



All Saints CE Primary School & Nursery
Subject: ENGLISH

Core Subject Overview

HOW DOES THIS SUBJECT FIT IN?

EYFS Framework: Across all areas of learning. **KS1 National Curriculum:** **KS2 National Curriculum:**

Aims of English (from National Curriculum)

The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment.

The national curriculum for English aims to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

What this looks like in EYFS:

Refer to the EYFS framework and checkpoints for further details.

Communication:

Throughout EYFS children are constantly building the range of vocabulary that they understand and use. Adventurous vocabulary and good standard English is modelled consistently by adults to facilitate this. Children’s sentence length and construction continues to improve so that they are able to link ideas and explain their views clearly. Children in Nursery will be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. They can start a conversation with an adult or a friend and continue it for many turns. They will also use talk to organise themselves and their play for example “Let’s go on a bus... you sit there... I’ll be the driver.”

In Reception Children will be able to develop their talk, describing events in greater detail and using talk to solve problems, organise thinking and activities. By the end of Reception Children will be able to participate in small group, class and one-to-one discussion, offering their own ideas, using recently introduced vocabulary. They will offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.

We recognise the importance of communication through this stage as it allows children to expand their understanding, meet new ideas and gain cultural capital as well as explore and explain their feelings.

Early Reading:

Through Nursery the children practise their listening and oral blending and segmenting skills using the 7 areas from phase 1 phonics. In Reception the children progress to learning the single sound phoneme grapheme correspondences and begin reading and writing CVC words. As they progress through Reception children learn Phase 2,3

and 4 phonics so that by the end of Reception they are able to confidently read Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

As well as learning to read independently EYFS forms the basis of reading for pleasure. Through carefully chosen books for sharing with the class children meet a range of stories, non-fiction, poetry and rhymes. Stories include a range of characters and events which both reflect and broaden the children's identities and experiences. Through play children build familiarity and understanding and by Reception can retell a story using some repetition and their own words. By the end of Reception children can listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. They can perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time to music.

Writing:

During Nursery, children develop the motor skills for writing and explore a range of materials. They are introduced to some letter sounds and shapes and begin using some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy. Children learn to recognise and write their name and form some letters correctly. In Reception children continue to develop their fine motor skills so that they can use a range of tools competently, safely and confidently. They learn to hold a pencil effectively and form most letters correctly. Through systematic teaching of phonics children are taught the letter shapes using handwriting rhymes and the phonemes represented by each grapheme. Children are initially taught to segment and write CVC words. By the end of Reception this knowledge builds so that children are able to write simple sentences using their phonic sounds and including some irregular common words. Through quality texts, opportunities and experiences children are inspired and motivated to write in their play.

What this looks like in KS1:

See ARE booklets for further detail on Year group objectives.

Communication:

Through Year 1 pupils develop their listening skills so that by Year 2 they are able to respond with increasing appropriateness to others. Pupils ask and answer questions in an increasingly relevant and timely manner. By year two children can answer questions in clear sentences and begin to give reasoning behind their answers. Pupils develop increasing independence so that they are able to follow simple instructions. Pupils have opportunities to practise their speaking in front of an audience – be in a small group, whole class or whole school situation. Through retelling stories and drama pupils develop the ability to speak clearly and confidently and take on different roles. Pupils' vocabulary is built through quality texts, drama and adult modelling. Topic specific vocabulary is modelled and practised to give children confidence.

Early Reading:

In Year 1 pupils build upon the phonics understanding gained in Reception and continue to learn new Grapheme Phoneme Correspondences (GPCs) to be able to accurately blend sounds for reading. They meet common exception words and recognise the phonetic units within these words and the exceptions to the GPCs they have learnt so far ([See phonics overview for further detail](#)). Strategies for word and sentence reading are modelled by all staff. Children are expected to reread texts for fluency and comprehension. In Year 2 children increase their fluency and word recognition without overt sounding, however this is based on their phonic knowledge. This allows pupils to increase their vocabulary, comprehension and allows them to more independently access the wider curriculum.

