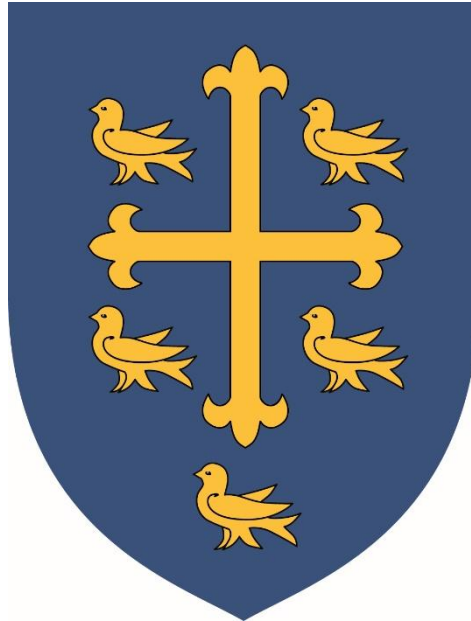


St. Edward's Catholic Primary School



English Policy 2025/2026

'Jesus is at the heart of all that we do'

At St. Edward's, we are committed to safeguarding and promoting the welfare of the children and adults in our school, and we have the same expectation of our staff and volunteers.

Policy agreed/Signed by: _____
(Mr K Connolly – Chair of Governors)

Date: _____

Agreed on: September 2025

Review: September 2026

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– English Programmes of Study: Key Stages 1 and 2

Statement of Intent

The study of English develops children's abilities to listen, speak, read and write for a wide range of purposes. It enables them to use language to learn and communicate ideas, views and feelings. It allows children to express themselves creatively and imaginatively, as they become enthusiastic and critical readers of stories, poetry and drama, as well as non-fiction and media texts. Children use their knowledge, skills and understanding in speaking and writing across a range of different situations.

The aims of English at St. Edward's are:

- to enable children to speak clearly and audibly in ways which take account of their listeners;
- _____ to encourage children to listen with concentration in order to be able to identify the main points of what they have heard;
- to enable children to adapt their speech to a wide range of circumstances and demands;
- to develop children's abilities to reflect on their own and others' contributions and the language used;
- _____ to develop confident, independent readers through an appropriate focus on word, sentence and text-level knowledge;
- to encourage children to become enthusiastic and reflective readers through contact with challenging and lengthy texts;
- _____ to help children enjoy writing and recognise its value;
- to enable children to write with accuracy and meaning in narrative and non-fiction;
- _____ to increase the children's ability to use planning, drafting and editing to improve their work;
- _____ to enable children to write effectively for a range of audiences and purposes using spelling, punctuation and syntax accurately and confidently.

1. Legal Framework

1.1. This policy has been created with regard to the following statutory guidance:

- DfE (2013) 'English programmes of study: key stages 1 and 2'
- DfE (2021) 'Statutory framework for the early years foundation stage'

Catholic Social Teaching

Our English curriculum aims to provide a holistic English education that not only meets the National Curriculum standards but also reflects the values of the Catholic social teachings. By embracing diversity, fostering creativity, and promoting social and spiritual development, we aspire to nurture well-rounded individuals who appreciate the English shaping a harmonious and compassionate society.

2. Roles and Responsibilities

2.1. Subject Leader is responsible for:

- Encouraging staff to provide effective learning opportunities for pupils.
- Helping to expand on colleagues' areas of expertise in English.
- Organising the deployment of resources.
- Liaising with teachers across all phases.
- Communicating developments in the subject to all teaching staff and the senior leadership team (SLT), as appropriate.
- Collating assessment data and setting new priorities for the development of English in subsequent years.

2.2. The classroom teachers are responsible for:

- Acting in accordance with this policy.
- Ensuring progression of pupils' English skills, with due regard to the national curriculum.
- Planning lessons effectively, ensuring a range of teaching methods are used to cover the content of the national curriculum.
- Liaising with the subject leaders about key topics, resources and support for individual pupils.
- Monitoring the progress of pupils in their class and reporting this in tracking meetings.
- Reporting any concerns regarding the teaching of the subject to the subject leaders or a member of the SLT.
- Undertaking any training that is necessary in order to effectively teach English.

2.3. The special educational needs coordinator (SENCO) is responsible for:

- Liaising with the subject leaders in order to implement and develop specialist English-based learning throughout the school.

