Delivering the National Curriculum

Our own curriculum documents ensure that all pupils access the National Curriculum as a minimum. We have curriculum documents for Reading, Writing and Spelling. These have been mapped out onto Long Term Planning documents for each group from Y1 to Y6, along with 'Book Talk words' and 'Sentence Types'. We use Jane Considine's Spelling Book to ensure coverage of spelling curriculum content throughout the year. Alongside this we have a genre map and a reading spine.

Example of Reading Curriculum (from Year 2):

Reading Curriculum - Year 2

Moving to long term memory (skills that requires embedding): • left-to-right/first-to-last knowledge (directionality) • Phonics skills developed up to Phase 5		
Reading for Pleasure	Reading Accurately and Fluently	Reading Comprehension
Reading Together *In English lessons and during Class Reader time:* Listen to and discuss a wide range of poems, stories and non-fiction texts from Year Group Reading Spine Retell and rehearse a variety of stories (e.g. fairy stories and	**Decoding** Read longer words with suffixes, two or more syllables and with more unusual GPCs Read a wider range of words with unusual GPCs, noting	**Vocabulary (Gabble Gabble):** **Word Meaning** Research (e.g. using a glossary) or ask questions to adults/peers about specific/technical words Discuss and clarify word meanings (focus on ambitious words rather than specific/technical words), linking new words to those already known Discuss words in the context of familiar experiences, giving different examples in sentences Find words with similar meanings (when given a selection), using structural/grammatical

traditional tales)

Memorise texts such as fairy tales and poetry

Participate in discussion about whole-class text, including authorial intent, demonstrated through character, setting and vocabulary choice

Make links to writing and spelling, adding vocabulary to an accessible place (e.g. working wall or class notebook or own English notebook)

Recognise recurring literary language in stories and poems

Note different ways of structuring non-fiction texts

Reading Independently

In whole-class Reading for Pleasure sessions:

Independently read texts of >90% accuracy (i.e. banded book); or re-read harder texts from previous teacher-led session

At home:

Take responsibility for gaining 'reading miles' outside of school (e.g. getting into the 'habit' of reading, giving Reading Log to parents/teachers, etc)

At home and at school:

the type and location of these GPCs for spelling workng meaning, structural and visual cues

Correct any inaccurate reading 'on-the-run'

Speed and Phrasing

Aim to read at 90 words-per-minute

Re-read books to build up speed and confidence

Begin to experiment with phrasing (e.g. phrasing in different ways and seeing what sounds more 'natural')

Read to the end of the line without stopping

Intonation and Expression

Use drama techniques to retell a story

Perform out loud in a 'story-teller voice' to

cues to help (e.g. swapping the words around and checking it still fits)

Use a spellchecker or a simple dictionary to become familiar with dictionary layout

Authorial Intent

In discussion, consider word-choice and its impact on the reader

Build up a repertoire of known rhymes and poems, using appropriate intonation to make the author's meaning clear POETRY WEEK

Retrieval (Woof Woof):
Locating

'Trap' answers in the text in response to a range of questions (who, what, where, when, how) TAUGHT x 5

Scan the text for key words to help locate evidence TAUGHT x 2

Explaining

Show a clear understanding of what they have read/has been read to them through peer talk and answering written questions

Ask and answer more sophisticated questions about what they have read, including more open-ended questions with more than one response

Summarising (Snap): Whole Text Meaning

Say what has happened in no more than 15 words (i.e. give the gist)

Inference (Hmm):
Local Inference

Make inferences on the basis of what is being said and done, justifying inferences using clues from the text (e.g. the gardener works with a smile on his face – we can infer that he likes his job) TAUGHT x 2

Discuss more challenging inferences, with references to their own experiences and evidence in the text

