



English Policy

Date agreed by Governors	Summer 2022
Next Review	Summer 2024

Linked Documents
National Curriculum 2014
Teaching & Learning Policy
Marking and Feedback Policy
Assessment Policy
Handwriting and Presentation Policy



The United Nations Convention on the Rights of the Child (UNCRC) Articles which inform this policy are:

- Article 3: The best interest of the child must be top priority in all decisions and actions that affect children
- Article 12: Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously.
- Article 28: Every child has the right to education. Discipline in schools must respect children’s dignity and their rights.
- Article 29: Education must develop every child’s personality, talents and abilities to the full. It must encourage the child’s respect for human rights, as well as respect for their parents, their own and other cultures, and their environment.
- Article 31: Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.

School’s Purpose: To prepare pupils for lifelong success

School’s Vision: At Godwin Junior School we:

- Value everyone
- Instil a love of learning
- Seek and encourage talent
- Inspire resilient learners
- Open minds to develop responsible global citizens
- Nurture confident, articulate individuals

1. Intent Statement

At Godwin Junior School we believe that a quality English curriculum should cultivate children's love of reading, writing and discussion. Our aim is for children to develop a secure knowledge base in English which follows a clear pathway of progression as they advance through the primary curriculum. A sound foundation in English skills is crucial to a high-quality education and will give our children the tools they need to participate confidently within the school and wider society.

READING

At Godwin Junior School we aim to inspire an appreciation of our rich and varied literary heritage through exposure to a range of high-quality, inclusive fiction and non-fiction texts. We believe that nurturing a love of reading is key; through reading widely and often, pupils acquire knowledge and build on what they already know, their imaginations and curiosity are piqued and they develop culturally, emotionally, intellectually, socially and spiritually. We understand the importance of children having access to reliable information (UNCRC Article 17). Therefore, it is our objective to create fluent, confident readers who can evaluate texts and discuss what they have read. Our intention is to immerse our children in outstanding, vocabulary-rich environments and teaching to support their comprehension of literature as well as their own use of language.

WRITING

Writing is an integral part of our curriculum. It is our intention that pupils develop a clear understanding of the writing process in order to establish themselves as an author in their own right.

We recognise the importance of nurturing a culture where children take pride in their writing and aspire to improve our pupils' grasp of written English, so that they can effectively communicate their thoughts, opinions and emotions (UNCRC Article 13). As part of our Learning Powers approach, we understand that children need to persevere with the writing process - planning and revising drafts in order that they write coherently and with clarity and grammatical accuracy. Through evaluating their own work - adapting their language and style to suit a range of contexts, purposes and audiences - we aim to support children to become competent, confident writers.

We intend that pupils learn how to understand the relationships between words, word meaning, implied meaning and figurative language, whilst also ensuring that children are supported in their spelling strategies. In addition we aim to ensure that pupils develop a fluent, legible and efficient handwriting style.

Statutory requirements for the teaching and learning of English are laid out in the English National Curriculum Document (2014).

<https://www.gov.uk/government/publications/national-curriculum-in-england-english-programmes-of-study>

2. Implementation Statement

Reading

The ability to read is essential for independent learning, the world of work and many other aspects of everyday life. Reading is a fundamental life-skill that enables children to live fulfilled, successful and happy lives. In developing the skill of reading, children gain access to and derive pleasure from many rich and varied sources of literature.

Therefore, reading comprehension and the joy of sharing books and stories with children, provides the foundation for much of the learning that takes place in our school.

Taught Comprehension Sessions: These take place as a distinct lesson for half an hour a day and involve a two-week teaching cycle. The first week involves whole-class, teacher guided reading of a challenging text. Working together, the teacher and pupils clarify unfamiliar vocabulary and explore techniques and language choices made by the author. Newly acquired vocabulary is added to the vocabulary board at the front of each room, accompanied by the definition. The focus throughout these sessions is on explicitly teaching the vocabulary and independent skills required for successful reading and comprehension. Children are also able to practise the Learning Power of Collaboration. In week two, children have opportunities to apply their improved comprehension skills autonomously. This involves written activities focussed on one skill (such as labelling or sequencing) at a time.

Library Sessions: Each class visits our well-stocked school library on a weekly basis. During these visits children can enjoy reading purely for pleasure and select new library books to take home. The variety of non-fiction books, together with a selection of children's newspapers and magazines is part of our commitment to UNCRC Article 17 (The right to information from a variety of media sources). We always hope to encourage the Learning Power of Curiosity.

Class Reading Time: These short, timetabled sessions give children the opportunity to read their class book along with the teacher. This builds an enjoyment of reading and provides a role model of what experienced readers sound like. It also ensures children are familiar with the process of reading longer books over time and can experience the feeling of accomplishment which comes with completing one.

Phonics Sessions: Children who progress from KS1 without a secure grasp of phonics will receive regular phonics intervention. Progress is monitored to ensure the sessions are correctly targeted and to allow pupils to move on from these sessions when ready. These focussed sessions help ensure all our pupils experience UNCRC Article 29 (education which develops their talents and abilities to the full).

1:1 Reading: Struggling readers, or those who are unable to read with an adult at home, are offered additional 1:1 reading time withing the school day to ensure their progress.

Writing

Across each English unit of work, children will have the opportunity to create a range of longer and shorter pieces of writing. This may include writing plans, or focused activities which improve children's skill in a particular area of writing. Each task is given with the aim of ensuring that children make significant progress and have the skills and understanding needed to achieve an excellent final piece or outcome. Article 12 (respect for children's views) and Article 13 (freedom of expression) of the UNCRC underpin our determination to make every child a writer.