Teachers carefully choose stories, non-fiction texts, rhymes and songs to share with the class to develop their vocabulary, comprehension and help them 'tune in' to language. Key stories are retold and acted out and children learn to join in with predictable phrases.

Children participate in discussions and through experience and questioning build their understanding of different vocabulary. They begin to make predictions and inferences.

Writing:

In Year 1 writing composition centres on being able to orally rehearse a sentence and apply segmenting skills using the sounds they know to form simple sentences. Then sequencing these sentences to form their own narratives alongside writing for different non-fiction purposes.

Pupils at the beginning of Year 2 should be able to compose individual sentences orally and then write them down. They should be able to spell correctly many of the words covered in year 1. They should also be able to make phonically plausible attempts to spell words they have not yet learnt. Finally, they should be able to form individual letters correctly, so establishing good handwriting habits from the beginning. Children in Year 2 will begin to meet a greater range of spelling patterns following on from their understanding of phonics.

What this looks like in KS2:

See ARE booklets for further detail on Year group objectives.

Year 3 and 4

Communication:

Pupils listen carefully in a range of situations and by the end of Year 4 can respond appropriately to others recognising other people view points and making suggestions. Pupils are able to generate and ask relevant questions and give justifications. Pupils develop their performance skills by reading aloud, rehearsing sentences and stories and practising to be able to use intonation and respond to punctuation. During opportunities for drama, discussion and hot-seating pupils act in role and show an understanding of character. Pupils use a greater range of vocabulary and build powerful phrases into their own talk. In discussion and debates pupils organise their thoughts and make their opinions clear. They begin to respond and adapt to others.

Reading:

By the beginning of Year 3, pupils should be able to read books written at an age appropriate interest level. They should be able to read them accurately and at a speed that is sufficient for them to focus on understanding what they read rather than on decoding individual words. They should be able to decode most new words outside their spoken vocabulary, making a good approximation to the word's pronunciation. As their decoding skills become increasingly secure, teaching should be directed more towards developing their vocabulary and the breadth and depth of their reading, making sure that they become independent, fluent and enthusiastic readers who read widely and frequently. They should be developing their understanding and enjoyment of stories, poetry, plays and non-fiction, and learning to read silently. They should also be developing their knowledge and skills in reading non-fiction about a wide range of subjects. They should be learning to justify their views about what they have read: with support at the start of Year 3 and increasingly independently by the end of year 4.

Writing:

Pupils should be able to write down their ideas with a reasonable degree of accuracy and with good sentence punctuation. Teachers should therefore be consolidating pupils' writing skills, their vocabulary, their grasp of sentence structure and their knowledge of linguistic terminology. Teaching them to develop as writers involves teaching them to enhance the effectiveness of what they write as well as increasing their competence. Teachers should make sure that pupils build on what they have learnt, particularly in terms of the range of their writing and the more varied grammar, vocabulary and narrative structures from which they can draw to express their ideas. Pupils should be beginning to understand how writing can be different from speech. Joined handwriting should be the norm; pupils should be able to use it fast enough to keep pace with what they want to say.

Year 5 and 6

Communication:

By Years 5 and 6 pupils have the communication skills to work collaboratively and listen and respond to ideas. Pupils speak audibly, fluently and with full command of standard English using a broad, deep and rich vocabulary. During discussion they are able to articulate and justify arguments and opinions with confidence. Pupils are able to ask relevant questions to extend their knowledge and they articulate and justify answers with confidence. Pupils participate confidently in a range of different performances and chose relevant vocabulary, gestures and body movements to act in role. When narrating a story pupils use intonation and expression to maintain the listener's interest.