Use 'banded' bookmark to ask and answer questions with family, peers, teacher and self **Selecting Texts (Library Trip Focus)** Take more responsibility for borrowing books (e.g. using the machine with supervision) Make choices about a text, including fiction vs non-fiction and appropriateness	peers and to the class Note punctuation (?, !, ., " ", ,) and adapt voice accordingly	With pictures and short sentences, match feelings to actions (e.g. the girl was happy because it says that she skipped to the shop) **Global Inference** With support, follow the logic of a text through pronouns and adverbial phrases (e.g. keeping track of who is speaking or the time of day) (Coherence) TAUGHT x 2 **Prediction (Ooo):** Predict what might happen based on clues from text already read **Concepts about Print/Text Organisation (Sort It, Sort it):** Put events of a story in the correct order, referring back to the text if necessary Note differences between stories / poetry and non-fiction texts, identifying text type with ease Identify features of non-fiction text, such as title, sub-heading, contents, caption, glossary, etc.

End Points - Year 2

Reading Accurately and Fluently	Reading Comprehension
Consistently read with >95% accuracy on a Silver book or higher Decode new words quickly, without sounding out Group words together in phrases On longer or unusual words, use a range of strategies to read quickly Read fluently (aim for 90 words a minute) Check my reading makes sense, correcting myself if I need to	**Gabble Gabble:** Work out what new words mean from words around them **Woof Woof:** Retrieve answers in the text **Snap:** Explain what has happened so far **Hmm:** Make inferences, using clues from the text **Ooo:** Predict what a character might say or do next **Sort it:** Identify key features of a text

Example of (part of) our Writing Curriculum Document (from Year 2):

National Curriculum Link: Individual 'Can I' statements (including ARE terminology):	Intended Outcomes: 1. Example Sentences (ARE) 2. Teacher Notes	1. Resources and games 2. Alan Peat, Pie Corbett and Grammar/Punctuation book links
Pupils should learn how to use full stops **Pupils should learn how to use capital letters** TERMINOLOGY: SENTENCE, FULL STOP, CAPITAL LETTER, PUNCTUATION **These can I statements consolidate year 1 learning but need to be secure before the end of year 2. Chn should be writing a sustained piece that is correctly punctuated throughout – through lots of verbalisation and clapping full stops to hear when the sentence ends.** Can I use a full stop to mark the end of a sentence? Can I use a capital letter to start a sentence? Can I use capital letters for people's names?	Bring in all sentence types and link to other objectives (ie. expanded noun phrases, conjunctions, adverbs) Make this progressive throughout the year. I went to the shop. I got some fruadit. (The full stop marks the end of one main idea - teacher to constantly refer to main ideas for simple sentences through lots of verbalisation and clapping the full stop so children can hear it) **Y**esterday I went to the shop. I got some fruit. (The capital letter marks the beginning of the sentence) Yesterday I went to the shop and I got some fruit. I also bought some bread. (Only one "and" can be used in a sentence and joins two main ideas) Yesterday I planted a seed. Then I watered it. After that I watched it grow. (Children often overuse "then" across a piece of writing. Be explicit in your expectation of them to only use it once and explain that it marks the start of a new main idea) My friends are **T**om, **A**bbie and **B**en.	**Games to support the use of capital letters and full stops** **Verbalisation** Children stand tall for the capital letter and clap/ punch the full stop when they hear a main idea ending- this is integral to them grasping this concept. Building sentences with counters using a green to signify the start of a sentence and red to signify a full stop, exclamation mark, question mark. Children orally rehearse their sentence before building it then count how many counters they need-(1 per word) **Spot the sentence** Give the children two different coloured pencils and a short piece of writing containing a number of sentences. Ask them to underline the first idea in one colour, the second idea in another colour then back to the first colour for the next sentence with a new main idea. **Human sentences** 1 word per whiteboard. Capital letter in green pen and full stop in red pen. **Build a sentence** Use the progressive game board to build up sentences that include verbs, nouns and adjectives. **Silly sentences** Use the jigsaw pieces to build a sentence. The pieces won't fit together if the sentence doesn't make sense. Alan Peat Sentences: **Book of exciting sentences:** What is a sentence – for teacher reference p7 **Punctuation Book:** Sentence construction grid, Recount sentences – p9 'Think out loud' – p10

