> Lifelong love of reading. Empathy with people/ characters in different situations. Understand written ideas. Confidence in using and accessing the written word. Consider ideas/ views of other people. Examine own ideas/ belief systems. Introduced to ideas outside own sphere of experience. To efficiently find out information. To identify how ideas/ attitudes have changed over time and between cultures. To value our writing heritage			
	Book study method	SDS	Pupil Voice	Serial Mash tasks	Learning walks	Homework	World Book Day	Assessment
	Marking and feedback	Adult engagement	Google classroom	Harry Potter Day	School/ class library	Book sale/ swap	Planning	Author visits

		Curriculum Overview - Literacy							
		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2		
Lower Key Stage 2	Year 3	Writing basics – sentences  Visual literacy  Non-fiction – report writing	Fairy Tales  Narrative– dialogue focus  Non-fiction Autobiography	Traditional Tales  Focussed book study – non-fiction	Focussed book study – non-fiction  Poetry forms	Visual Literacy  Fables	Focussed book study - fiction  Poetry forms	Year 3	Lower Key Stage 2
	Year 4	Poetry forms  Non-fiction – reports	Narrative  Focussed book study - fiction	Myths  Fairy Tales  Playscripts Narrative poetry	Non-fiction – persuasion  Focussed book study - fiction	Narrative  Focussed book study - fiction	Focussed book study – fiction  Non-fiction - explanations	Year 4	
Upper Key Stage 2	Year 5	Poetry forms  Focussed book study – fiction  Non-fiction - recounts	Non-fiction – autobiography  Writing skills  Non-fiction - reports	Visual Literacy  Focussed book study - fiction	Focussed book study – non-fiction  Playscripts	Visual Literacy  Focussed book study - fiction	Writing skills  Myths	Year 5	Upper Key Stage 2
	Year 6	Writing skills  Description –building tone  Non-fiction - persuasion	Focussed book study – fiction  Non-fiction Reports	Fiction genres  Scientific explanations	Non-fiction - Formal reports  Focussed book study - fiction	Revision skills  Building a writing portfolio	Writing skills  KS3 Transition work	Year 6	

## Parkgate Year 3/4 programme of study (statutory requirements)

<p><b>Reading - Word reading</b></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as both to read aloud and to understand the meaning of new words they meet</li> <li>• read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word</li> </ul>	<p><b>Reading - Comprehension</b></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• develop positive attitudes to reading, and an understanding of what they read, by: <ul style="list-style-type: none"> <li>-listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>-reading books that are structured in different ways and reading for a range of purposes</li> <li>-using dictionaries to check the meaning of words that they have read</li> <li>-increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</li> <li>-identifying themes and conventions in a wide range of books</li> <li>-preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</li> <li>-discussing words and phrases that capture the reader's interest and imagination</li> <li>-recognising some different forms of poetry [for example, free verse, narrative poetry]</li> </ul> </li> <li>▪ understand what they read, in books they can read independently, by: <ul style="list-style-type: none"> <li>-checking that the text makes sense to them, discussing their understanding, and explaining the meaning of words in context</li> <li>-asking questions to improve their understanding of a text</li> <li>-drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> <li>-predicting what might happen from details stated and implied</li> <li>-identifying main ideas drawn from more than 1 paragraph and summarising these</li> <li>-identifying how language, structure, and presentation contribute to meaning</li> </ul> </li> </ul>	<p><b>Writing - Transcription</b></p> <p><b>Spelling</b></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• use further prefixes and suffixes and understand how to add them</li> <li>• spell further homophones</li> <li>• spell words that are often misspelt</li> <li>• place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]</li> <li>• use the first 2 or 3 letters of a word to check its spelling in a dictionary</li> <li>• write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far</li> </ul> <p><b>Handwriting</b></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</li> <li>• increase the legibility, consistency and quality of their handwriting, [for example, by ensuring that the downstrokes of letters are parallel and equidistant, and that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]</li> </ul>	<p><b>Writing - Composition</b></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• plan their writing by: <ul style="list-style-type: none"> <li>-discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> <li>-discussing and recording ideas</li> </ul> </li> <li>• draft and write by: <ul style="list-style-type: none"> <li>-composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures</li> <li>-organising paragraphs around a theme</li> <li>-in narratives, creating settings, characters and plot</li> <li>-in non-narrative material, using simple organisational devices [for example, headings and sub-headings]</li> </ul> </li> <li>• evaluate and edit by: <ul style="list-style-type: none"> <li>-assessing the effectiveness of their own and others' writing and suggesting improvements</li> <li>-proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</li> </ul> </li> <li>• proofread for spelling and punctuation errors</li> <li>• read their own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear</li> </ul>	<p><b>Writing – Vocab, grammar &amp; punctuation</b></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• develop their understanding of the concepts by: <ul style="list-style-type: none"> <li>-extending the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although</li> <li>-using the present perfect form of verbs in contrast to the past tense</li> <li>-choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</li> <li>-using conjunctions, adverbs and prepositions to express time and cause</li> <li>-using fronted adverbials</li> <li>-learning the grammar for years 3 and 4</li> </ul> </li> <li>• indicate grammatical and other features by: <ul style="list-style-type: none"> <li>-using commas after fronted adverbials</li> <li>-indicating possession by using the possessive apostrophe with plural nouns</li> <li>-using and punctuating direct speech</li> </ul> </li> <li>• use and understand the grammatical terminology accurately and appropriately when discussing their writing and reading</li> </ul>
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	<ul style="list-style-type: none"> <li>▪ retrieve and record information from non-fiction</li> <li>▪ participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say</li> </ul>			
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## Y3/4 Notes and Guidance (non-statutory)