Hourly English Lessons: Each unit of work (with the exception of oral storytelling) is planned to be five weeks long and to include the following stages:

- **Text immersion** enables children to explore the features of a text and provides them with a clear understanding of the text type. It will also illustrate and exemplify the writing they will be expected to produce.
- **Skills lessons** focus on a particular aspect of writing which the children need to understand more fully or develop their skills within. Focused tasks set by the teacher give pupils the opportunity to practise these skills, leading to greater progress and a more successful outcome.
- **Application lessons** allow children to focus on creating a short part of the text in order to practise or develop that particular section.
- In **whole-text writing** children apply the skills they have been taught in order to create a completed text, whilst still receiving guidance and support from their teachers.
- The **assessment** phase gives pupils an opportunity to write independently and gives teachers a wealth of evidence about each child's progress. The independent texts are edited and peer assessed before being written into the child's Writing Portfolio book. This book is a collection of their best work and celebrates their achievements.

Editing: whether self-led, guided or carried out with a peer, this is planned in advance and takes place regularly during the skills, application, whole text and assessment stages of writing. Editing is a key area in which children can strengthen the Learning Powers of Evaluating, Embracing Mistakes and Perseverance.

Modelled writing: This takes place regularly and is a whole-class teaching technique. It involves the teacher writing; demonstrating the skills and thought-processes it takes to create the text which they expect the children to produce. The modelled writing must clearly demonstrate the features of the intended learning outcome and exemplify the success criteria.

Guided Writing: This occurs in a small, teacher-led group while most of the class undertake independent writing. This guided writing session provides the children with additional quality support and challenge so that they can improve and extend their writing. **The shared writing** this group produces is a key feature of our lessons as it means children are given a chance to input their ideas and their teacher can give them feedback about their suggestions, guiding them to make even greater improvements. This also informs the

teacher about the children's understanding of the learning objective. In addition, it builds the Learning Power of Collaboration.

Handwriting: The importance of handwriting should not be under-estimated. It is vital that children can write quickly, comfortably and legibly as it is a skill needed in many curriculum areas and in adult life. Children's self-esteem is also heightened when they can take pride in their handwriting. Discrete handwriting sessions take place weekly, although teachers also maintain and demonstrate high expectations for handwriting and presentation in every lesson.

Grammar and Punctuation: In discrete grammar sessions, teachers unpick key grammatical concepts and give the children short, focussed tasks to allow them develop their understanding. Grammar and punctuation are also made explicit in modelled writing during main English lessons.

Spellings: Children receive a homework sheet once a term, outlining which spellings they will be tested on each week. Each set of spellings is based around a spelling rule. Teachers review the spellings for the next week with the class, pointing out key graphemes and ensuring children understand the meaning of each word.

Spoken Language

Spoken language underpins the development of reading and writing; it is vital for developing vocabulary and grammar, as well as comprehension. Therefore each unit of work in English begins with opportunities for children to develop their abilities and confidence in this area through drama, performance and presentations to a range of audiences. Additionally, children in Years 3, 4 and 5 will carry out oral storytelling work which develops their clarity, confidence and vocabulary. All year groups compose and perform poetry, with our annual school-wide Poetry Slam providing an audience.

Additionally, we promote high-quality discussion in every lesson through regular use of paired discussion. Children are taught to structure debate and discussion through use of the ABCs (agree, build and challenge).

3. Teaching and Learning in English

At Godwin Junior School, we believe that children learn best when they are engaged and interested in the subject at hand. Therefore, our lessons are planned and adapted to suit pupils within the year group and to excite their interest. We value interactive and engaging lessons as well as topics which represent the diversity of our school community and the country as a whole.

Children's prior knowledge and attainment, individual needs and learning behaviours can all impact on the way they access their lessons. Therefore we seek to provide suitable learning opportunities by matching the challenge of the task to the current attainment level of the child. In most lessons we plan differentiated work, while in others we ask children to work from the same starting point before moving on to develop their own ideas. Both teachers

and teaching assistants support children with their learning and ensure the work can be accessed and understood by the individual in order for the child to succeed. We utilise flexible Learning Partners and groupings so that each pupil has the opportunity to work with a range of their peers. We believe mixed-ability grouping enables quality discussion and helps children to generate ideas.

Children will experience a wide range of engaging texts which draw them in and enhance their learning. We believe that the diversity of our school is one of our key strengths. As such, we strive to present the children with stories and poems from a range of cultures and to ensure that our pupils see themselves represented in the narratives we choose to tell and the subjects we choose to write about.

Children have access to a variety of resources, such as dictionaries and thesauruses, which support their work. Our carefully mapped Integrated Curriculum ensures that links are made between English and other areas of children's learning.

English lessons are an hour long, with additional time outside of this lesson for reading activities as well as the development of phonic understanding, grammar, spelling and handwriting. Children have the opportunity to work in a guided group with their teacher at least once a week. All children must also be given opportunities to work without adults in order to build their independence and embed and enhance their learning.

4. Reading at Home

Parents and carers are essential partners in everything we do, but this is especially true of reading. The benefits for children who regularly read with adults at home are well documented and are hard to overstate. These include higher levels of academic attainment, better chances of entering further education, higher future salaries and increased levels of empathy.

To support and encourage this important activity, we provide pupils with reading records and ask that they complete these, reading daily. We identify current reading levels and ensure that suitable books are taken home to supplement other reading materials which children may be enjoying. Reading records are checked by class teachers on a weekly basis. Where these are not completed we will communicate with parents and carers.