- Advising staff on how best to support pupils' needs.
- Advising staff on the inclusion of English objectives in pupils' individual educational plans.
- Advising staff on the use of teaching assistant (TAs) in order to meet pupils' needs.

2.4. The pupil is responsible for:

- Ensuring they complete work on time and to the best of their ability.
- Ensuring they behave in accordance with St. Edward's behaviour policy.

3. Teaching and Learning

3.1. At St Edward's School, we use a variety of teaching and learning styles in English lessons. Our principal aim is to develop children's knowledge, skills, and understanding in English.

3.2. English lessons have a high proportion of whole-class and group teaching, where children experience a whole-class shared reading or writing activity, a whole-class focused word or sentence activity, independent activities and whole-class discussions to review progress and learning.

3.3. Pupils are not set for English but are encouraged to work in mixed ability groups to expose all children to the rich vocabulary needed to read and write effectively. They have the opportunity to experience a wide range of texts and use a range of resources such as dictionaries and thesauruses to support their learning.

3.4 There are children of differing ability in all classes at St Edward's School. We recognise this fact and provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies. In some lessons, we do it through differentiated group work, while in other lessons we ask children to work from the same starting point before moving on to develop their own ideas.

3.5 Classroom teachers will use high-quality resources which effectively model English skills and demonstrate good practice. Ready, Steady, Write – a writing scheme- is used and adapted to suit the needs of our school. It provides a sequenced and ambitious curriculum that places quality literature at its core which engages our children to write with clear audience and purpose.

3.6 Pupils will be encouraged, by their classroom teachers, to discuss their English skills with their peers and with the whole class before beginning their written work.

3.7 Pupils will be given sufficient time to discuss, plan and edit their work.

3.8 We use teaching assistants to support some children and to enable work to be matched to the needs of individuals.

4. Literature Spine

4.1 High quality, age-appropriate texts have been carefully selected for each year group in St. Edward's to form a literature spine which aligns with *Ready Steady Write* and *Ready Steady Read*.

4.2 These texts include a range of fiction, non-fiction and poetry and have been selected to provide sufficient challenge for all pupils in a class.

4.3 The text taken from the literature spine is the core book which informs planning; however, extracts from numerous other text sources are used to supplement the core text and provide a range of literary styles.

4.4 Texts have been chosen to complement the current topic being studied in a year group and, wherever possible, children are encouraged to use and apply their learning in other areas of the curriculum.

5. Planning

5.1 English is a core subject in the National Curriculum. We use this as the basis for implementing the statutory requirements of the programme of study for English. Furthermore, Ready Steady Spell is used to support the planning of spelling from Y2-Y6.

5.2 We carry out the curriculum planning in English in three phases (long-term, medium-term and short-term).

5.3 Our long-term curriculum plan is an overall proposal for the academic year ahead for each individual year group, detailing the key texts taken from the literature spine and opportunities for using poetry. The long-term plan identifies topic areas (Geography and History focus) to encourage cross-curricular links to be made wherever possible.

5.4 Our medium-term plans define what we teach and ensures an appropriate balance and distribution of work across each term.

5.5 Class teachers complete a weekly (short-term) plan for the teaching of English. This lists the specific learning objectives for each lesson. It also includes details of what each group of children will be learning. By completing a weekly plan, the sequence of learning through the week and the progression of lessons is made clear.

6. Assessment

6.1 Foundation Stage - ongoing assessment is an integral part of the learning and development process and staff make systematic observations and assessments of each child's achievements, interests and learning styles which feature constantly as part of everyday discussion and planning.

6.2 Key Stage 1 and 2 – when marking extended pieces of writing, teachers use verbal feedback stamps. Each child receives comments, identifying areas of strength, and a comment to provide a way forward and development target. Green and orange stickers are used to evidence progress. Individual pupils' targets are reviewed in the following piece of extended writing.

6.3 Teachers assess children's work in English in three phases. The short-term assessments (AFL) that teachers make informally during and after lessons help them to adjust daily plans. Teachers match these short-term assessments closely to the teaching objectives and use them to inform future planning where gaps in knowledge have been identified.