Reading – Word Reading	Reading - Comprehension	Writing - Transcription	Writing - Composition	Writing – Vocab, grammar & punctuation
<p>At this stage, teaching comprehension should be taking precedence over teaching word reading directly. Any focus on word reading should support the development of vocabulary.</p> <p>When pupils are taught to read longer words, they should be supported to test out different pronunciations. They will attempt to match what they decode to words they may have already heard but may not have seen in print (for example, in reading technical, the pronunciation /tɛtʃnɪkəl/ ('tetchnical') might not sound familiar, but /tekɪnɪkəl/ ('teknical') should).</p>	<p>The focus should continue to be on pupils' comprehension as a primary element in reading.</p> <p>Pupils should be taught to recognise themes in what they read, e.g. the triumph of good over evil or the use of magical devices in fairy stories and folk tales.</p> <p>They should also learn the conventions of different types of writing (e.g. the greeting in letters, a diary written in the first person or the use of presentational devices such as numbering and headings in instructions).</p> <p>Pupils should be taught to use the skills they have learnt earlier and continue to apply these skills to read for different reasons, including for pleasure, or to find out information and the meaning of new words.</p> <p>Pupils should continue to have opportunities to listen frequently to stories, poems, non-fiction and other writing, including whole books and not just extracts, so that they build on what was taught previously. In this way, they also meet books and authors that they might not choose themselves. Pupils should have opportunities to exercise choice in selecting books and be taught how to do so, with teachers</p>	<p><b>Spelling</b></p> <p>Pupils should learn to spell new words correctly and have plenty of practice in spelling them.</p> <p>As in years 1 and 2, pupils should continue to be supported in understanding and applying the concepts of word structure</p> <p>Pupils need sufficient knowledge of spelling in order to use dictionaries efficiently.</p> <p><b>Handwriting</b></p> <p>Pupils should be using joined handwriting throughout their independent writing.</p> <p>Handwriting should continue to be taught, with the aim of increasing the fluency with which pupils are able to write down what they want to say. This, in turn, will support their composition and spelling.</p>	<p>Pupils should continue to have opportunities to write for a range of real purposes and audiences as part of their work across the curriculum. These purposes and audiences should underpin the decisions about the form the writing should take, such as a narrative, an explanation or a description.</p> <p>Pupils should understand, through being shown these, the skills and processes that are essential for writing: that is, thinking aloud to explore and collect ideas, drafting, and rereading to check their meaning is clear, including doing so as the writing develops. Pupils should be taught to monitor whether their own writing makes sense in the same way that they monitor their reading, checking at different levels.</p>	<p><b>Grammar should be taught explicitly:</b> pupils should be taught the terminology and concepts and be able to apply them correctly to examples of real language, such as their own writing or books that they have read.</p> <p>At this stage, pupils should start to learn about some of the differences between Standard English and non-Standard English and begin to apply what they have learnt, for example, in writing dialogue for characters.</p>