Can I use capital letters for days of the week? Can I use capital letters for months of the year? Can I use capital letters for names of places? (These include cities, countries, continents, oceans, shops/restaurants etc.) **Mastery:** Can I use capital letters for proper nouns? (Proper nouns isn't in our Year 2 terminology but does come up in the SPaG test)	My favourite teachers are **M**rs Soni and **M**r Kenny. (Linked to phase 5 tricky words). We have maths and literacy on a **T**uesday. My birthday is in **A**pril and my best friends birthday is in **J**uly. The **G**reat **B**arrier **R**eef is in **A**ustralia. I went to **A**ustralia in **A**pril for my birthday. We visited the **G**reat **B**arrier **R**eef with **J**ack and **J**ill on **S**unday. Children to consistently use capital letters across a sustained piece of writing.	Sentence construction grid, character sentences – p14 The who?/where?when?what? game – p16 **The Jumpstart Grammar Book:** Spot the sentence – p113 Leave out the verbs – p113 Mr copycat (sentence imitation) – p115 Children speaking and writing sentences – p117 Early sentence games – p118 Silly writer – p119 Billy and Betty – p119 The writing agony aunt – p119 Polishing pens – p119 (this is our gold and green marking scheme) Build a sentence – p120

Example of (part of) our Spelling Curriculum Document (from Year 2):

'Can I' statements	Intended Outcomes: 1. **Year 2 Curriculum Content - Year 2 pupils working at expected standard will be able to spell these words / using these graphemes** 2. Example Words - ARE (non-statutory) 3. Teacher Notes (non-statutory)	Resources, games and helpful hints
Phonics Strategy ● Can I hear all the phonemes in a word? ● Can I segment a word into phonemes?	**All Phase 2-5 Grapheme-Phoneme-Correspondences (GPCs) taught in Year R and Year 1** **In particular, check children can write using these GPCs:** /e/ written as 'e' or 'ea' /ai/ written as 'ai', 'ay' or 'a_e' /ee/ written as 'ee', 'ea', 'ie', 'y' or 'e_e' /igh/ written as 'igh', 'ie' or 'i_e'	**Get Your Mouth Ready** *When you get to the next word, say it and write it at the same time*. This helps make links between speaking, reading and writing. **Chewing Gum** *Put the word into your mouth. Now pretend it is chewing gum. Pull it out slowly. This helps you hear all the sounds in the word.* **Phoneme Frames** Use a phoneme frame with the correct number of boxes. *Say the word slowly first before writing it*. For example, the word 'swim' fits into four boxes (s w i m). *Run

• Can I represent each phoneme with a reasonable grapheme? • Can I represent each phoneme with the correct grapheme (if taught)?	/oa/ written as 'oa', 'ow', 'oe' or 'o_e' /oo/ written as 'oo', 'ue', 'ew' or 'u_e' /or/ written as 'or', 'ore', 'aw' or 'au' /air/ written as 'air', 'ear' or 'are' /ur/ written as 'ur', 'ir' or 'er' /k/ written as 'c', 'k' or 'ck' /w/ written as 'w' or 'wh' /ch/ written as 'ch' or 'tch' /f/ written as 'f' or 'ph' These GPCs are found trickier by many children. Further consolidation may be required in the Autumn term of Year 2.

your finger underneath the word and check that what you see matches what you are saying. Use counters first if necessary. The child can push the counters into the boxes when they hear you say each sound.

What do you expect to see?
Cover up the end of the word. *What can you hear? What do you expect to see?* For example, in the word 'girls', cover up the s and check that the child can hear it and see it.