6.4 Teachers use medium-term assessments to measure progress against key objectives, taken from the National Curriculum, and to help them plan for the next unit of work. An online system (FFT Aspire Pupil Tracking) lists the key objectives for English for each year group; teachers update this system regularly for each individual pupil to formally record assessments. Data gathered from this online recording system is used to inform tracking data which is discussed half-termly by teachers with members of SLT and the English co-ordinator during tracking meetings. These meetings focus on pupil progress and attainment and identify areas of development across reading and writing for specific children.

6.5 Children undertake the national tests at the end of Year 2 and Year 6. Regular assessments are used in Years 3, 4 and 5 to monitor pupil progress. Results are used for target setting, identifying areas for development and are passed onto the next teacher.

7. Cross-Curricular Links

7.1 The skills that children develop in English are linked to, and applied in, every subject of our curriculum. The children's skills in reading, writing, speaking and listening enable them to communicate and express themselves in all areas of their work in school. Where possible, children are given opportunities to experience the written word performed through drama, either through theatre trips or external companies visiting school to perform in front of the children.

7.2 English contributes significantly to the teaching of mathematics in our school. Children in the Foundation Stage develop their understanding of number, pattern, shape and space by talking about these areas with adults and other children. Children in Key Stage 1 are exposed to stories and rhymes which rely on counting and sequencing. Children in Key Stage 2 are encouraged to read and interpret problems in order to identify the mathematics involved. They explain and present their work to

others during lessons and they communicate mathematically through the developing use of precise mathematical language.

7.3 English contributes to the teaching of personal, social and health education and citizenship. We encourage all children to take part in class and group discussions on topical issues which affect their own lives. Planned activities within the classroom encourage children to work together and communicate their ideas, views and feelings clearly.

7.4 Our mission statement is at the heart of St Edward's School. The teaching of English develops skills through which our children can give critical responses to the moral questions they meet in their work. Pupils will be exposed to texts that make links to the Catholic Social Teachings. Their understanding and appreciation of a range of texts brings them into contact with their own literary heritage and texts from other cultures. The organisation of lessons allows children to work together and gives them the chance to discuss their ideas and results.

8. Special Educational Needs

8.1 English forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our English teaching, we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs. Assessment against the National Curriculum allows us to consider each child's attainment and progress against expected levels. We identify our more able children when they achieve high levels of attainment and plan to meet their learning needs.

8.2 When progress falls significantly outside the expected range, the child may have special educational needs. Our assessment process looks at a range of factors – classroom organisation, teaching materials, teaching style, and differentiation – so that we can take some additional or different action to enable the child to learn more effectively. This ensures that our teaching is matched to the child's needs.

8.3 Interventions required for children with special educational needs will lead to the creation of a Pupil Passport for children with special educational needs. The Passport may include, as appropriate, specific targets relating to English. The Special Needs Co-ordinator liaises with the class teacher when drawing up a Pupil Passport. All staff have received training for how children can be supported within the classroom, with the support of *Widget* and *Colourful Semantics* for example.

8.4 Children who have English as an additional language are given support by teachers and teaching assistants who liaise with the EAL co-ordinator. The use of *Widget*, Makaton and Google translate support the staff in communicating with pupils.

9. Resources

9.1 There are a range of resources to support the teaching of English across the school within *Ready, Steady Read* and *Read, Steady Write* schemes. *The Ready Steady Spell* scheme provides resources to support the teaching of spelling from Year 2 through to Year 6.

St. Edward's has two libraries separated into KS1 and KS2. They are stocked with high-quality fiction and non-fiction texts and are organised in a child-friendly manner. Individual classrooms have their own class libraries; children are encouraged to visit the central library each half term with their teacher to fill their classroom library with books linked to their current topic or books which interest them.

9.2 Additional teacher resources are held by the subject leaders in their classrooms.

9.3 Children are given the opportunity to make their own choices and follow their own literary interests by purchasing books at an annual Book Fair which comes into St. Edward's to raise the profile of reading across the school.

9.4 Reading areas have been developed in each classroom to provide the children with a space to enjoy. The reading garden has also been updated for children across EYFS, KS1 and KS2 to use.

10. Monitoring and review

10.1 Monitoring of the standards of the children's work and of the quality of teaching in English is the responsibility of the English subject leader. The work of the subject leader also involves supporting colleagues in the teaching of English, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school. The subject leaders meet regularly in order to discuss the management of the English curriculum. Samples of the children's work are reviewed through moderation of books. Lesson observations of English teaching across the school are undertaken.