5. Reading Resources

The school's extensive range of fiction and the majority of our non-fiction texts are housed in the school's library, which each class visits and borrows from weekly. A range of non-fiction texts relating to the pupils' current areas of study are displayed in each classroom.

A range of levelled books for home reading is available inside every classroom. Children therefore take home books which are well-matched to their current reading level - they offer challenge whilst still being accessible. Teachers check children's reading records weekly and help them to change these books.

The children also have free access to dictionaries and thesauruses in each classroom.

6. Assessment of Reading

Children's reading is assessed and moderated in line with our school's Assessment Policy. At the beginning of the academic year, teachers hear each child read extensively and use this assessment to correctly match each pupil with levelled reading books which will help them to progress, as well as identifying anyone who needs additional support with decoding or with developing their comprehension skills. Teacher Assessments, undertaken at the end of each term and supported by formal assessments, are used to measure progress against the objectives set out in '*Assessing Progress in Reading at Godwin Junior School*' (appendix A). This enables us to identify gaps in learning and future targets as well as considering the progress of each child. The Subject Leader will also use these assessments to monitor standards and progress so that trends and priorities for improvement can be identified and addressed.

7. Planning

The English Curriculum at Godwin is planned to deliver the programmes of study within the National Curriculum.

The text types to be studied have been planned in advance and are organised to allow progression. Teaching staff in each year group know what they should be teaching at each point of the year. This ensures coverage of a range of fiction and non-fiction text types, with some (such as persuasion, for example) being revisited in greater depth as children proceed through the school.

Teaching staff plan together. They construct a unit plan detailing what they will teach over the duration of the genre. The units:

- indicate learning outcomes
- identify the key texts and writing stimuli
- plan the learning journey for the duration of the unit

During the early planning stages, teachers will consult English Medium Term Plan for their year group (appendices B through E). These lay out the writing objectives which need to be covered each half term and ensure full coverage of skills across the National Curriculum.

From the unit plan, teachers create detailed lesson presentations and resources, based on the prior learning and needs of the pupils. These presentations must include:

- Date
- Learning Objective
- Success Criteria
- Links to the UNCRC
- Vocabulary
- Important Teaching points
- Key Questions
- Explanation of the task

- Independent tasks including differentiation
- Plenary

They might also include additional information about the topic for teachers in the team.

The unit plans and lesson presentations are reviewed by the English Subject Leader on a regular basis.

8. Assessment of Writing

Teachers assess children's written English work in three phases:

- 'Assessment for Learning' includes strategies that teachers use to assess progress within lessons as well as their own reflections once the lesson has concluded. These help them to adjust their teaching and daily plans. Teachers closely match these short-term assessments to the teaching objectives.
- Written or verbal feedback is given to help guide children's progress. Children are encouraged to make judgements about how they can improve their own work by referring to the success criteria for the lesson. Teachers use the objectives in the front of each child's book (which match those from the Medium Term Plan) to measure progress and help them plan for the next unit of work. They evaluate the strengths of children's written work and the progress evident before considering what they must do to move forward.
- End of unit assessments (in the form of independent writing tasks) demonstrate the extent to which children have independently achieved the intended learning outcomes.
- Teacher Assessments, undertaken at the end of each term, are used to assess progress against the objectives set out in '*Assessing Progress in Writing at Godwin Junior School*' (Appendix B) With the help of these assessments we consider the progress of each child, plan interventions and share information with parents and carers. These assessments are also a key resource for the strategic planning undertaken by SLT and class teachers in termly Pupil Achievement Meetings. The Subject Leader will also use these assessments to monitor standards and progress so that priorities for improvement can be identified and addressed.

9. Assessment of Spelling

Children take part in a low-stakes spelling test each week, focussed on the spellings they are given to learn as a homework task. Additionally, a spelling test comprised of words they have not practised is given once a term as part of our assessment week; this gives teachers even more knowledge of how each child understands and uses spelling rules.

10. Marking and Feedback

Work will be marked in line with the school's Marking and Feedback Policy. Some key aspects of our practice are:

- Children receive written or oral feedback which refers to the learning objective so that they know the extent to which they have been successful.
- Children respond to their teacher's written feedback where appropriate.
- Children have time before they start their next piece of writing to look at their previous piece of work so they can identify what they need to do to make progress.

1:1 writing conferences take place throughout the year and give class teachers the opportunity to provide more detailed individual feedback to children about their writing and support them to understand the next steps for improvement. These meetings between teacher and pupil are a dialogue where they collaborate to review progress so far and decide on next steps.

11. Inclusion

We are committed to providing an inclusive curriculum for all children so that they achieve as highly as they can. We will identify which pupils or groups of pupils are under-achieving and take steps to support them to make progress and improve their attainment. Higher attaining children will be identified and suitable learning challenges which extend their understanding provided.

It is important to be aware that children who have English as an additional language do not necessarily have special educational needs. However, some children will have an overlap of English as an additional language and special need. Class teachers will work alongside the Inclusion Leader to make a detailed and diagnostic assessment of the child's learning needs. Parents/carers will be invaluable in providing details of their child's attainment in their own home language. This is particularly relevant to newly arrived EAL learners and these conversations help class teachers to make suitable provisions for pupils from the very beginning of their time at Godwin.

12. Intervention

We collaborate with our infant school partners with regard to the teaching of phonics, ensuring identification of those children who would still benefit from this approach. Support programmes for phonics and reading are implemented throughout the school and delivered by teaching assistants. Careful assessments are made of our pupils to establish if they will benefit from these programmes. The impact of these interventions is regularly monitored to ensure that each child is benefitting from the programme selected for them. This enables us to progress children to the next level when appropriate. For example, routine 1:1 assessments enable phonics intervention groups to be reorganised when appropriate so that children can progress to the next stage without delay.