Reading:

In Years 5 and 6 pupils build on the skills already learnt so that they can read independently and fluently, with appropriate expression, intonation and phrasing. Pupils participate in discussions listening carefully and challenging views courteously. Pupils read for pleasure and for meaning using non-fiction texts to retrieve information for a purpose. By Year 6 pupils can present their understanding more formally. Pupils understanding of authorial choice and style develops so that they are able to talk about themes and features of texts and compare characters, settings and themes within and between texts. Pupils recognise the authors use of vocabulary and figurative language and are able to discuss the use and effect of techniques. Skills of inference, summarising and predicting are built upon further so that pupils can make justifications based on the text and discuss how characters develop and change.

Writing:

Pupils should now write for a range of purposes and gain greater independence through Years 5 and 6 being able to plan, write and proof-read using models and their wider knowledge from reading. Writing is sustained and accurate including known spelling patterns, and pupils exert more authorial choice over language use and structure. Writing is organised clearly into paragraphs and a wide range of linking words/phrases are used to build cohesion. By Year 6 pupils show a good grasp of grammatical structures and can both identify these and use them in their own writing. A full range of punctuation is used to enhance meaning. Pupils can write legibly, fluently and with pace.

Whole School Focus

Library: our library provides a range of fiction and non-fiction for children to enjoy and borrow. The choice of stock has been updated to reflect the diversity and interests of the pupils and continues to be regularly updated and changed supported by Juniper Library Service and a visit from their 'Book Bus'

Poetry writing project: New for 2022, our poetry writing project aims to raise awareness of poetry styles and forms and provide children with the opportunity to be creative with language. It also aims to support children's communication and build performance skills.

Bishop's Stortford Literature festival and Picture book award: This events helps our children meet a range if authors and fire their passion for reading and writing. The picture book award is a great opportunity to introduce the pupils to new texts for all ages and to meet the authors.

World Book Day: Each year we celebrate world book day with the focus being on sharing the books we love instead of dressing up.

Reading – What, How and When?

Reading forms the gateway to other areas of the curriculum and is therefore time is set aside for explicit teaching and modelling of reading. Time is also given to allow children to practise reading either for pleasure to themselves or their peers or to an adult to aid their accuracy and application of phonic strategies. The balance of these strategies changes with the age and progress of the children and the needs of the class.

As well as explicit teaching there are many other opportunities that arise such as, the use of quality texts for writing or in other subject areas, singing songs and learning rhythms and the use of drama.

Phonics

We currently teach phonics using a progression based on the Letters and Sounds (2007) document and delivered using phonics play planning documents. This will be reviewed as alternative schemes become validated and no later than July 2022.

Phonics is taught at least daily for 20-30mins using a multisensory approach including actions, songs, visuals and games to help children engage and remember new learning. Children are also taught to use sound buttons to support their understanding. We use a dot under the letter for single sounds and a line under the letters for digraphs or trigraphs.

Each lesson follows the structure of

- **Revisit and review** previous learning
- **Teach** a new phoneme or GPC Or use a known GPC in a new way.
- **Practise** using the phoneme
- **Apply knowledge** eg. by reading or writing a short sentence.

All children access new learning but groups are used to differentiate support or add challenge. Children are assessed regularly to identify gaps and put in place interventions. Phonics is informally assessed each lesson but there are planned assessment points during the phonics progression.

Reading books from pink – orange are grouped by phonic phase and children are given matched reading books and sometimes additional books from lower bands to consolidate and build fluency (see below).

Phonics progress is recorded using the phonics tracker.

For further detail see the [phonics policy, progression and overview](#).

Prereading	<i>Pink 1</i>
Phase 2 Set 1: s a t p Set 2: l n m d	Pink 2
Set 3: g o c k	Pink 3
Set 4: c k e u r	Pink 4
Set 5: h b f ff l ll ss	Pink 5
<i>Consolidating phase 5</i>	<i>Pink 6</i>
Phase 3 set 6: j v w x set 7: y z zz qu	Red 1
set 8(consonant digraphs): ch sh th ng	Red 2
set 9/10 (vowel digraphs): ai ee igh oa oo ar or ur ow oi	Red 3
set 11 (trigraphs): ear,air,ure,er	Red 4
Phase 4 set 12 CVCC and CCVC	Yellow 1
more complex CV combinations	Yellow 2
Phase 5 new GPCs wh ph long a: ay a e igh ey ei, long e: ea e-e ie ey y long i: ie i-e y i long o: ow o-e o oe	Blue 1
aw au al ir er ear ou oy consolidation	Blue 2
Securing phase 5 eer ere are ear c k ck ch	Green 1