10.2 A variety of issues pertinent to the English curriculum are reviewed with subject leaders from other schools at cluster meetings organised by the Catholic Schools' Partnership. The named governor responsible for literacy is informed regularly of progress.

English programmes of study: key stages 1 and 2

All pupils within KS1 and KS2 are taught English in line with the requirements of the English national curriculum.

Years 1-6

Spoken language:

- Listen and respond appropriately to adults and their peers.
- Ask relevant questions to extend their understanding and knowledge.
- Use relevant strategies to build their vocabulary.
- Articulate and justify answers, arguments and opinions.
- Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.
- Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.
- Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.
- Speak audibly and fluently with an increasing command of Standard English.
- Participate in discussions, presentations, performances, role play, improvisations and debates.
- Gain, maintain and monitor the interest of the listener(s).
- Consider and evaluate different viewpoints, attending to and building on the contributions of others.
- Select and use appropriate registers for effective communication.

Year 1

Reading – word reading:

- Apply phonic knowledge and skills as the route to decode words.
- Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.
- Read accurately by blending sounds in unfamiliar words containing Grapheme Phoneme Correspondences (GPCs) that have been taught.
- Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.
- Read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings.
- Read other words of more than one syllable that contain taught GPCs.

- Read words with contractions, for example, I'm, I'll and we'll, and understand that the apostrophe represents the omitted letter(s).
- Accurately read aloud books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words.
- Re-read these books to build up their fluency and confidence in word reading.

Reading – comprehension:

- Develop pleasure in reading, motivation to read, vocabulary and understanding by:
 - Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently.
 - Being encouraged to link what they read, or hear read, to their own experiences.
 - Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics.
 - Recognising and joining in with predictable phrases.
 - Learning to appreciate rhymes and poems, and to recite some by heart.
 - Discussing word meanings, linking new meanings to those already known.
- Understand both the books they can already read accurately and fluently and those they listen to by:
 - Drawing on what they already know or on background information and vocabulary provided by the teacher.
 - Checking that the text makes sense to them as they read and correct inaccurate reading.
 - Discussing the significance of the title and events.
 - Making inferences on the basis of what is being said and done.
 - Predicting what might happen on the basis of what has been read so far.
- Participate in discussion about what is read to them, taking turns and listening to what others say.
- Explain clearly their understanding of what is read to them.

Writing – transcription:

- Spell:
 - Words containing each of the 40+ phonemes already taught.
 - Common exception words.
 - The days of the week.
- Name the letters of the alphabet:
 - Naming the letters of the alphabet in order.
 - Using letter names to distinguish between alternative spellings of the same sound.

- Add prefixes and suffixes:
 - Using the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs.
 - Using the prefix un-.
 - Using -ing, -ed, -er and -est where no changes are needed in the spelling of root words, for example helping, helper, eating, quicker and quickest.
- Apply simple spelling rules and guidance, as listed in [English Appendix 1](#), as seen in the national curriculum.
- Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.

Handwriting:

- Sit correctly at a table, holding a pencil comfortably and correctly.
- Begin to form lower-case letters in a correct direction, starting and finishing in the right place.
- Form capital letters.
- Form digits 0-9.
- Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practice these.

Writing – composition:

- Write sentences by:
 - Saying out loud what they are going to write about.
 - Composing a sentence orally before writing it.
 - Sequencing sentences to form short narratives.
 - Re-reading what they have written to check that it makes sense.
- Discuss what they have written with the teacher or other pupils.
- Read aloud their writing clearly enough to be heard by their peers and the teacher.

Writing – vocabulary, grammar and punctuation:

- Develop their understanding of the concepts set out in [English Appendix 2](#) by:
 - Leaving spaces between words.
 - Joining words and joining clauses using.
 - Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark.
 - Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'.
 - Learning the grammar for Year 1 in English Appendix 2.
- Use the grammatical terminology in English Appendix 2 in discussing their writing.

Year 2

Reading – word reading:

- Continue to apply phonetic knowledge and skills to decode words until automatic decoding has become embedded and reading is fluent.