	<p>making use of any library services and expertise to support this.</p> <p>Reading, re-reading, and rehearsing poems and plays for presentation and performance give pupils opportunities to discuss language, including vocabulary, extending their interest in the meaning and origin of words. Pupils should be encouraged to use drama approaches to understand how to perform plays and poems to support their understanding of the meaning. These activities also provide them with an incentive to find out what expression is required, so feeding into comprehension.</p> <p>In using non-fiction, pupils should know what information they need to look for before they begin and be clear about the task. They should be shown how to use contents pages and indexes to locate information.</p> <p>Pupils should have guidance about the kinds of explanations and questions that are expected from them. They should help to develop, agree on, and evaluate rules for effective discussion. The expectation should be that all pupils take part.</p>			
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## Parkgate Year 5/6 programme of study (statutory requirements)

Reading - Word reading	Reading - Comprehension	Writing - Transcription	Writing - Composition	Writing – Vocab, grammar & punctuation
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology) both to read aloud and to understand the meaning of new words that they meet</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• maintain positive attitudes to reading and an understanding of what they read by: <ul style="list-style-type: none"> <li>- continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>-reading books that are structured in different ways and reading for a range of purposes</li> <li>-increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions</li> <li>-recommending books that they have read to their peers, giving reasons for their choices</li> <li>-identifying and discussing themes and conventions in and across a wide range of writing</li> <li>-making comparisons within and across books</li> <li>-learning a wider range of poetry by heart</li> <li>-preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience</li> </ul> </li> <li>• understand what they read by: <ul style="list-style-type: none"> <li>-checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</li> <li>-asking questions to improve their understanding</li> <li>-drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> <li>-predicting what might happen from details stated and implied</li> <li>-summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas</li> <li>-identifying how language, structure and presentation contribute to meaning</li> </ul> </li> <li>• discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</li> <li>• distinguish between statements of fact and opinion</li> </ul>	<p><b>Spelling</b> Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• use further prefixes and suffixes and understand the guidance for adding them</li> <li>• spell some words with 'silent' letters [for example, knight, psalm, solemn]</li> <li>• continue to distinguish between homophones and other words which are often confused</li> <li>• use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically</li> <li>• use dictionaries to check the spelling and meaning of words</li> <li>• use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary</li> <li>• use a thesaurus</li> </ul> <p><b>Handwriting</b> Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• write legibly, fluently and with increasing speed by: <ul style="list-style-type: none"> <li>-choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters</li> <li>-choosing the writing implement that is best suited for a task</li> </ul> </li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• plan their writing by: <ul style="list-style-type: none"> <li>-identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</li> <li>-noting and developing initial ideas, drawing on reading and research where necessary</li> <li>-in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</li> </ul> </li> <li>• draft and write by: <ul style="list-style-type: none"> <li>-selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> <li>-in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</li> <li>-precising longer passages</li> <li>-using a wide range of devices to build cohesion within and across paragraphs</li> <li>-using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]</li> </ul> </li> <li>• evaluate and edit by: <ul style="list-style-type: none"> <li>-assessing the effectiveness of their own and others' writing</li> <li>-proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> <li>-ensuring the consistent and correct use of tense throughout a piece of writing</li> <li>-ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</li> </ul> </li> <li>• proofread for spelling and punctuation errors</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• develop their understanding of the concepts by: <ul style="list-style-type: none"> <li>-recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms</li> <li>-using passive verbs to affect the presentation of information in a sentence</li> <li>-using the perfect form of verbs to mark relationships of time and cause</li> <li>-using expanded noun phrases to convey complicated information concisely</li> <li>-using modal verbs or adverbs to indicate degrees of possibility</li> <li>-using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun</li> <li>-learning the grammar for years 5 and 6</li> </ul> </li> <li>• indicate grammatical and other features by: <ul style="list-style-type: none"> <li>-using commas to clarify meaning or avoid ambiguity in writing</li> <li>-using hyphens to avoid ambiguity</li> <li>-using brackets, dashes or commas to indicate parenthesis</li> <li>-using semicolons, colons or dashes to mark boundaries between independent clauses</li> <li>-using a colon to introduce a list</li> <li>-punctuating bullet points consistently</li> </ul> </li> <li>• use and understand the grammatical terminology accurately and appropriately in discussing their writing and reading</li> </ul>