c sc stl		
g(e) g(i) g(y) le mb kn gn wr tch ch c(ial) ss(ion) t(ion)	Green 2	
Mastering phase 5	Orange 1 & 2 Turquoise 1 & 2	

Reading: When and How?

In EYFS the teaching of reading includes:

- Daily Teaching and practising of listening skills
- Daily sharing, modelling and copying of rhythms, rhymes and songs ([see list of rhymes](#))
- Daily explicit phonics teaching (see [Phonics overview](#))

- Daily sharing of quality picture books, non-fiction texts and poems
- Engaging reading area and books within provision for children to access
- Modelling of reading for pleasure by adults
- Recognising names and key words or pictures
- Reading signs and instructions
- Reading for purpose during play independently or with adult support eg. to find the answer to questions or stimulate further ideas
- Opportunities for acting out stories and retelling familiar stories through role play and small world.
- Individual reading with an adult (In Reception) – to support children to apply their phonics knowledge to decode words.
- Targeted support of individual readers.
- Use of [twinkl reading strategy icons](#) to help children remember key strategies
- Books to take home include phonics linked book and children can choose a book to share.

In Year 1 the teaching of reading includes:

- Daily Teaching and practising of listening skills
- Daily sharing, modelling and copying of rhythms, rhymes and songs ([see list of rhymes](#))
- Daily explicit phonics teaching ([see Phonics overview](#))
- Engaging reading area and books within provision for children to access
- Modelling of reading for pleasure by adults
- Opportunities for acting out stories and retelling familiar stories through role play and small world.
- Individual reading with an adult at least once a week– to support children to apply their phonics knowledge to decode words.
- Targeted support of individual readers.
- Use of [twinkl reading strategy icons](#) to help children remember key strategies
- Daily sharing of quality picture books, non-fiction texts and poems
- Move to sharing one quality picture book across a week linked to topics and themes in preparation for Year 2.
- Introduction of [All Saints Reading Skills icons](#).
- Books to take home include phonics linked book and children can choose a book to share.

In Year 2 the teaching of reading includes:












- Daily phonics to master phonics learnt in Year 1 and to support struggling readers.



- Daily sharing of quality picture books and short class novels, non-fiction texts and poems ([see reading spine](#))
- Move to sharing one quality picture book across a week linked to topics and themes in preparation for Year 2. Using 'Fred's Teaching' resources.
- Use of [All Saints Reading Skills icons](#) which link to reading domains.
- Individual reading with an adult at least once a week– to support children to apply their phonics knowledge to decode words.
- Targeted support of individual readers.
- Use of [twinkl reading strategy icons](#) to help children remember key strategies
- Links between reading and writing.
- Books to take home include phonic linked or read for pleasure book chosen from the library (fiction and/or non-fiction)

In Key Stage 2 the teaching of reading includes:

- Class novel read for 10mins daily ([see reading spine](#))
- Sharing of poetry ([see reading spine](#))
- 3 whole class reading sessions per week using 'Fred's Teaching' resources ([See Reading overviews](#)). Each whole class reading unit consists of
 - Introduce text: retrieve, predict, explain, links
 - Vocabulary corner activities
 - Rapid retrieval
 - Time to talk (discussion, opinions, author intent)
 - Think for yourself (giving evidence to support opinions)
 - Flying solo (written comprehension)
 - Challenge (present information in a new context)
- Reading of extracts is modelled by the teacher to show expression, intonation and phrasing. Pupils are then given opportunities to practise this by rereading extracts, repeating sections, choral reading, reading aloud with teacher support.
- Written response/ comprehension once a week
- Use of [All Saints Reading Skills icons](#) which link to reading domains.
- Books to take home include read for pleasure book chosen from the library (fiction and/or non-fiction)