13. The Learning Environment

An organised, informative and stimulating learning environment can assist children in recalling key aspects of their learning and making progress.

Each class has a working English display which reflects the genre the children are currently studying. Children's own writing will be displayed (within their classroom and around the school) to celebrate their work and encourage them to take pride in their achievements.

Additionally, examples of modelled writing by the class teacher are added to displays. Key vocabulary including definitions and features of the genre of writing are also shown.

Teachers routinely refer to this display and children are encouraged to use it as a resource.

14. English Subject Leader

The English Subject Leader is responsible for improving the standards of teaching and learning in English through:

- Proactively researching developments in English teaching theory and practice which might impact on the subject, trialling potential changes and innovations and ensuring that the subject develops in an innovative and research-led direction.
- Undertaking evaluation and monitoring activities.
- Identifying strengths and areas for development across year groups and the school.
- Drafting and implementing an Action Plan to address areas for development.
- Evaluating the impact of their own actions and adjusting future plans accordingly.
- Supporting colleagues' development by providing examples of excellent practice which they can view, discussing aspects of learning and teaching (such as modelling or providing feedback) and by providing support with planning.
- Taking the lead in policy development.
- Considering the training needs of the staff and supporting colleagues in their CPL.
- Purchasing and organising resources.

To ensure learning and teaching in English is of a consistently high-quality throughout the school, the Subject Leader also evaluates the extent to which children are supported to make good progress through:

- Monitoring assessment data and the qualitative comments made in Pupil Achievement Meetings.
- Reviewing evidence of the children's work and to observing English lessons across the school.
- The quality of planning, teaching and feedback to pupils.
- The quality of the learning environment.
- Providing summary reports which evaluate strengths and weaknesses and indicate areas for further improvement.
- Report to the governors and the English link-governor regarding the provision of the curriculum and the progress of children in reading and writing.
- Meet with the link-governor twice annually to discuss progress towards the school development targets as well as developments within the subject.

APPENDIX A

OBJECTIVES FOR READING AT GODWIN JUNIOR SCHOOL					
	2	3	4	5	6
PHONICS/DECODING	Use phonic knowledge to decode words until this is embedded and reading is fluent.				
	Read accurately by blending the sounds in words.				
	Read words containing common suffixes.	Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet.			
	Recognise and read common exception words.	Recognise and read at least half of the further exception words.	Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.		
	Read most words quickly and accurately (without overt sounding or blending) once these have been frequently encountered.				
BOOK TALK	Take part in discussions about fiction, non-fiction and poetry, sharing their views.	Begin to broaden their reading preferences to include a range of fiction, poetry, plays, non-fiction and reference books.	Read a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.	Read an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.	Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.
	Discuss the sequence of events in books.	Discuss the books they read and which are read to them, taking turns to share their thoughts.	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.	Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas.	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.	Explain and discuss their understanding of what they have read, either to an adult or a group of peers, with increasing confidence and clarity.	Explain and discuss their understanding of what they have read, including discussions as part of a larger group, staying on topic.	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.
		Recommend books based on their own likes and dislikes.	Make recommendations of books other people might enjoy.	Recommend books that they have read to their peers, with some explanation for their choice.	Recommend books that they have read to their peers, giving reasons for their choices.
BOOK KNOWLEDGE	Retell a range of stories.	Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally.		Increase 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.	
	be introduced to non-fiction books that are structured in different ways.	Read books that are structured in different ways and for a range of purposes.			
LANGUAGE	Recognise common storytelling language.				
	Discuss their favourite words and phrases.	Discuss their favourite words and phrases, giving reasons for their choices.	Discuss words and phrases that capture the reader's interest and imagination.	Begin to consider how different language choices impact the reader.	Consider how different language choices impact the reader.
POETRY AND RECITATION		Prepare poems and play scripts to read aloud, controlling their body language and volume so as to be heard by their audience.	Prepare poems and play scripts to read aloud and to perform, showing the ability to control intonation and volume as well as including actions.	Prepare poems and plays to read aloud and to perform, showing increasing control of intonation, tone and volume.	Prepare 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.
	Learn and recite simple poems by heart.	Learn poems beyond simple rhymes.	Learn a selection of contemporary poems including different forms of poetry [for example, free verse, narrative)	Learn a range of poetry by heart.	Learn a wider range of poetry by heart.
COMPREHENSION	Use teacher information and background knowledge to understand a text.				

	Check that a text makes sense and correcting inaccurate reading.	Check that a text makes sense and correcting inaccurate reading. Make attempts to figure out unknown words.	Check that the text makes sense, discussing their understanding and explaining the meaning of words in context.	Check that the book makes sense to them, discussing their understanding and using pre-existing knowledge to uncover the meaning of words.	Check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context.
	Make inferences based on what is being said and done.	Begin to draw inferences such as inferring characters' feelings, thoughts and motives from their actions.	Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and attempt to justify inferences with evidence.	Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.	Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with detailed evidence.
	Answering and asking questions.	Ask simple questions about the text, remaining on topic.	Asking questions to improve their understanding of a text.	Ask questions to improve their own and others' understanding.	Ask questions to improve their own and others' understanding, considering which ones are more urgent and important.
	Predict what might happen based on what has been read so far.	Begin to make predictions based on more implicit details within the text.	Predict what might happen from details stated and implied.	Predict what might happen from details stated and implied or from knowledge of similar books.	predict what might happen from details within this text or their understanding of the genre and general storytelling tropes.
		Begin to use dictionaries with more speed and accuracy.	Using dictionaries to check the meaning of words that they have read.		
				Begin to distinguish between statements of fact and opinion.	Distinguish between statements of fact and opinion.
		Identify the main idea of a text.	Identify main ideas drawn from more than one paragraph and summarising these.	Summarise the main ideas of a text, discussing how the writer supports these ideas.	Summarise the main ideas of a text, identifying key details that support the main ideas.
		In teacher-led discussions, identify choices authors have made about language, structure, and presentation.	identify choices authors have made about language, structure, and presentation. Discuss how these affect the text.	Begin to identify and examine less obvious examples of language, structure and presentation.	Identify how language, structure and presentation contribute to meaning.
				Discuss how authors use language, considering the impact on the	Discuss and evaluate how authors use language, including