Syllables
Clap the syllables. Tap them if whisper work. You can also put your hand under your chin and say the word. Your chin touches your hand for each syllable. This helps break down the word into smaller parts to help spell it. *Can you spell 'paint', can you spell 'ing'? Then you can spell 'painting!'*

Farmer Farmer
Spell a word correctly to cross the river. *Farmer farmer can I cross your river? Only if you can spell or sound out _____'*

Mixed Up Words
Give the children a group of words on separate pieces of card that have each been cut in one place. They have to put the words back together correctly and check that the words they have made make sense. For example, chop all the words after the onset and before the rime (b ash, sh in, sh ark, cr ash).

Name the Alien
Name the alien with a nonsense name, using a recently-learnt GPC. *What can you hear? What can you see? Does it match?*

Example of our Long Term Planning document (from Year 2):

	Genre Map Reading Spine	Speaking and Listening Curriculum	Reading Curriculum	Writing Curriculum Include Main Lens(es) for Writing	Alan Peat Sentence Types

| Unit 1 | FICTION

Story Adapting
Purpose: Sequencing and adapting the story bags. Send to a well-known author. (Mr Big, Beegu) ==P4C enquiry== | *Speak audibly and fluently with an increasing command of standard English:* **I speak in grammatically correct sentences.**

Listen and respond appropriately to adults and their peers: **I make relevant contributions.** | **Retrieval**
'Trap' answers in the text in response to a range of questions (focus on who)

Inference
With pictures and short sentences, match feelings to actions (e.g. the girl was happy because it says that she skipped to the shop)

Book talk words: prefer, suggest, express | **Essential Writing Skills**
'The Basics'

Y1 Revisit - Oral Rehearsal

Main Lens - Basics | Revisit from Year 1:
1A sentence (building to 2A later in the year) |

Example of our Reading Spine (Autumn 1, Year 2):

Books in the Environment						
Autumn 1						
Book Name	**Fiction/ Non-Fiction**	**Subject**	**Modelled/ Hook Text**	**Class Reader**	**Topic Box**	**Class Library**
English						
Mr Big	Fiction	Theme Link (Diversity)	YES			
Beegu	Fiction	Theme Link (Diversity)				YES
Flat Stanley	Fiction	Theme Link (Diversity)		YES		
Great Big Book of Families (Y1 revisit)	Non-Fiction	Theme Link (Diversity)				YES
Interrupting Chicken	Fiction	Story Writing (story structure, saying all of the story - link to first Ind Write)		YES		

Foundation Books						
Walter Tull Diary	Non-Fiction	History				YES
Science Books		**Living Things**				
The Chicken and the Egg	Non-Fiction	Animals, Baby Animals, Growth			YES	

Assessing English

In EYFS we regularly assess pupils against the prime and specific areas of development . From Y1 to Y6, we use FFT Curriculum Tracker to assess Reading. We use our own Writing Assessment sheets to assess Writing. Both our reading and writing assessment sheets align with the Teacher Assessment statements provided by the DfE. We assess Speaking and Listening in P4C lessons, following the 4 'c's model.

Examples from Year 2:

Y2 Reading Assessment	**Teacher Notes**
	Add evidence to FFT when seen.
Working Towards the Expected Standard (W)	
Blend sounds straightaway	The child can: · read accurately by blending the sounds in words that contain the common graphemes for all 40+ phonemes · read accurately some words of two or more syllables that contain the same grapheme-phoneme correspondences (GPCs) In a book closely matched to the GPCs as above, the child can: · read aloud many words quickly and accurately without overt sounding and blending · sound out many unfamiliar words accurately
Read many tricky words	The child can read many common exception words (See Year 1 and Year 2 Common Exception Words in the National Curriculum Spelling Appendix).
Get the message from the text	In a familiar book that is read to them, the child can: · answer questions in discussion with the teacher and make simple inferences. With retrieval questions, the child traps the answer in the text using both index fingers. With inference questions, the child can make simple inferences from both the pictures and from the text.