National Curriculum content domains	Vocabulary 2a	Retrieving 2b	Summarising g 2c	Inferring 2d	Predicting 2e	Analysing 2f (KS2 only)	Authorial intent 2g (KS2 only)	Comparing 2h (KS2 only)
All Saints Read with RIC	Understand 	Retrieve 	Summarise 	Infer 	Predict 	Compare 	Choice 	Compare 
	Decode 	Perform 	Discuss 					

- 2 reading for pleasure sessions per week – pupils access a range of reading material. These sessions allow teachers to target struggling readers and support their progress.

Expectations

Reading books are grouped by band, initially matched to phonic phases and then to assist pupils and teachers in making appropriate choices for reading text complexity and age appropriateness. However once on blue star pupils are ‘free readers’ and could choose from another band with agreement from the teacher as to the age appropriateness of the book. Books marked S+ are only for year 5 and 6 because of the content.

The grid below shows the book band expectations for the end of the year group. A child needs to be reading this level of text in order to secure the end of year expectations.

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Yellow 1	Orange/ turquoise	white	Blue star	Red star	Green star	S+

Assessment and record keeping

- Class list to track individual reading

- Use of recording sheets for individuals where necessary to aid teacher assessment.([link](#))
- Reading tracker completed termly (R-Yr 6)
- Individual phonics assessment for individuals (twinkl)
- Phonics tracker completed termly for individuals
- ASAT completed termly

Supporting readers

Children not reaching the Age related standard are supported using:

- Communication and language interventions eg. welcome, NELI, guidance from Speech and Language Therapy
- Building vocabulary: word of the day, explicit teaching and modelling of new vocabulary, use of visuals and actions
- Phonics booster interventions: additional phonics for children not yet on track.
- Small group support guided by teacher
- Increased opportunity to read with an adult
- Reading comprehension interventions which teach comprehension skills at the reading level of the pupil.
- Partnership with parents
- Reading buddy to build confidence
- Use of ruler or reading window for visual tracking, use of coloured overlays.
- SEND support eg. dyslexia screening

Supporting resources:

- Fluency paragraphs ([link](#))
- PM benchmark
- NFER tests
- Headstart comprehension

Reading – What?

Across the school we aim to give children a broad and balanced curriculum with access to a diverse range of text which reflect their lives and interests. We also want to introduce children to classic and challenging texts that they may not choose to read for pleasure.

The choice of texts has been carefully considered:

- In EYFS and Year 1: Quality picture books, non-fiction texts and poetry from [reading spine](#).
- Year 2 – 6: class novels chosen to reflect topics, themes and inspirational figures [see reading spine](#).

- Whole class reading: texts and extracts chosen to reflect topics and themes. Each unit consists of three linked texts. See [Reading overview](#) for full detail

Writing – What, How and When?

The choice of writing units aims to provide children with a variety of different genres, styles and purposes which reflect the topics studied, their interests and real world applications. The school is developing the use of 'The Write Stuff' approach developed by Jane Considine to embed the teaching of vocabulary and grammar as part of the writing process.

EYFS

In EYFS we use a range of different stories and lesson structures to suit the skills we wish the children to develop. Some units have a strong retelling structure which builds the children's ability to retell stories and speak confidently and fluently. This helps to embed language structures and practise vocabulary ready for writing whole texts. Use of some Write Stuff EYFS units supports the children's understanding of new vocabulary and clearly models sentence writing. Story telling and communication is supported through a language rich environment, small world and role play.

KS1 and KS2

Each narrative unit of writing consists of experience lessons and sentence stacking lessons followed by an opportunity write independently. For each lesson children use a thinking side to collect ideas and a writing side for their final sentence/s.

Every sentence stacking lesson consist of 3 learning chunks which build upon each other to form the narrative or non-fiction outcome.