	<ul style="list-style-type: none"> <li>• retrieve, record and present information from non-fiction</li> <li>• participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously</li> <li>• explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary</li> <li>• provide reasoned justifications for their views</li> </ul>		<ul style="list-style-type: none"> <li>• perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear</li> </ul>	
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## Y5/6 Notes and Guidance (non-statutory)

<p><b>Reading – Word Reading</b></p> <p>At this stage, there should be no need for further direct teaching of word-reading skills for almost all pupils. If pupils are struggling or failing in this, the reasons for this should be investigated. It is imperative that pupils are taught to read during their last two years at primary school if they enter year 5 not being able to do so.</p> <p>Pupils should be encouraged to work out any unfamiliar word. They should focus on all the letters in a word so that they do not, for example, read 'invitation' for 'imitation' simply because they might be more familiar with the first word. Accurate reading of individual words, which might be key to the meaning of a sentence or paragraph, improves comprehension.</p> <p>When teachers are reading with or to pupils, attention should be paid to new vocabulary – both a word's meaning(s) and its correct pronunciation.</p>	<p><b>Reading - Comprehension</b></p> <p>Even though pupils can now read independently, reading aloud to them should include whole books so that they meet books and authors that they might not choose to read themselves.</p> <p>The knowledge and skills that pupils need in order to comprehend are very similar at different ages. Pupils should continue to apply what they have already learnt to more complex writing.</p> <p>Pupils should be taught to recognise themes in what they read, such as loss or heroism. They should have opportunities to compare characters, consider different accounts of the same event and discuss viewpoints (both of authors and of fictional characters), within a text and across more than 1 text.</p> <p>They should continue to learn the conventions of different types of writing, such as the use of the first person in writing diaries and autobiographies.</p>	<p><b>Writing - Transcription</b></p> <p><b>Spelling</b> As in earlier years, pupils should continue to be taught to understand and apply the concepts of word structure so that they can draw on their knowledge of morphology and etymology to spell correctly.</p> <p><b>Handwriting</b></p> <p>Pupils should continue to practise handwriting and be encouraged to increase the speed of it, so that problems with forming letters do not get in the way of their writing down what they want to say. They should be clear about what standard of handwriting is appropriate for a particular task, for example, quick notes or a final handwritten version. They should also be taught to use an unjoined style, for example, for labelling a diagram or data, writing an email address, or for algebra, and capital letters, for example, for filling in a form.</p>	<p><b>Writing - Composition</b></p> <p>Pupils should understand, through being shown, the skills and processes essential for writing: that is, thinking aloud to generate ideas, drafting, and rereading to check that the meaning is clear.</p>	<p><b>Writing – Vocab, grammar &amp; punctuation</b></p> <p>Pupils should continue to add to their knowledge of linguistic terms, including those to describe grammar, so that they can discuss their writing and reading.</p>
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	<p>Pupils should be taught the technical and other terms needed for discussing what they hear and read, such as metaphor, simile, analogy, imagery, style and effect.</p> <p>In using reference books, pupils need to know what information they need to look for before they begin and need to understand the task. They should be shown how to use contents pages and indexes to locate information.</p> <p>The skills of information retrieval that are taught should be applied, for example in reading history, geography and science textbooks, and in contexts where pupils are genuinely motivated to find out information [for example, reading information leaflets before a gallery or museum visit or reading a theatre programme or review]. Teachers should consider making use of any library services and expertise to support this.</p> <p>Pupils should have guidance about and feedback on the quality of their explanations and contributions to discussions.</p> <p>Pupils should be shown how to compare characters, settings, themes and other aspects of what they read. Reading, re-reading, and rehearsing poems and plays for presentation and performance give pupils opportunities to discuss language, including vocabulary, extending their interest in the meaning and origin of words. Pupils should be encouraged to use drama approaches to understand how to perform plays and poems to support their understanding of the meaning. These activities also provide them with an incentive to find out what expression is required, so feeding into comprehension.</p> <p>In using non-fiction, pupils should know what information they need to look for before they begin and be clear about the task. They should be shown how to use contents pages and</p>			
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	<p>indexes to locate information.</p> <p>Pupils should have guidance about the kinds of explanations and questions that are expected from them. They should help to develop, agree on, and evaluate rules for effective discussion. The expectation should be that all pupils take part.</p>			
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## Literacy Statutory Vocabulary Lists