				reader.	figurative language, considering the impact on the reader.
		Retrieve information from simple non-fiction texts.	Retrieve and record information from non-fiction texts.	Retrieve, record and present information.	Retrieve, record and present information from longer or more complex texts.
		Understand the concept of a 'theme' and begin to identify these when reading.	Identify themes and conventions in a range of books.	Identify and discuss themes and conventions, comparing similar texts.	Identify and discuss themes and conventions in and across a wide range of writing.

APPENDIX B

		WRITING OBJECTIVES AT GODWIN JUNIOR SCHOOL				
		2	3	4	5	6
HANDWRITING	Form lower case letters of correct & consistent size					
	Use some of the diagonal & horizontal strokes needed to connect letters.	Learn and apply the correct diagonal & horizontal strokes needed to connect letters.	Use the correct diagonal & horizontal strokes to join letters.			
	Write capital letters of the correct size & relationship to one another & to lower case letters.					
	Use spacing between words that reflects the size of letters.					
			Increase the legibility, consistency & quality of their handwriting [e.g., by ensuring that the downstrokes of letters are parallel & equidistant; that ascenders & descenders do not touch].	Begin to use legible and fluent joined handwriting with more speed and consistency.	Write legibly, fluently & with increasing speed by choosing which shape of a letter to use when given choices & deciding whether to join specific letters.	
PLANNING		Follow teacher guidance about the features of example texts, finding examples of these features to show understanding.	Plan their writing by discussing example texts, understanding & learning from their structure, vocabulary & grammar.	Take account of audience and purpose when planning their writing, showing greater independence when examining example texts.	Plan their writing by identifying audience & purpose, selecting the appropriate form & using other similar writing as models for their own.	

	Plan writing by speaking aloud or writing down key ideas & vocabulary.	Plan their writing through discussions guided by adults and in writing, using simple writing frames.	Plan their writing by discussing & recording ideas.	Begin to make choices about how to structure and present their written plans. Carry out research with some adult direction.	Plan their writing through note-making, research & developing initial ideas.
				Take inspiration from the work of known authors when planning characters and settings in narrative.	When planning narratives, consider how authors have developed characters & settings in known texts.
LANGUAGE AND ORGANISATION		Begin new paragraphs for a change in time, place or subject.	Organise paragraphs around a theme.	Some use of cohesive devices (conjunctions, adverbials of time and place, pronouns, synonyms) in written work, although these may not be consistent.	Use a wide range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within & across paragraphs.
		Begin to include more effective description in narrative writing, such as use of noun phrases, adjectives, metaphor and simile.	In narratives, create settings & characters which are described effectively (e.g. noun phrases, adjectives, metaphor and simile) as well as plot.	Include description, action and dialogue within narrative. These may not be fully integrated and dialogue may not always move the story forwards.	In narratives, describing settings, characters & atmosphere & integrating dialogue to convey character & advance the action.
		With adult direction, make use of simple organisational devices [for example, headings & sub-headings].	In non-narrative writing, use simple organisational devices [for example, headings & sub-headings].	Begin to show more independence in choosing and using organisational devices [e.g. headings, sub-headings, bullet points].	Use further organisational & presentational devices to structure text & to guide the reader [for example, headings, bullet points, underlining].
PROOF-READING AND EVALUATION	Evaluating writing with an adult or peers.	Use frameworks provided by adults (e.g. success ladders or tick lists) to evaluate their own and other's writing.	Assess the effectiveness of their own & others' writing & suggest improvements.	Begin to suggest criteria against which their own and others' writing should be assessed (e.g. involvement in the creation of success ladders)	Independently assess the effectiveness of their own & others' writing, suggesting and carrying out improvements.

		Edit and improve work using adult guidance & teacher-provided word lists.	Edit by making changes to grammar & vocabulary which improve consistency, including the accurate use of pronouns in sentences.	Edit by making changes to vocabulary which improve description as well as correcting grammar & punctuation mistakes.	Edit by making changes to vocabulary, grammar & punctuation which enhance effects & clarify meaning.
	Re-read to check their writing makes sense (e.g. verbs to indicate time are used correctly).	Recognise verb forms which show past and present tense and attempt writing which is one or the other.	Edit to ensure correct tense throughout passages of writing.	Ensure the correct use of tense throughout a longer piece of writing.	Ensure the consistent & correct use of tense throughout a piece of writing.
				When proofreading, check for correct subject & verb agreement.	ensure correct subject & verb agreement, distinguishing between the language of speech & writing & choosing the appropriate register
	Proof-read for errors in spelling, punctuation or grammar.	With adult support or key word lists, proof-read sentences and short paragraphs for spelling and punctuation errors.	Proof-read paragraphs for spelling & punctuation errors.	Proof-read for spelling & punctuation errors with increasing independence.	Independently proof-read for spelling & punctuation errors
		With direction, use knowledge of the alphabet to search within a dictionary.	Search for spellings within a dictionary, skimming pages with increasing speed and accuracy.	Use the first three or four letters of a word to increase speed and accuracy when checking spellings and meanings in a dictionary.	Use dictionaries quickly and independently to check the spelling & meaning of words
		Understand and choose synonyms provided in word lists.	Begin to search for and use synonyms using a thesaurus.	Use a thesaurus when writing, finding synonyms increasingly well-suited for the text type and subject matter.	Use a thesaurus independently.
RECITATION	Read their own work aloud with appropriate intonation.	Read aloud their own writing to a group or class, controlling their volume and	Read aloud their own writing, to a group or class, using appropriate intonation &	Perform their own compositions, using appropriate	