Each learning chunk consists of 3 parts:

Initiate: a short activity to hook the children, give experience of the topic and build vocabulary ahead of the modelling step. Children chat and jot down ideas on their 'thinking side' to use in their writing later.

Model: The teacher clearly models a sentence with a given grammatical structure.

Enable: On the 'writing side' children are able to use the vocabulary collected in the initiate phase to write their own version. Children are scaffolded through the use of vocabulary banks and sentence frames. Whilst use of the writing rainbow lenses shows children how they can extend their writing through the use of different techniques. This can be guided by the teacher or chosen by the children. Children's sentences are then celebrated by displaying on the working wall to build the final text.

FANTASTICS	
Grammaristics	
Boomtastics	

The majority of non-fiction is taught using The Write Stuff shapes but through Key Stage 2 we have chosen to use key texts to develop a range of non-fiction text types spending a shorter time with each type of non-fiction writing. In this way all children are taught the form and style of each text type but are given more opportunities to revisit these and develop them further in response to a quality stimulus.

In each unit children have opportunities to write independently and this helps to inform assessment and teaching. Writing is assessed using ASAT grids.

Supporting writers

Children not reaching the Age related standard are supported using:

- Word building: phonic interventions (as for reading), phonic sounds mats, use of sound mats and adult modelling of strategies to segment words for spelling
- Building sentences: use of word banks, visuals, writing frames, use of recordable cards, highlighter lines to show word separation
- Organisation: use of story maps, pictorial representations, planning grids, oral retelling
- Adult support in lessons
- Additional interventions to target specific needs eg. gross and fine motor skills, handwriting skills, magic spells for spelling.
- Use of resources eg. triangular pencil, pencil grips, writing slopes/lever arch files, landscape orientated paper, coloured paper
- SENCo support
- Partnership with parents



Simple Writing overview (for full detail on purpose and content see Excel overview)

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	<p>The Colour Monster (discussion)</p> <p>The Naughty Bus (recount)</p> <p>Shark in the Park (rhyming)</p>	<p>Room on the Broom (rhyming)</p> <p>The Little Red Hen (T4W) (discussion)</p> <p>We're Going on a Bear Hunt (Jane Considine unit) (recount)</p>	<p>Superworm (rhyming)</p> <p>The Very Hungry Caterpillar (recount)</p> <p>How to grow a Sunflower / A Seed in Need (instructional)</p>	<p>The Noisy House (T4W)</p> <p>The Three Billy Goats Gruff (recount)</p> <p>Handa's Surprise (Jane Considine Unit)</p>	<p>The Night Pirates (rhyming)</p> <p>Sleepy Bumblebee (T4W)</p> <p>Yucky Worms-Vivian French / Ten things I can do to help my planet (explanation text)</p>	<p>Pigs Might Fly (Jane Considine unit)</p> <p>Bugs (non-chronological report)</p> <p>How to catch a star (Instructional)</p>
Year 1	<p>Colour monster (labels lists and captions)</p> <p>Meerkat mail (character flaw and postcards)</p> <p>Autumn senses (List poem)</p>	<p>Kippers toy box (losing tale)</p> <p>Toys of the past (information text)</p>	<p>Three little pigs (traditional tale)</p> <p>Poetry writing project (whole school unit)</p>	<p>The train ride (Narrative in a familiar setting)</p> <p>How to make a magic potion (instructions)</p>	<p>Our trip to the woods (Recount)</p> <p>The queen's handbag (Narrative adventure)</p>	<p>Grandad's Island (narrative journey)</p> <p>If sharks disappeared (explanation)</p>
Year 2	<p>whatever next (recount)</p> <p>The way back home (Narrative: meeting tale/ scifi)</p>	<p>The owl who was afraid of the dark (narrative meeting tale/ classic)</p> <p>Hibernating animals (information text)</p>	<p>How to make a rascally cake (instructions)</p> <p>Poetry writing project (whole school unit)</p>	<p>The crows tale (fable)</p> <p>The day the crayons quit (Persuasive Letter)</p>	<p>Little red riding hood (traditional tale with a twist)</p> <p>The great fire of London (narrative diary)</p>	<p>George and the dragon legend (defeat the monster)</p> <p>If I were in charge of the world (Poetry)</p>