Year 3 & Year 4			Year 5 & Year 6		
accident(ally)	extreme	ordinary	accommodate	disastrous	parliament
actual(ly)	famous	particular	accompany	embarrass	persuade
address	favourite	peculiar	according	environment	physical
answer	February	perhaps	achieve	equip (–ped, –ment) especially	prejudice
appear	forward(s)	popular	aggressive	exaggerate	privilege
arrive	fruit	position	amateur	excellent	profession
believe	grammar	possess(ion)	ancient	existence	programme pronunciation
bicycle	group	possible	apparent	explanation	queue
breath	guard	potatoes	appreciate	familiar	recognise
breathe	guide	pressure	attached	foreign	recommend
build	heard	probably	available	forty	relevant
busy/business	heart	promise	average	frequently	restaurant
calendar	height	purpose	awkward	government	rhyme
caught	history	quarter	bargain	guarantee	rhythm
centre	imagine	question	bruise	harass	sacrifice
century	increase	recent	category	hindrance	secretary
certain	important	regular	cemetery	identity	shoulder
circle	interest	reign	committee	immediate(ly)	signature
complete	island	remember	communicate	individual	sincere(ly)
consider	knowledge	sentence	community	interfere	soldier
continue	learn	separate	competition	interrupt	stomach
decide	length	special	conscience*	language	sufficient
describe	library	straight	conscious*	leisure	suggest
different	material	strange	controversy	lightning	symbol
difficult	medicine	strength	convenience	marvellous	system
disappear	mention	suppose	correspond	mischievous	temperature
early	minute	surprise	criticise (critic + ise)	muscle	thorough
earth	natural	therefore though/although	curiosity	necessary	twelfth
eight/eighth	naughty	thought	definite	neighbour	variety
enough	notice	through	desperate	nuisance	vegetable
exercise	occasion(ally)	various	determined	occupy	vehicle
experience	often	weight	develop	occur	yacht
experiment	opposite	woman/women	dictionary	opportunity	

## Literacy Glossary of Key Terms

Term	Definition	Example
active/ passive voice	In active voice, the subject performs the action (verb) of the sentence. In passive voice, the action (verb) happens to the subject.	The boy kicked the bay. (active)  The ball was kicked by the boy. (passive)
adjective	A word used to modify or specify a noun.	The <b>fluffy</b> cat. An <b>angry</b> storm roared.
adverb	A word which modifies the action (verb) or the sentence. It can specify how, where or when an action took place.	The boy ran <b>quickly</b> down the stairs. They went <b>outside</b> to play. The pile of books was <b>really</b> high.
adverbial	A word, phrase or clause used like an adverb. Fronted adverbials are adverbials placed at the beginning of a sentence.	<b>Last weekend</b> , the sun was shining. They arrived <b>at school</b> soaking wet.
apostrophe	A punctuation mark (') used to show the position of missing letters in a contraction, or before the letter s to show possession.	I <b>can't</b> get to sleep.  This is Fred <b>'s</b> hat/
clause	A group of words that are connected together and include a verb. They can be a complete sentence (main clause) or apart of a sentence (subordinate or relative clause)	
<ul style="list-style-type: none"> <li>Main clause</li> </ul>	A clause that makes sense on its own and so can be used as a complete sentence	He walked. She sat down. They walked to the shops.
<ul style="list-style-type: none"> <li>Subordinate clause</li> </ul>	A less important clause which adds more information to the main clause. It begins with a subordinating conjunction and doesn't make sense on its own	because she was sleepy, before watching the match, although it was raining
<ul style="list-style-type: none"> <li>Relative clause</li> </ul>	A type of subordinate clause which adds detail about the noun. They begin with a relative pronoun and don't make sense on their own.	that was covered in mud, which promptly exploded, while watching the minutes tick by
cohesion	The way ideas in a sentence or paragraph link together. This can be achieved through adverbials, pronouns etc	After this, the blood passes through the vein, They looked at her in shock
colon/ semicolon	Punctuation marks (:/;) used to separate clauses or items in a detailed list	The teacher looked around the room; the children waited breathlessly.  The teacher scowled: someone was tapping their pencil.  From the staffroom the teacher brought: a mountain of biscuits piled on a plate; a tremendous stack of out of date magazines; the dried up remains of a once lovely houseplant and a fresh packet of paper towels.
comma	A punctuation mark (,) used to separate different parts of a sentence. They are usually used for clauses, pauses and lists.	From the shop he bought apples, oranges, mangoes and a blue elephant. (list)