		intonation.	controlling the tone & volume so that the meaning is clear.	intonation, volume, & movement so that meaning is clear.	
GRAMMAR AND PUNCTUATION	Use full stops & capital letters correctly.				
	Use exclamation marks & question marks correctly.				
				Begin to use and recognise colons and semi colons. These may not always be employed correctly.	Use semi-colons, colons or dashes to mark boundaries between independent clauses.
				Understand how a colon can introduce a list.	Use a colon to introduce a list.
			Make some use of brackets in non-fiction writing.	Use brackets or dashes effectively when writing.	Use brackets, dashes or commas to indicate parenthesis.
	Use commas to create lists.	Begin to include commas after fronted adverbials (this may be guided by an adult).	Use commas after fronted adverbials.	Begin to understand how commas can help avoid ambiguity in writing.	Use commas to clarify meaning or avoid ambiguity in writing.
				Make some use of hyphens	Use hyphens to avoid ambiguity.
		Include bullet points when writing (assisted).	Make use of bullet points in lists.	Begin to punctuate bullet points consistently	Punctuate bullet points consistently.
	Use apostrophes for contracted forms & the possessive (singular).	Use apostrophes for contracted forms & the possessive (singular) and know when to avoid apostrophe use. (e.g. The dogs played in the	Indicate possession by using the possessive apostrophe with plural noun.		

		park.)			
	Understand & use different sentence forms: statement, question, exclamation, command.				
	Use the past & present tenses correctly including the progressive form.	Use past, present and future tenses and switch between these by changing verb forms.	Use the present perfect form of verbs in contrast to the past tense.	Make use of the present perfect form (<i>I have/she has</i>) when writing. This may be particularly evident in formal non-fiction writing.	Use the perfect form of verbs to mark relationships of time & cause.
				Make some use of modal verbs.	Use modal verbs or adverbs to indicate degrees of possibility.
		Use conjunctions for time.	Use conjunctions, adverbs & prepositions to express time & cause.		
	Use the subordinating conjunctions <i>when, if, that, because</i> .	Use conjunctions <i>when, if, that, because, and, but, or</i> confidently and begin to move beyond them.	Extend the range of sentences with multiple clauses by using a wider range of conjunctions (e.g. <i>although, however, despite this</i>).		
	Use the coordinating conjunctions <i>and, but, or</i> .				
		Begin to choose more specific nouns to communicate their meaning (e.g. poodle or rottweiler rather than dog).	Choose nouns or pronouns appropriately for clarity & cohesion & to avoid repetition.	Some deliberate use of expanded noun phrases.	Use expanded noun phrases to convey complicated information concisely.
				Select vocabulary more carefully to change and enhance meaning.	Select appropriate grammar & vocabulary, understanding how such choices can change & enhance meaning.

		Make use of fronted adverbials provided by adults.	Use fronted adverbials.		
		Include character speech in narrative, although this may be unpunctuated at times.	Use & punctuate direct speech.		
				Begin to select vocabulary which creates their desired tone when writing formally.	Recognise vocabulary & structures that are appropriate for formal speech & writing, including subjunctive forms.
				Make use of passive verbs in persuasive writing.	Use passive verbs to affect the presentation of information in a sentence.
				Make some use of embedded relative clauses. This may be during a skill focused lesson or with teacher guidance.	Use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun.

APPENDIX C

Godwin Junior School English Curriculum – Medium Term Plan – Year 3

	AUTUMN		SPRING		SUMMER	
Units of work	<p>Fundamental skills review – 1 week</p> <p>Fiction: Traditional Tales (5 weeks)</p>	<p>Fiction/Oracy: Oral storytelling (2 weeks)</p> <p>Non-fiction: Information text</p>	<p>Fiction: Roman myths and legends (5 weeks)</p> <p>Oracy: News reports (2 – 3 weeks)</p>	<p>Non-fiction: Tourism - guides and information (5 weeks)</p>	<p>Fiction: Adventure stories (5 – 6 weeks)</p>	<p>Poetry: Performance poetry with reading and writing elements. Links to the CLIPPA awards shadowing scheme. (3 weeks)</p> <p>Non-fiction: Instructions (recipes) (3 weeks)</p>
Links across the curriculum	<p>Links to the Gamelan project and performances as well as geography (volcanoes) and DT (puppet-making) as well as science</p>	<p>Links to history (Stone Age to Iron Age) and science (rocks and soils) as well as art (Cave Art)</p>	<p>Links to history (The Romans) as well as art (mosaics)</p>	<p>Links to geography (local study of the UK)</p>	<p>Links to history (Anglo-saxons and Scots)</p>	<p>Instructions links to science (plants) and DT (varied diets)</p>