Working at the Expected Standard (N)	
Decode new words quickly without sounding out	In age-appropriate books, the child can: · read most words accurately without overt sounding and blending, and sufficiently fluently to allow them to focus on their understanding rather than on decoding individual words · sound out most unfamiliar words accurately, without undue hesitation
Group words together in phrases	The child phrases in a 'natural' manner. For example, the child might phrase like this: 'You can't catch me, I'm the gingerbread man!'
Use a range of strategies to read longer or unusual words quickly	The child can: · read accurately most words of two or more syllables · read most words containing common suffixes* · read most common exception words*. Strategies might include · getting your mouth ready, · reading it again, · missing it out and coming back to it, · checking it sounds good, · checking it makes sense, · looking for the bit that you know, · trying something else.
Read fluently (aim for 90 words a minute)	The child reads 90 words per minute. Approximately 90 words per minute is a good indicator of when children start to read with sufficient fluency to focus on their understanding, but some children read more slowly than this while still being able to understand what they are reading.
Check my reading makes sense, correcting myself if I need to	In a book that they can already read fluently, the child can: · check it makes sense to them, correcting any inaccurate reading. The child also reads with features of a 'story-teller' voice (e.g. phrasing and/or reading with expression or intonation).
Retrieve answers in the text (Woof Woof)	· The child can answer questions. The child is able to answer retrieval questions, trapping the answer in the text using both index fingers.
Make inferences, using clues from the text (Hmm)	· The child makes some inferences. The child can make some inferences from the text. These might be 'local' (e.g. the child infers that one character might be tricking another because they 'grin from ear to ear') or 'global' (e.g. the child understands that a character is a 'goodie' from their actions throughout the text).
Work out what new words mean from words around them (Gabble)	The child can say what any word in the text either means (or might mean) based on context.
Predict what a character might say or do next (Ooo)	This is best during set points in a text, in discussion with the teacher.
Identify key features of a text (Sort it)	The child understands the difference between fiction, non-fiction and poetry and can locate key features of each text type.
Explain what has happened so far (Snap)	· The child explains what has happened so far in what they have read. Ideally, the child does this in a succinct manner (i.e. fewer than 15 words).
Working at a Greater Depth (A)	
Read with suitable expression and intonation	The child varies pitch, speed or volume for different characters. The child also demonstrates an awareness of intonation, reading fiction with a 'melodic' story-voice with appropriate intonation for punctuation.

Work out the meaning of new words using a range of strategies (Gabble)	The child can say what any word in the text either means or might mean (based on context, prior knowledge or understanding of word types – nouns, verbs, etc).
Infer and predict 'on the run' (Hmm and Ooo)	The child can, in a book they are reading independently: · make inferences · make a plausible prediction about what might happen on the basis of what has been read so far. The child does this 'on the run' (i.e. as they read).
Sequence events in fiction texts (Sort it)	The child considers broader themes and events as they read, and are able to use this to sequence events after reading.
Make links between different texts	· The child make links between the book they are reading and other books they have read.

Purple text is taken from the Teacher assessment exemplification: KS1 English reading.

Y2 Writing Assessment 2022-23	**Teacher Notes**
	Write the date and genre under the 'term marker' (e.g. under Aut 1).
Working Towards the Expected Standard (W)	
Choose the correct grapheme, when taught *(s)*	The child segments spoken words into phonemes and represent these by graphemes, spelling some words correctly and making phonically-plausible attempts at others.
Check each sentence follows the last *(m, p)*	The child writes sentences that are sequenced to form a short narrative (real or fictional). · The child demarcates some sentences with capital letters and full stops. The child orally rehearses their sentence before recording it.
Form letters correctly *(h)*	The child forms lower-case letters in the correct direction, starting and finishing in the right place. · The child forms lower-case letters of the correct size relative to one another in some of their writing. · The child uses spacing between words.
Spell Y2 tricky words correctly *(s)*	The child accurately spells some (Year 1 *and* Year 2) Common Exception words.
Working at the Expected Standard (N)	
Check every sentence makes sense and fits *(m)*	The child writes simple, coherent narratives about personal experiences and those of others (real or fictional). Sentences are mostly grammatically accurate. There might be some evidence of proof-reading and editing, to show that consideration has been given to 'meaning'.
Spell words from spelling lessons correctly *(s)*	The child segments spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others. · The child accurately spells many (Year 1 *and* Year 2) Common Exception words.
Punctuate correctly *(p)*	The child demarcates most sentences in their writing with capital letters and full stops, and use question marks correctly when required.
Write letters of the same size (except capitals) *(h)*	The child forms capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters. · The child uses spacing between words that reflects the size of the letters.