		Early one morning, she heard a strange noise. (fronted adverbial)  The cat, which was an ill-tempered beast, growled menacingly. (parentheses - separating a subordinate clause)
conjunction	A word that joins words, phrases or clauses together creating cohesion. co-ordinating conjunctions (e.g. and, but, so, or) link ideas that are equally important  Subordinating conjunctions (e.g. because, when, while) introduce a subordinate or less important idea	She went to the castle <b>and</b> saw the mighty dragon. (co-ordinating) The dragon, <b>which</b> was a fearsome creature, lay in wait. (subordinating)
determiner	A word used before a noun to specify which noun. Articles (the, a, an) are the most common type of determiner.	<b>This</b> dog. <b>That</b> chair. <b>The</b> fluffy clouds.
direct and indirect (reported) speech	Direct speech uses the speaker's original words and needs speech punctuation including inverted commas. Indirect or reported speech gives the idea of what is said, but not in the speaker's exact words.	"Go away," said Fred. (Direct)  Fred told him to go away. (Indirect)
ellipsis	A punctuation mark which shows words have been missed or to leave a sentence deliberately unfinished.	He went round and round in circles until...
hyphen/ dash	A hyphen is a punctuation mark (-) used to link two words together to avoid ambiguity. A dash (-) separates clauses.	The day was jam-packed with activities. (Hyphen)  The day – which was rainy – was very busy. (Pair of dashes)
noun	A word which names a person, place or thing. Proper nouns – the names of specific people, places and things. Abstract nouns – names an idea, feeling or quality Collective noun – the name of a group of things Noun phrase – a group of words created around a noun	Jim, Wednesday, London, Big Ben  hope, justice, anger a class of children, a parliament of owls, a herd of sheep the bright sun, twelve woolly sheep, the battered coat with the ripped pocket
paragraph	A group of sentences linked by an idea or theme.	
parenthesis	A word, phrase or clause added into a sentence to give additional information. They can be shown using commas, brackets or dashes.	Fred – a very bright child – scored highly in the test. Fred (a very bright child) scored highly in the test. Fred, a very bright child, scored highly in the test.
phrase	A group of words connected together. Adverbial phrase – a phrase giving add. Noun phrase/ expanded noun phrase – a phrase giving more detail about a noun Prepositional phrase – a phrase with detail about	<b>Walking quickly and quietly</b> , she went to the kitchen. (adverbial phrase) <b>Eight shaggy-coated sheep</b> stood on the hill. (noun phrase) The desk stood <b>under the window</b> in full view of the daylight. (prepositional phrase)