	(light)					
UNCRC links	Article 28 (right to education) Article 14 (freedom of thought, belief and religion)	Article 28 (right to education) Article 17 (access to information from the media)	Article 28 (right to education) Article 17 (access to information from the media)	Article 28 (right to education) Article 13 (freedom of expression)	Article 28 (right to education) Article 31 (leisure, play and culture)	Article 28 (right to education) Article 31 (leisure, play and culture) Article 24 (health and health services)
Reading Objectives	<ul style="list-style-type: none"> ● I know what many prefixes and suffixes mean, and use them to work out the meaning of new words I meet. ● I can recognise and read at least half of the year 3 tricky words (further exception words). ● I read different books, including fiction, poetry, plays, non-fiction and reference books. ● I can discuss the books I read and which are read to me. I take turns to share my thoughts. ● I can explain what I have read to show my understanding. ● I can recommend books based on my likes and dislikes. ● I have read different kinds of story books, including fairy stories and myths and legends. I can retell some of them out loud. ● I can read books that are structured in different ways and written for different reasons. ● I can say why certain words and phrases are my favourites. ● I can practise poems and play scripts then read them aloud. I look up and use a loud voice so I am heard. ● I have learnt some longer poems by heart. ● I check that the text makes sense and correct myself if I have made a mistake. I try to figure out new words. ● I make inferences about characters' feelings, thoughts and reasons for what they do. ● I can ask simple questions about the text, staying on topic. ● I am starting to make predictions using hints and clues within the text. ● I am starting to use dictionaries more quickly and accurately. ● I can find the main idea of a text. ● With an adult, I can discuss choices authors have made about language, structure, and presentation. 					

	<ul style="list-style-type: none"> ● I can find information in some non-fiction texts. ● I know what a theme is and I am starting to find them in the books I read. 					
<p>Present Neatly This concept involves developing an understanding of handwriting and clear presentation.</p> <p>(KS1 concepts)</p> <p>Nelson Handwriting leading to end of year objective “I know the right diagonal & horizontal lines to join letters and I use them.”</p>	<p>Form lower-case letters of a consistent size.</p> <p>Write capital letters and digits of consistent size.</p> <p>Use spacing between words that reflects the size of the letters.</p> <p>Using a ruler to draw margins and underline accurately.</p>	<p>Forming descenders accurately.</p> <p>Forming ascenders accurately.</p> <p>Practising the diagonal join to a small letter.</p> <p>Practising the diagonal join to a tall letter.</p> <p>Practising joining to and from the letter l.</p>	<p>Practising joining to the letter y.</p> <p>Practising forming the letter s correctly.</p> <p>Practising joining from the letter i.</p> <p>Practising spacing between letters.</p> <p>Practising writing with a slant.</p> <p>Practising forming capital letters.</p>	<p>Practise writing the letter t correctly.</p> <p>Practise spacing letters consistently.</p> <p>Practise forming double letters.</p> <p>Practising joining to the letter e.</p> <p>Practising joining to the letter k.</p> <p>Practising the second join.</p>	<p>Practising joining from the letter e.</p> <p>Practising the horizontal join.</p> <p>Practising joining from the letter a.</p> <p>Practising with punctuation.</p> <p>Practising diagonal joins to the letter y.</p> <p>Practising joining to and from the letter r.</p>	<p>Practising joining from the letter w.</p> <p>Practising forming numerals correctly.</p> <p>Practising writing silent letters.</p> <p>Practising joining from the letter f.</p> <p>Practising writing decorated capital letters.</p>
<p>Spell correctly This concept involves understanding the need for accuracy.</p> <p>Focus of weekly spelling tests</p>	<p>Words with the long /e/ sound spelt with ei</p> <p>Words with the long /e/ sound spelt with ey</p>	<p>Creating adverbs using the suffix -ly (no change to root word)</p> <p>Creating adverbs using the suffix -ly (root word ends in</p>	<p>Words with short /i/ sound spelt with ‘y’</p> <p>Adding suffixes beginning with a vowel (er/ed/ing) to words with more than one syllable</p>	<p>Homophones & Near Homophones</p> <p>Adding the prefix bi- (meaning ‘two’ or ‘twice’) and adding the prefix re- (meaning ‘again’ or</p>	<p>Words ending in -ary</p> <p>Words with a short /u/ sound spelt with ‘o’</p> <p>Words with a short</p>	<p>Words ending in the suffix -al</p> <p>Words ending with an /zher/ sound spelt with ‘sure’</p> <p>Words ending with</p>

	<p>Words with the long /e/ sound spelt with ai</p> <p>Words with / / sound spelt with ear</p> <p>Homophones & near homophones</p>	<p>'y' with more than one syllable)</p> <p>Creating adverbs using the suffix -ly (root word ends in 'le')</p> <p>Creating adverbs using the suffix -ly (root word ends in 'ic' or 'al')</p> <p>Creating adverbs using the suffix -ly (exceptions to the rules)</p>	<p>(unstressed last syllable - DO NOT double the final consonant)</p> <p>Adding suffixes beginning with a vowel (er/ed/en/ing) to words with more than one syllable (stressed last syllable - double the final consonant)</p> <p>Creating negative meanings using prefix mis</p> <p>Creating negative meanings using prefix dis</p> <p>Words with a /k/ sound spelt with 'ch'</p>	<p>back')</p> <p>Words ending in the /g/ sound spelt 'gue' and the /k/ sound spelt 'que'</p> <p>Words with a /sh/ sound spelt with 'ch'</p>	<p>/u/ sound spelt with 'ou'</p> <p>Word families based on common words, showing how words are related in form and meaning.</p>	<p>a /cher/ sound spelt with 'ture'</p> <p>Words ending with a /cher/ sound spelt as 'ture'</p> <p>Silent Letters Revision</p>
<p>Punctuate accurately</p>	<p>I am starting to use commas after</p>	<p>I include bullet points when writing</p>	<p>I am starting to use commas after</p>	<p>I know which verb forms show past</p>	<p>I am starting to use commas after</p>	<p>I use the past, present and future</p>