Year 3	The true story of the three little pigs (traditional tale with a twist) Skara brae (persuasive brochure)	My school trip (recount) Stone age boy (portal/ meeting tale) Haikus and tankas (poetry)	Star in the jar (finding tale) Poetry writing project (whole school unit)	The secret of black rock (adventure with a warning) Diary of Illiona a young slave (narrative diary)	Mary Anning (biography) Staying out (suspense)	Earthquakes (Information text) The incredible book eating boy (narrative comedy)
Year 4	Float (narrative adventure) My amazing biome (explanation) Still I rise (poetry)	Theseus and the minotaur (defeat the monster) The water cycle (factual tour)	Charlie and the chocolate factory (finding tale) Poetry writing project (whole school unit)	The whale (mystery) Shakletons journey (newspaper reports + lists, letters, interviews)	Iron man (sci-fi/classic) Diaries (Cloud tee monkeys)	Aladdin and the enchanted lamp (traditional tale) Children's Shakespeare (playscripts)
Year 5	Happy Prince (Traditional tale) Biography (Hapshetsut)	Poetry cinquains Gorilla or Zoo (Narrative journey/fantasy) Non chronological reports (Emperor penguins)	Jakes Journey (Portal) Poetry writing project (whole school unit)	Narrative Cosmic/ one small step (space link) Mars Rover (Explanation + proposal, labels, log, news report)	I believe in unicorns (Narrative with flashback) Hidden figures (Memoirs + persuasive letter, diary, character description, newspaper report)	Highwayman Screen or No screen (Balanced Argument)
Year 6	Poetry The piano (Narrative with Timeshift)	Goldilocks TWS The Journey (Narrative journey)	A Monster Calls (suspense) Poetry writing project (whole school unit)	The Firework Makers Daughter (Narrative adventure)	Paperman (Narrative-romance) Greta (discussion and persuasive speech)	Letters from the lighthouse (recount/interview)

	Hansel and Gretal (Traditional Tale/ character description)			Suffragette, the battle for equality (2 weeks) (Persuasive campaign +formal letters, diaries, balanced arguments, speeches, news report)		Origin of species (Non-chronological report) Or Rain Player (Literacy curriculum – essay + instructions, poster, missing scene, diary, newspaper report)
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Progression of text type- fiction: We have identified the main narrative themes and shown where these are covered. Many stories take elements from different themes and so are identified as both as the children will have exposure to both elements.

	Traditional tale	Legend/fable	Warning tale	Adventure	Beating the monster	Journey	Losing tale	Finding tale	Mystery & Suspense	Fantasy/ Scifi	Change of fortune	Meeting tale	Character flaw	Portal	Comedy	Classic text
Rec					X	X		X				X				
Year 1	X			X	X	X	X						X			
Year 2	X	X		X	X					X		X	X			X
Year 3	X		X	X				X	X			X		X	X	
Year 4	X			X	X			X	X	X						X
Year 5	X			X		X				X				X		
Year 6	X			X		X			X			X				

Progression of text type - Non-fiction

	Labels, lists, captions	instructions	letters	recount	persuasive	Information report	explanation	Balanced argument	Speech/ factual tour/ performance	biography	diary	playscripts	Newspaper
Rec	X	X		X		X	X						
Year 1	X	X	postcards	X		X	X						
Year 2		X	X		X	X					X		
Year 3				X	X	X				X	X		
Year 4							X		X		X	X	X
Year 5				X			X	X		X	X		X
Year 6					X	X			X			performance	X

Spelling

The teaching of spelling is the next step once children have mastered phase 5 phonics. The teaching of spelling builds on the phonic building blocks and teaching includes:

- alternative spellings for phonemes
- morphology and similarities between groups of words
- etymology (roots and history) of words.
- Root words, prefixes and suffixes
- Word classes and the application of suffixes to change word meaning

At All Saints we have developed our own spelling sequence and progression based on Spelling Appendix 1.