prefix	A group of letters added to the front of a root word to change it's meaning. Common prefixes are in-, im-, un-, dis- and mis-	Possible – impossible, obtainable – unobtainable, understood - misunderstood
preposition	Clarifies where a noun is in time or space in relation to another thing.	The boy hid <b>under</b> the table. <b>Last week</b> it was snowing.
pronoun	A word used in place of a noun.	Fred walked to school – she walked to school The class were loud – they were loud.
sentence	A group of words put together to say something that makes sense. It begins with a capital letter (A), and ends with a .? or ! It must have a subject noun and adverb. Statement - a sentence which gives information Question - a sentence which asks for information and requires a response. Command - a sentence directing someone to do something. Exclamation - a sentence expressing strong emotion	This is a tree.(statement)  Is that a tree? (question)  Go stand by the tree.(command)  Oh look at the beautiful tree! (exclamation)
Standard English	Also Known as 'formal' language and obeys all rules of grammar without contractions, regional variations or colloquialisms(slang). Non-standard English is the language of chatting and can be seen in incorrect verb forms, contractions and colloquialisms.	I did a good thing today but it did not seem like it at the time. (Standard)  I done a good thing today but it didn't seem like it at the time. (Non-standard)
subject and object	The subject is the noun a sentence is about. The object is a secondary noun and the focus of the action of the verb.	The girl (subject) kicked the ball (object).
suffix	A group of letters added to the end of a root word to change its word class. Common suffixes include -ly, -ment, -ful	Wonder- wonderful Enjoy - enjoyment Sad- sadly
synonyms and antonyms	Synonyms Are words which share the same or similar meanings. Antonyms are words that share opposite meanings.	Happy, glad, delighted (synonyms)  Happy, sad (antonyms)
verb	A class of word which tells the action of the sentence. They also show the tense of the sentence. Auxiliary verbs or 'helper' verbs are used alongside another verb. Modal verbs are a type of auxiliary verb which modifies the degree of certainty or possibility of the verb.	run - ran- is running (tenses)  <b>Is</b> going, <b>has</b> been, <b>was</b> climbing (auxiliary verbs)  <b>Could</b> eat, <b>should</b> wash, <b>will</b> complete (modal verbs)
word class	Sometimes referred to as parts of speech, they identify a word's function within a sentence. Common word classes are noun, verb, adjective, adverb etc.	For examples see specific terms in the glossary



word family	Words related by their meaning or how they are formed (e.g their etymology). They share the same root word (a word that stands alone without a prefix or suffix).	Horror, horrid, horrifying, horrible
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## Resources we use

- Serial Mash – (Accessed through Purple Mash subscription) National Curriculum Links, Lesson topics. Online reading comprehension
- Google Classroom – Share documents with pupils, set assignments for pupils to complete, set weekly homework, Share links to resources for pupils to use, Share lesson resources electronically.
- Google Drive – Class drives, Staff shared drives, personal file storage drives.
- Google Docs, Google Slides, Google Sheets – Alternative ways for children to publish their ideas.
- Chromebooks – 4 Class sets upstairs, 1 class set downstairs – Pupils access to Google Classroom and the Internet.
- World Book Day resources – each child in the school receives a WBD book and a voucher to redeem against another book.
- Pobble – website with writing prompt and resources for writing activities
- Youtube – access to short video clips used as prompts for writing. Extracts from films rated PG are only used with parental permission (sought each year)
- Literacy Shed – a website resource full of writing prompts and short video clips
- HfL planning suite – used to structure our plans
- School and local library
- Collins SATs revision guides – given to Y6 students each year to aid their independent/ home revision
- SAM Learning – online resource to aid SATs revision at home.

## End of KS2 expectations

**For year-by-year expectations in Reading and Writing see in-class resources.**

### Writing

#### Working towards the expected standard

##### The pupil can:

- write for a range of purposes
- use paragraphs to organise ideas
- in narratives, describe settings and characters
- in non-narrative writing, use simple devices to structure the writing and support the reader (e.g. headings, sub-headings, bullet points)
- use capital letters, full stops, question marks, commas for lists and apostrophes for contraction mostly correctly
- spell correctly most words from the year 3 / year 4 spelling list, and some words from the year 5 / year 6 spelling list
- write legibly.

#### Working at the expected standard

##### The pupil can:

- write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing)
- in narratives, describe settings, characters and atmosphere
- integrate dialogue in narratives to convey character and advance the action
- select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility)
- use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs
- use verb tenses consistently and correctly throughout their writing
- use the range of punctuation taught at key stage 2 mostly correctly^ (e.g. inverted commas and other punctuation to indicate direct speech)
- spell correctly most words from the year 5 / year 6 spelling list,\* and use a dictionary to check the spelling of uncommon or more ambitious vocabulary
- maintain legibility in joined handwriting when writing at speed.

## Working at greater depth

### The pupil can:

- write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (e.g. literary language, characterisation, structure)
- distinguish between the language of speech and writing<sup>3</sup> and choose the appropriate register
- exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this
- use the range of punctuation taught at key stage 2 correctly (e.g. semi-colons, dashes, colons, hyphens) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity.<sup>^</sup>

[There are no additional statements for spelling or handwriting]