<p>This concept involves understanding that punctuation adds clarity to writing.</p>	<p>fronted adverbials (sometimes adults help me).</p> <p>I know which verb forms show past and present tense and can write in one tense.</p>	<p>(but I might need to be reminded).</p> <p>I know which verb forms show past and present tense and can write in one tense.</p>	<p>fronted adverbials (sometimes adults help me).</p> <p>I use apostrophes for contraction and possession. I know when I shouldn't use them. (e.g. The dogs played in the park.)</p> <p>I include speech in stories, even if the punctuation is still tricky for me.</p>	<p>and present tense and can write in one tense.</p> <p>I use the past, present and future tenses and switch them by changing verb forms.</p>	<p>fronted adverbials (sometimes adults help me).</p> <p>I use apostrophes for contraction and possession. I know when I shouldn't use them. (e.g. The dogs played in the park.)</p> <p>I include speech in stories, even if the punctuation is still tricky for me.</p>	<p>tenses and switch them by changing verb forms.</p> <p>I include bullet points when writing (but I might need to be reminded).</p>
<p>Write with purpose This concept involves understanding the purpose or purposes of a piece of writing.</p>	<p>With help from my teacher, I can find the features of the texts we study.</p> <p>I can plan my writing through discussions with my teacher and by using simple planning frames.</p> <p>I can use success ladders or tick lists to evaluate my own and my classmates' writing.</p> <p>I can edit and improve my work using advice from adults and word lists.</p> <p>With advice or key word lists, I proof-read and fix spelling and punctuation errors.</p> <p>With instructions, I use what I know of the alphabet to search in a dictionary.</p>					
<p>Use imaginative description This concept</p>	<p>I am starting to add better description to my stories.</p>	<p>I can choose synonyms from word lists.</p>	<p>I am starting to add better description to my stories. (noun</p>	<p>I can choose synonyms from word lists.</p>	<p>I am starting to add better description to my stories.</p>	<p>I can choose synonyms from word lists.</p>

involves developing an appreciation of how best to convey ideas through description.	(noun phrases, adjectives, metaphor and simile)	I am starting to choose specific nouns to make my meaning clear. (e.g. poodle or rottweiler rather than dog).	phrases, adjectives, metaphor and simile)	I am starting to choose specific nouns to make my meaning clear. (e.g. poodle or rottweiler rather than dog).	(noun phrases, adjectives, metaphor and simile)	I am starting to choose specific nouns to make my meaning clear. (e.g. poodle or rottweiler rather than dog).
Organise writing appropriately This concept involves developing an understanding of how organisation impacts meaning.	I use conjunctions for time.	With help from an adult, I can organise my writing (using headings & sub-headings).	I use conjunctions for time.	With help from an adult, I can organise my writing (using headings & sub-headings).		I use conjunctions for time.
Use paragraphs This concept involves understanding how to group ideas so as to guide the reader.		I start new paragraphs for a change in time, place or subject.	I start new paragraphs for a change in time, place or subject.		I start new paragraphs for a change in time, place or subject.	
Use sentences appropriately This concept involves using different types of sentences appropriately for both clarity and for effect.	I can use fronted adverbials suggested by adults.	I use the conjunctions when, if, that, because, and, but and or confidently and am starting to use others too.	I can use fronted adverbials suggested by adults.	I use the conjunctions when, if, that, because, and, but and or confidently and am starting to use others too.	I can use fronted adverbials suggested by adults.	
Present writing		I read my writing to a				I read my writing to a

<p>This concept involves learning to reflect upon writing and reading it aloud to others.</p>		<p>group or my class, controlling my volume and expression.</p>				<p>group or my class, controlling my volume and expression.</p>
<p>Analyse writing This concept involves understanding how grammatical choices give effect and meaning to writing.</p> <p>discrete grammar sessions</p>	<p>Review of phonetic understanding and grammatical concepts from KS1</p> <p>19 Capital letters</p>	<p>1 Articles (indefinite a/an)</p> <p>2 Singular and plural (noun/verb agreement)</p> <p>5 Singular and plural</p> <p>3 Adjectives (comparative and superlative)</p> <p>6 Adverbs (comparative and superlative)</p> <p>4 Sentences (verbs)</p> <p>26 paragraphs</p>	<p>11 pronouns</p> <p>8 verbs (past and present tense)</p> <p>10 Sentences (speech)</p> <p>9 Adjectives (comparative and superlative part 2)</p> <p>12 Adverbs (comparative and superlative part 2)</p>	<p>7 Prepositions</p> <p>13 Adjectives (numbers as adjectives)</p> <p>14 Verbs (past, present and future)</p> <p>15 Singular and plural part 2</p> <p>16 Nouns (common, proper, collective, compound)</p>	<p>17 Adjectives (making adjectives from verbs)</p> <p>20 Sentences (speech part 2)</p> <p>21 Adjectives (adjectival phrases)</p> <p>23 Adverbs (adverbial phrases)</p> <p>22 Prefixes</p> <p>24 Suffixes (word families)</p>	<p>18 prepositions part 2</p> <p>25 Conjunctions (time conjunctions)</p> <p>27 Verbs (simple, progressive and perfect)</p> <p>Review and revisit problem areas</p>