In Reception the basics of spelling is taught through phonics teaching and segmenting for spelling.

In Year 1 word lists are sent home matching the phonics taught that week to support both blending for reading and segmenting for spelling. Towards the end of Year 1 as children secure phase 5 specific spelling patterns are taught following Spelling Appendix 1. Spelling is also taught in context through writing lessons.

From Year 2 – 6 each class has a spelling lesson and follows a sequence of:

- Teach week – teaching a spelling rule and completing practise exercises.
- Test week – testing words from the year group list using dictation exercises.

Teaching of spelling is also supported by the use of spelling fold outs in English books from Years 1-6.

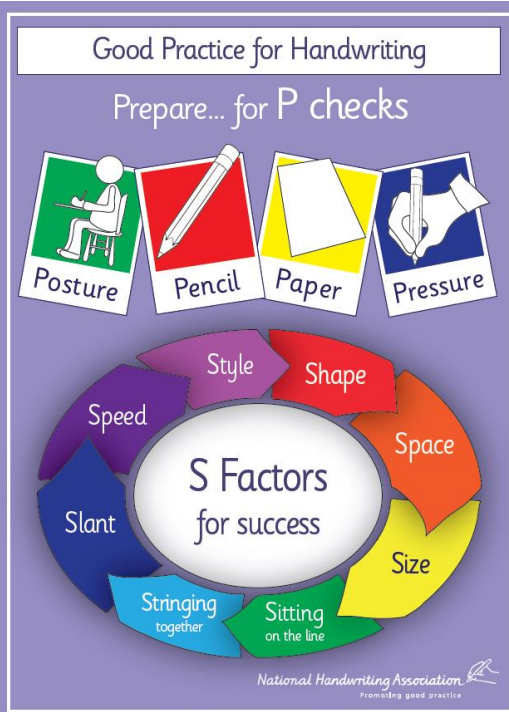
Year 5 and 6 have access to spelling frame to support home learning. Year 6 have access to spag.com to support spelling and grammar.

Spelling is assessed using ASAT as part of termly writing assessment.

For more detail see [spelling overview documents for each year group](#).

Handwriting

Handwriting is explicitly taught alongside phonics and spelling and taught and practised frequently. Handwriting also forms part of writing including that modelled by the teacher. At All Saints we use the Penpals sequence as a basis for handwriting teaching alongside the guidance provided by the handwriting association. [See handwriting overview for more detail.](#)



<p>EYFS</p> <p>Focus on gross and fine motor skills and experimentation with curved and straight lines in preparation for writing. During Reception children are taught letter formation and shape as part of</p>	<p>Year 1</p> <p>Focus on letter formation, size and shape in relation to one another. Letter families are introduced and digraphs and trigraphs practised as common letter patterns.</p>	<p>Year 2</p> <p>Once basic print handwriting is in place, diagonal and horizontal joins between letters are introduced.</p>	<p>Year 3</p> <p>Consolidates the joins from year 2 in context of whole words.</p> <p>Concentrate on the lead out of letters with thought to the next letter.</p>	<p>Year 4</p> <p>Consolidation of legible and fluent style using break letters.</p>	<p>Year 5</p> <p>Sloped writing style is introduced to aid speed. Ensure basics are secure first. There is no pen license instead an expectation that pupils use the best implement for the task.</p>	<p>Year 6</p> <p>Alternative joins and loops to increase speed. Pupils develop their own fluent style.</p>
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phonics teaching. Letter rhymes are introduced to aid memory.	Numbers and capital letters also taught.		notice that break letters: g,j,y,f,b,p,x,z <u>Do not</u> have a lead out			
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Handwriting is assessed using ASAT as part of termly writing assessment.