- Read accurately by blending the sounds in the words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.
- Read accurately words of two or more syllables that contain the same graphemes as above.
- Read words containing common suffixes.
- Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.
- Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered.
- Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.

Re-read these books to build up their fluency and confidence in word reading.

Reading – comprehension:

- Develop pleasure in reading, motivation to read, vocabulary and understanding by:
 - Listening to, discussing and expressing views about a wide range of contemporary and classical poetry, stories and non-fiction at a level beyond that at which they can read independently.
 - Discussing the sequence of events in books and how items of information are related.
 - Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales.
 - Being introduced to non-fiction books that are structured in different ways.
 - Recognising simple recurring literary language in stories and poetry.
 - Discussing and clarifying the meanings of words, linking new meanings to known vocabulary.
 - Discussing their favourite words and phrases.
 - Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.
- Understand both books that they can already read accurately and fluently and those they listen to by:
 - Drawing on what they already know, or background information and vocabulary provided by the teacher.
 - Checking that the text makes sense to them as they read and correct inaccurate reading.
 - Making inferences on what is being said and done.
 - Answering and asking questions.
 - Predicting what might happen on the basis of what has been read so far.

- Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say.
- Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.

Writing - transcription:

- Pupils should be taught to spell by:
 - Segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly.
 - Learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones.
 - Learning to spell common exception words.
 - Learning to spell more words with contracted forms.
 - Learning the possessive apostrophe (singular) for example, the girl's book.
 - Distinguishing between homophones and near-homophones.
- Add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly.
- Apply spelling rules and guidance, as listed in English Appendix 1.
- Write from memory simple dictated sentences that include words using the GPCs, common exception words and punctuation taught so far.

Handwriting:

- Pupils should be taught to:
 - Form lower-case letters of the correct size relative to one another.
 - Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left not joined.
 - Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.
 - Use spacing between words that reflects the size of the letters.

Writing – comprehension:

- Develop positive attitudes towards and stamina for writing by:
 - Writing narratives about personal experiences and those of others (real and fictional).
 - Writing about real events.
 - Writing poetry.
 - Writing for different purposes.
- Consider what they are going to write before beginning by:
 - Planning or saying out loud what they are going to write about.
 - Writing down ideas and/or key words, including new vocabulary.

- Encapsulating what they want to say, sentence by sentence.
- Make simple additions, revisions and corrections to their own writing by:
 - Evaluating their writing with the teacher and other pupils.
 - Re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form.
 - Proofreading to check for errors in spelling, grammar and punctuation, for example end of sentences punctuated correctly.
- Read aloud what they have written with appropriate intonation to make the meaning clear.

Writing – vocabulary, grammar and punctuation

- Develop their understanding of the concepts set out in English Appendix 2 by:
 - Learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular).
- Learn how to use:
 - Sentences with different forms: statement, question, exclamation, command.
 - Expand upon phrases to describe and specify, for example, the blue butterfly.
 - The present and past tenses correctly and consistently including the progressive form.
 - Subordination (using when, if, that, or because) and co-ordination (using or, and, or but).
 - The grammar for year 2 in English Appendix 2.
 - Some features of the written Standard English.
- Use and understand the grammatical terminology in English Appendix 2 in discussing their writing.

Years 3 and 4

Reading – word reading:

- Apply their growing knowledge to root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet.
- Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.

Reading – Comprehension:

- Develop positive attitudes to reading and understanding of what they read by:
 - Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.
 - Reading books that are structured in different ways and reading for a range of purposes.

- Using dictionaries to check the meaning of words that they have read.
- Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally.
- Identifying themes and conventions in a wide range of books.
- Preparing poems and play scripts to read aloud and perform, showing understanding through intonation, tone, volume and action.
- Discussing words and phrases that capture the reader's interests and imagination.
- Recognising some different forms of poetry, for example free verse, narrative poetry.
- Understanding what they read, in books they can read independently, by:
 - Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.
 - Asking questions to improve their understanding of a text.
 - Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.
 - Predicting what might happen from details stated and implied.
 - Identifying main ideas drawn from more than one paragraph and summarising these.
 - Identifying how language, structure, and presentation contribute to meaning.
 - Retrieve and record information from non-fiction.
 - 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.