Use the correct tense all the way through *(t)*	The child uses the present and past tense mostly correctly and consistently.
Use a range of conjunctions	The child uses co-ordinating conjunctions (e.g. or / and / but) and some subordinating conjunctions (e.g. when / if / that / because) to join clauses.
Give the reader enough detail *(Woof Woof)*	The child adds detail to their work through the use of adjectives and/or adverbs. Common examples include colours, sizes or adverbs related to 'how' (e.g. quickly, sadly).
Use features of the text *(Sort it)*	The child is able to select appropriate language for the genre. For instance, in a report, the child uses sub-headings to organise information. The child also shows an awareness of different sentence openers, linked to the genre (e.g. adverbs of time for a set of instructions). (N.b. this links to the statement above: The child writes simple, coherent narratives about personal experiences and those of others (real or fictional)).
Use ambitious adjectives and adverbs *(Gabble)*	The child attempts to use more ambitious vocabulary, using a word bank to support.
Use pronouns to avoid repetition *(Hmm)*	The child attempts to make it easy for the reader to follow the logic of their writing, using pronouns mostly accurately.
Also check:	The child writes about real events, recording these simply and clearly (i.e. a recount).
Working at a Greater Depth (A)	
Write for different purposes, using books to help *(Sort it) (Gabble)*	The child writes effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing. The child writes with 'flair', which might include the following: Considering the position and purpose of each sentence. Using word banks/toolkits/reading logs to 'magpie' language. Using different tenses accurately (including switching between tense to clarify or talk directly to the reader). Including ambitious conjunctions and varying their place in the sentence (for instance, placing the subordinate clause at the start of the sentence). Varying the amount of detail given (sometimes giving the reader less detail to keep interest, or using short sentences for suspense). Organising information into paragraphs. 'Showing not telling' so that the reader has to infer.
Use cursive handwriting *(h)*	The child uses the diagonal and horizontal strokes needed to join some letters.
Edit and proof-read my work	The child makes simple additions, revisions and proof-reading corrections to their own writing. The child knows the difference between editing and proof-reading.
Use words with suffixes to add detail *(s) (Woof)*	When used, the child adds suffixes to spell most words correctly in their writing (e.g. –ment, –ness, –ful, –less, –ly).
Also check:	The child uses the punctuation taught at key stage 1 mostly correctly. The child spells most common exception words correctly.

Purple text is taken from the Teacher assessment exemplification: KS1 English writing.

NC Requirement	Y1 1PB 2021-2022	Y2 2JW 2022-2023	Y3 (Year group name/Year)	Y4 (Year group name/Year)	Y5 (Year group name/Year)	Y6 (Year group name/Year)
1. Listen and respond appropriately to adults and their peers	I listen and respond through making simple comments and suggestions. Autumn Spring Summer	I make relevant contributions. Autumn Spring Summer	I develop main ideas through comments and suggestions. Autumn Spring Summer	I build on ideas shared. Autumn Spring Summer	I refer to the comments of others when developing my own ideas. Autumn Spring Summer	I make assumptions, explore and speculate about ideas. Autumn Spring Summer
	Caring / Collab / Critical / Creative	Caring / Collab / Critical / Creative	Caring / Collab / Critical / Creative	Caring / Collab / Critical / Creative	Caring / Collab / Critical / Creative	Caring / Collab / Critical / Creative