Writing - transcription:

- Use further prefixes and suffixes and understand how to add them to root words (English Appendix 1).
- Spell further homophones.
- Spell words that are often misspelt (English Appendix1).
- Place the possessive apostrophe accurately in words with regular plurals (for example, girls', boys') and in words with irregular plurals (for example, children's).
- Use the first two or three letters of a word to check its spelling in a dictionary.
- Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.

Handwriting:

- Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left not joined.
- Increase the legibility, consistency and quality of their handwriting (for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch).

Writing – composition:

- Plan their writing by:
 - Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.
 - Discussing and recording ideas.
- Draft and write by:
 - Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2).
 - Organising paragraphs around a theme.
 - In narratives, creating settings, characters and plot.
 - In non-narrative material, using simple organisational devices, for example headings and sub-headings.
- Evaluate and edit by:
 - Assessing the effectiveness of their own and other's writing and suggest improvements.
 - Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.
- Proofreading for spelling and punctuation errors.
- Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.

Writing – vocabulary, grammar and punctuation:

- Develop their understanding of the concepts set out in English Appendix 2 by:
 - Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although.
 - Using the present perfect form of verbs in contrast to the past tense.
 - Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.
 - Using conjunctions, adverbs and prepositions to express time and cause.
 - Using fronted adverbials.
 - Learning the grammar for years 3 and 4 in English Appendix 2.

- Indicate grammatical and other features by:
 - Using commas after fronted adverbials.
 - Indicating possession by using the possessive apostrophe with plural nouns.
 - Using and punctuating direct speech.
- Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.

Years 5 and 6

Reading – word reading:

- Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet.

Reading – comprehension:

- Maintain positive attitudes towards reading and understanding by:
 - Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.
 - Reading books that are structured in different ways and reading for a range of purposes.
 - 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.
 - Recommending books that they have read to their peers, giving reasons for their choices.
 - Identifying and discussing themes and conventions in and across a wide range of writing.
 - Making comparisons within and across books.
 - Learning a wider range of poetry by heart.
 - 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.
- Understand what they read by:
 - Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context.
 - Asking questions to improve their understanding.
 - Drawing inferences, such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.
 - Predicting what might happen from details stated and implied.
 - Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.

- Identifying how language, structure and presentation contribute to meaning.
- Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.
- Distinguish between statements of fact and opinion.
- Retrieve, record and present information from non-fiction.
- 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.
- 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.
- Provide reasoned justifications for their views.

Writing – transcription:

- Use further prefixes and suffixes and understand the guidance for adding them.
- Spell some words with 'silent' letters, for example, knight, psalm, solemn.
- Continue to distinguish between homophones and other words which are often confused.
- Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1.
- Use dictionaries to check the spelling and meaning of words.
- Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.
- Use a thesaurus in order to expand vocabulary.

Handwriting and presentation:

- Write legibly, fluently and with increasing speed by:
 - Choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters.
 - Choosing the writing implement that is best suited for a task.

Writing – composition:

- Plan their writing by:
 - Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.
 - Noting and developing initial ideas, drawing on reading and research where necessary.
 - In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed.
- Draft and write by:
 - Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.

- In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action.
- Précising longer passages.
- Using a wide range of devices to build cohesion within and across paragraphs.
- Using further organisational and presentational devices to structure text and to guide the reader, for example headings, bullet points, underlining.
- Evaluate and edit by:
 - Assessing the effectiveness of their own and others' writing.
 - Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.
 - Ensuring the consistent and correct use of tense throughout a piece of writing.
 - Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register.
- Proof-read for spelling and punctuation errors.
- Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.

Writing – vocabulary, grammar and punctuation:

- Develop their understanding of the concepts set out in English Appendix 2 by:
 - Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms.
 - Using passive verbs to affect the presentation of information in a sentence.
 - Using the perfect form of verbs to mark relationships of time and cause.
 - Using expanded noun phrases to convey complicated information concisely.
 - Using modal verbs or adverbs to indicate degrees of possibility.
 - Using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun.
 - Learning the grammar for Years 5 and 6 in English Appendix 2.
- Indicate grammatical and other features by:
 - Using commas to clarify meaning or avoid ambiguity in writing.
 - Using hyphens to avoid ambiguity.
 - Using brackets, dashes or commas to indicate parenthesis.
 - Using semi-colons, colons or dashes to mark boundaries between independent clauses.
 - Using a colon to introduce a list.
 - Punctuating bullet points consistently.

- Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading.