



St Giles' C of E Primary School

ENGLISH POLICY

Introduction

This policy has been reviewed to ensure the Rights of the Child are upheld. In 1989, governments across the world adopted the United Nations Convention on the Rights of the Child (UNCRC), recognising that all children have the right to be treated with dignity and fairness, to be protected, to develop to their full potential and to participate. The Convention sets out the civil, political, economic, social and cultural rights that everyone under 18 is entitled to. It says what countries must do to ensure that all children can enjoy their rights, regardless of who they are, or where they are from. The UN General Assembly adopted the Convention in 1989 and it was ratified by the UK in 1991. It is the most widely adopted international human rights treaty.

The Convention applies to every child without discrimination, whatever their ethnicity, gender, religion, language, abilities or any other status, whatever they think or say, whatever their family background (Article 2).

MISSION STATEMENT

At St Giles' we see English as being the foundation on which all other subjects of the curriculum are built; it is through this philosophy that we are using 'Literacy and Language' programme based on the New National Curriculum for English. This unique multi-layered approach enables all children to make excellent progress in literacy by developing deep comprehension, vocabulary, grammar, writing, thinking and oracy skills consistently across the school.

AIMS and OBJECTIVES:

We aim to develop pupils' abilities within an integrated programme of Speaking & Listening, Reading & Writing. Pupils are given opportunities to interrelate the requirements of English within a broad and balanced approach to the teaching of English across the curriculum; with opportunities to consolidate, reinforce and apply taught literacy skills. Exciting and stimulating texts are used to drive the learning in Literacy lessons as well as across the curriculum.

By the time the children leave our school we aim for them to be able to:

- read and write with confidence, fluency and understanding, orchestrating a range of independent strategies to self-monitor and correct.

- have a love of literature, an interest in books and read for pleasure by being immersed in a wide range of texts, including digital texts with an appropriate level of challenge to develop their language capability.
- have an interest in words, their meanings; developing a growing vocabulary in spoken and written forms; appreciate our rich and varied Literary heritage.
- have a suitable technical vocabulary to articulate their responses.
- understand a range of text types and genres – be able to write in a variety of styles and forms appropriate to the purpose and audience.
- Use discussion in order to learn; to be able to elaborate and explain clearly their understanding and ideas.
- become competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.
- developing the powers of imagination, inventiveness and critical awareness.

STATUTORY REQUIREMENTS

Statutory requirements for the teaching and learning of English are laid out in the National Curriculum for English Key Stages 1 and 2 (2014) and in the Communication, Language and Literacy section of, The statutory framework for the Early Years Foundation Stage (2012).

In EYFS (Nursery and Reception) children should be given opportunities to:

- speak and listen and represent ideas in their activities;
- use communication, language and literacy in every part of the curriculum to extend pupils' spoken and receptive vocabulary;
- become immersed in an environment rich in opportunities for developing oral language skills and print. **(Refer to School Development Plan- Oracy)**

At Key Stage One (Years 1 and 2), children should learn to speak confidently and listen to what others have to say. They should begin to read and write independently and with enthusiasm. They should use language to explore their own experiences and imaginary worlds.

At Key Stage Two (Years 3-6), children should learn to change the way they speak and write to suit different situations, purposes and audiences. They should read a range of texts and respond to different layers of meaning in them. They should explore the use of language in literary and non-literary texts and learn how the structure of language works.

SUBJECT ORGANISATION

All teaching staff use the New National English Curriculum as the basis for planning across the school. The Early learning Goals are followed to ensure continuity and progression from the Foundation Stage through to the National Curriculum. Pupil provision is related to attainment in line with the age related expectations.

In KS1 (Year 1) the majority of the children's early Literacy work is done through daily RWI sessions (**Refer to Phonics Policy**) in and through 'Literacy & Language' resource in Year 2. Cross-curricular reading and writing opportunities are planned to embed the English curriculum with a clear audience and purpose.

In KS2 Literacy is taught in classes daily with RWInc Literacy and Language resource which inspires a love of Literature through the study of complete texts, with a core structure of grammar skills taught in context, to ensure children become confident writers. Each unit includes anthologies of fiction and non-fiction texts as well as plays and poems. Units are planned with a main writing outcome; however different genres are planned for through the investigation of the topic or through experiential learning in other subjects.

(Please see Appendix 1- **English Curriculum Overview**; Appendix 4-**English Weekly Planning**)

APPROACHES TO SPEAKING AND LISTENING

The national curriculum for English reflects the importance of spoken language in pupils' development across the whole curriculum – cognitively, socially and linguistically. The Four Strands of Speaking and Listening: Speaking; Listening; Group Discussion and Interaction, and Drama permeate the whole curriculum. All staff use speaking and listening opportunities to develop pupils' receptive and expressive language which impact on children's thinking and communication skills. The use of 'talk partners' and group work is encouraged throughout the school as good practice.

Interactive teaching strategies are used to engage all pupils in order to raise reading and writing standards. The quality and variety of language that pupils hear and speak are vital for developing their vocabulary and grammar and their understanding for reading and writing. Teachers therefore ensure the continual development of pupils' confidence and competence in spoken language and listening skills. Staff aim to develop pupils' capacity to explain their understanding of books and other reading, and to prepare their ideas before they write. They are assisted in making their thinking clear to themselves as well as to others and teachers ensure that pupils build secure foundations by using discussion to probe and remedy their misconceptions. Pupils are taught to understand and use the conventions for discussion and debate.

All pupils are enabled to participate in and gain knowledge, skills and understanding associated with the artistic practice of drama. Pupils are encouraged to adopt, create and sustain a range of roles, responding appropriately to others in role. They have opportunities to improvise, devise and script drama for one another and a range of audiences, as well as to rehearse, refine, share and respond thoughtfully to drama and theatre performances. Children are encouraged to develop effective communication skills in readiness for later life.

APPROACHES TO READING

Reading is at the heart of the curriculum. All children are encouraged to read a variety of genres and authors in order that they become lifelong, avid readers and use adventurous vocabulary in their speech and in their written work. Oxford Reading Tree Scheme and Read Write Inc. phonics are the primary schemes deployed by the school to ensure pupils are provided with very finely graded steps of increasing reading challenge. The books are matched to pupil's reading ability to develop word reading skills, vocabulary, inferential comprehension and reading stamina at every step of their reading journey. When a pupil chooses a book which they love reading and which is also at the right level it helps them make good progress. Oxford Levels have been correlated to Book Bands with appropriate challenge to ensure that pupils encounter manageable stretch at each step, and continue to progress as a reader. Every pupil is different, the books are age-appropriate for a variety of reading needs, including both struggling readers and very able readers. Pupils become 'free readers' once they've come to the end of the reading scheme. This is a fantastic achievement to be celebrated and means children will be able to choose their own reading book from a much wider range. However, it's important to ensure that pupils continue to get a varied and appropriately challenging reading diet.

The school has invested in wide range of high quality whole class reading texts across a range of genres to reflect the school's context and the wider world and aspects of diversity. All staff have worked with the Literacy Lead to create a St Giles Reading Spine that reflects the knowledge of literary features. Teachers have carefully selected books that use figurative language for artistic effect. Pupils are beginning to recognise the way genre relates to theme and content as well as non-linear time sequencing in plots. The whole-school ethos and tools like reading spine encourages high expectations of pupils in terms of the quality of the texts pupils read in class and the approaches teachers take to encourage the love of reading.

The school also utilises the resources of SLSS (Wolverhampton) to ensure children have a wide choice of reading material to meet their interests and reading ability. High quality non-fiction books are available to support the curriculum and are readily available for pupils to loan at home.

There is a strong focus on the magic of language and literature; vocabulary (words/meanings); reading for pleasure through story time from Nursery to Y6; reading non-fiction in lessons across the curriculum; participating in inter school reading quizzes; world book day events and reading during unstructured time (Lunch break).

High expectations are shared with parents and carers with all staff writing letters to explain the reading provision explicitly at the beginning of year. Each classes' letter, written by each year group's teachers, are shared with parents in September to show how reading is promoted and the different reading expectations each year group has. A detailed, informative leaflet from The Literacy Trust is also sent to parents to help to show them how to support their child/ren with reading.

(Please see Appendix 2- **Oxford Reading Levels Chart**)

Shared reading is used daily throughout the school in order to give the children access to high quality texts. Guided reading and comprehension is timetabled throughout the school from Year 2 to Year 6; independent reading takes place on a regular basis. Reciprocal reading pedagogy underpins teaching comprehension strategies as it creates a structured dialogue between the teacher and pupils to jointly construct the meaning of text. Children are taught specific strategies to overcome barriers to comprehension. These include: prediction, questioning, clarifying, summarising, inference and activating prior knowledge. Staff use the gradual release of responsibility model to transfer these strategies to children-

1. an explicit description of the strategy and when and how it should be used;
2. modelling of the strategy in action by teacher;
3. collaborative use of the strategy in action;
4. guided practice using the strategy with gradual release of responsibility; and
5. independent use of the strategy.

This encourages children to take a greater responsibility for their own learning. Children are given regular opportunities to record their reading experiences in a reading journal on serial mash or literacy book.

Phonics is taught daily in the foundation stage and key stage one through the RWI programme. (Refer to Phonics Policy)

Children are given a home reading diary which acts as a useful contact between teachers and parents and enables staff to monitor home reading. Children take reading books home daily and are encouraged to record new words to expand their vocabulary. Reading books are changed at least once a week and more as appropriate. Classes in KS1 and KS2 are encouraged to have a class reader which gives all children the opportunity to access an extended text. Every year has their own class library encouraging pupils to develop reading for pleasure. In addition, the school library is timetabled for use at lunchtimes and children are invited to borrow books non-fiction books linked to wider curriculum. Parents and carers are encouraged to visit the local library throughout the year. Children also have timetabled reading sessions from the staff at the local library throughout the year.

APPROACHES TO WRITING

The main aim at St Giles' is to enable the children to become independent writers with a clear purpose and audience using the seven components of the writing process. These include planning, drafting, sharing, evaluating, revising, editing and publishing. Writing strategies are explicitly taught using the 'gradual release of responsibility' model as explained above in the reading section. Pupils are taught to control their speaking and writing consciously and to use Standard English. They are taught to use the elements of spelling, grammar, punctuation and 'language about language' listed in the English National Curriculum 2014.

Children are taught early spelling skills through RWInc and encouraged to write emergently from an early stage. RWInc Spelling resource is used from Year 2-6

alongside the Literacy and Language resource by staff from Y2-6 to plan the teaching of writing and spelling. Children are taught appropriate spellings for their own development as indicated in the 'New National Curriculum' for English. The two statutory appendices – on spelling and on vocabulary, grammar and punctuation – give an overview of the specific features that are included in teaching the programmes of study. Opportunities for teachers to enhance pupils' vocabulary arise naturally from their reading and writing. As vocabulary increases, teachers endeavour to show pupils how to understand the relationships between words, how to understand nuances in meaning, and how to develop their understanding of, and ability to use, figurative language. They also teach pupils how to work out and clarify the meanings of unknown words and words with more than one meaning.

Teachers use shared writing and the modelling of writing for teaching the children to develop their writing skills. Guided writing is used with focus groups in order to improve children's writing skills and as an effective formative assessment tool.

Handwriting is taught weekly outside of the literacy lesson in KS2 using the Nelson Handwriting scheme. In addition all 'Literacy & Language' lessons in KS2 begin with a handwriting warm up as part of learning readiness. In EYFS and Key stage 1 letter formation is taught alongside RWI stages.

CROSS-CURRICULAR LITERACY OPPORTUNITIES

Teachers seek to take advantage of opportunities to make cross-curricular links where appropriate links to other subjects provide a platform for the application of Literacy skills. This enables teachers to plan for pupils to practise and apply the skills, knowledge and understanding acquired through literacy lessons to other areas of the curriculum. Memorable experiences, such as trips out of the school or visitors to the school are used to create purpose for writing. Children are taught to modify their writing according to the audience for whom they are writing, which includes selecting an appropriate form or genre.

THE USE OF ICT

Opportunities to use ICT to support teaching and learning in Literacy are planned for and used as appropriate as this is a major strand in the New curriculum for English. Digital technology is used when children are reading using software like 'Serial Mash, Education City, Oxford Reading Buddy and Readerful.' It is also used in writing for pupils to draft, edit, revise and publish compositions.

ASSESSMENT AND TARGET SETTING

Teachers and pupils set individual reading and writing targets every term which are shared with the parents.

Formative Reading assessments take place as part of Literacy sessions which includes shared and guided reading. This is supported by summative RWI assessments (KS1) and NFER assessments (KS1& 2).

(Refer to Assessment Policy)

Writing is assessed half-termly using the 'St- Giles criterion scale' in conjunction with Educater software and each child is expected to produce a piece of unsupported written work in their literacy book. This is also used as an AFL (assessment for learning) tool to inform future learning and targets. The 'age related expectations' are reported to the assessment co-ordinator. This is then used to identify individuals or groups who are underperforming in order to plan appropriate intervention programmes. Individual writing targets are set on a termly basis to guide the pupils to track their own progress. Active feedback including marking with next steps also enables pupils to improve and enhance their writing.

(Refer to Marking & Presentation Policy)

INCLUSION

We aim to provide for all children so that they achieve as highly as they can in English according to their individual abilities. We will identify which pupils or groups of pupils are under-achieving and take steps to improve their progress and attainment. Teachers ensure that they plan and facilitate opportunities for learning at depth by providing suitable learning challenges.

(Refer to SEND Policy and Pupil Premium Policy)

EQUAL OPPORTUNITIES

All children are provided with equal access to the English curriculum. We aim to provide suitable learning opportunities regardless of gender, ethnicity or home background.

(Refer to 'Equalities and Cohesion Policy')

ROLE OF SUBJECT LEADER:

The Subject Leader should be responsible for improving the standards of teaching and learning in Literacy through:

Monitoring and evaluating Literacy:-

- pupil progress /attainment
- provision of English through monitoring planning/ work sampling
- the quality of the Learning Environment;
- the deployment and provision of support staff
- taking the lead in policy development
- auditing and supporting colleagues in their CPD
- managing a budget, purchasing and organising resources
- keeping up to date with recent Literacy developments

PARENTAL INVOLVEMENT

At St Giles' we know how important parental involvement is. Parents are encouraged to read daily with their child and record responses in their child's reading record book. We hold regular parental workshops which are well attended and parents are given simple ways in which they can help their child at school. We enjoy a good range of parental support with achievement assemblies and theme weeks such as World Book Day/Book Week/International Week.

CONCLUSION:

This policy also needs to be in line with other school policies and therefore should be read in conjunction with the following school policies:

Assessment Policy

Computing Policy

Marking and Presentation Policy

Phonics Policy

Pupil Premium Policy

Special Education Needs Policy

Equalities and Cohesion Policy

Updated September 2024

To be reviewed September 2026



Article 28 (right to education) Every child has the right to an education. Primary education must be free and different forms of secondary education must be available to every child. Discipline in schools must respect children's dignity and their rights. Richer countries must help poorer countries achieve this.

Article 29 (goals of education) 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 the environment.

Appendix 1-English Curriculum Overview

At St Giles' we believe English to be the foundation on which all other subjects of the curriculum are built; it is through this philosophy that we are using 'Literacy and Language' programme based on the New National Curriculum for English. This unique multi-layered approach enables all children to make excellent progress in literacy by developing deep comprehension, vocabulary, grammar, writing, thinking and talking skills consistently across the school.

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	RWI - Hear stories and learn to love books & reading. Develop familiarity with stories, rhymes & poems. Planned talk (nursery handbook p.18-26). Support parents (nursery handbook p.27-28) Name the pictures in the RWI frieze – (p.32). Play Fred games and develop Fred talking		Name the pictures in the RWI frieze – (p.32). Play Fred games and develop Fred talking. HA – begin to be taught single letter sounds (p.35)		Children will be taught single letter sounds. Continue to WT1. Some children will have developed fine motor skills and will begin a small group handwriting session –(p.61)	
Reception	RWI Read single-letter Set 1 sounds	RWI - Read all Set 1 sounds; blend sounds into words orally	RWI - Blend sounds to read words; read short Ditty stories	RWI - Read Red Storybooks	RWI - Read Green Storybooks; read some Set 2 sounds	RWI – Read Green or Purple Storybooks
Cornerstones Story books - Children hear stories and learn to love books & reading. - Develop familiarity with stories, rhymes & poems by class reader read every day as a class then built upon, i.e., acted out, hot seating, story maps, jumping in. Class reader displayed and shared with parents.						
Year1	Read Write Inc – Read Purple Storybooks; read some Set 2 sounds ;The Gruffalo-Julia Donaldson	Read Write Inc – Read Pink Storybooks; read all Set 2 sounds ; Beegu-Alexis Deacon	Read Write Inc – Read Orange Storybooks; read some Set 3 sounds ; Cops and Robbers- Janet & Allan Ahlberg	Read Write Inc – Read Yellow Storybooks ; Dogger- Shirley Hughes	Read Write Inc – Read Yellow Storybooks; read all of Set 3 sounds ; Tiger who came to Tea-Judith Kerr	Read Write Inc – Read Blue Storybooks poetry/Persuasive writing Transition Unit-Princess & the Pea
Year2	Unit 1: A story with familiar setting; An explanation Explanation Text: Life Cycle (Frog, turtle, insect, mammal)	Unit 2: Poetry (Kennings) Non-chronological text: Journey to the Deep	Focus on a significant Children's Author (Julia Donaldson) Letter to Julia Donaldson (Recount of Real event) Highway Rat fiction text Instruction for a new broom (Room on the Broom)	Unit 4: A traditional Tale R.E –Easter Story Science – Experiment (Instruction)	Fiction Text: The Tear Thief by Carol Ann Duffy (Recount of Real Event)	Unit 6: A story set in a fantasy world; (Chocolate Planet) Trip Recount (Cadbury World)
Year 3	Unit 1: Stories with a familiar setting ; Information texts	Unit 3: A science fiction/fantasy story; Discussion texts	Unit 5: A mystery story Non chronological Reports	Unit 4: Poetry; Explanation texts	Unit 6: Folktale; Biography/autobiography (extends to the first half of Summer 2)	Unit 2: Play scripts; Instructional text
Year4	Unit 1: Story with a Dilemma ; Information texts	Unit 5: A story with a historical setting: Newspaper recounts – History – Ancient Egyptians-Howard Carter-Tomb of Tutankhamun	Unit 3: A story in narrative verse; Explanation texts	Unit 2: Poetry;Journalistic recounts	Unit 4: A play script; Evaluating evidence	Unit 6: A story from another culture; Persuasive writing
Year 5	Unit 1: Myth; (Fiction); Instructional Text (Non-fiction)	Unit 2: A modern re-telling of a myth/dilemma story: Recounts	Unit 3: Poetic style; Persuasive writing	Unit 4: A story by a significant children's author; Biography/autobiography	Unit 5: A story from another culture; Non chronological Reports	Unit 6: Play script, dramatic conventions; Discussion texts
Year 6	Unit 1: Legend ; Journalistic writing (Robin Hood)	Unit 2: Poetry: the power of imagery; Unit 4: A story with flashbacks; Biography/autobiography	Additional Unit-The Giant's Necklace-Michael Morpurgo - Informal letter - Newspaper report - Formal letter of complaint	Unit 3: A historical story; Formal/impersonal writing The Boy in Striped Pyjamas-John Boyne	Unit 6: Authors and texts; Explanation texts	Unit 5: A play script, narratives and plays; Persuasive texts Transition Additional Unit-Macbeth

Appendix 2- Oxford Reading Levels Chart

Rooted in reading for pleasure and with synthetic phonics at its heart, *Oxford Reading Tree's* well-loved characters, breadth (over 800 books!), and varied writing styles give children everything they need to become confident readers.

Guide your readers using Oxford Levels...

Oxford Levels have been correlated to other levelling systems that are used in schools, such as Book Bands. At Key Stage 2 in particular there are several *Oxford Levels* for each Book Band, to provide children with very finely graded steps of increasing challenge. This ensures they make the best possible progress at this crucial point in their reading journey, as they head towards assessments at the end of Year 6/P7. Use our chart to help guide what level a child at a given point on the *Oxford Reading Criterion Scale* should be comfortable reading – that is, capable of reading independently but with an element of stretch.

FREE POSTER

Request a poster version of this chart by emailing your school details to claire.beat@oup.com

England	Scotland	Wales	Northern Ireland	Oxford Level	Book Band colour	Old National Curriculum levels (for reference)	Standard of the Oxford Reading Criterion Scale (based on highest expectations of the 2014 National Curriculum)	
Pre-reading/Nursery Up to 4 years old	Up to 4 years old	Up to 4 years old	Up to 4 years old	1	Lilac	W	Pre-reading standard	
				1+	Pink	W		
Reception 4-5 years old	Primary 1 4-5 years old	Reception 4-5 years old	Primary 1 4-5 years old	1	Lilac	W	Curriculum expectation: Secure Standard 1 by end YR/P1 Oxford Level 3	
				1+	Pink	W		
				2	Red	1c		
				3	Yellow	1b		
Year 1 5-6 years old	Primary 2 5-6 years old	Year 1 5-6 years old	Primary 2 5-6 years old	4	Light blue	1b	Curriculum expectation: Secure Standard 2 by end Y1/P2 Oxford Level 6	
				5	Green	1a		
				6	Orange	1a		
				7	Turquoise	2c		
Year 2 6-7 years old	Primary 3 6-7 years old	Year 2 6-7 years old	Primary 3 6-7 years old	8	Purple	2c	Curriculum expectation: Secure Standard 3 by end Y2/P3 Oxford Level 10	
				9	Gold	2b		
				10	White	2a		
				11	Lime	3c		
				12	Lime +	3c		
				NOTE: Children reading at Oxford Level 9 should be capable of achieving National Standard in the end of KS1 tests/assessments in England				
Year 3 7-8 years old	Primary 4 7-8 years old	Year 3 7-8 years old	Primary 4 7-8 years old	8	Brown	2c	Oxford provides age-appropriate books at Oxford Levels 8-10 for children who have not achieved the required standard at end KS1.	
				9		2b		
				10		2a		
				11	3c	Curriculum expectation: Secure Standard 4 by end Y3 Oxford Level 13		
				12	Grey			3c
				13	3b			
Year 4 8-9 years old	Primary 5 8-9 years old	Year 4 8-9 years old	Primary 5 8-9 years old	14	Dark blue	3a	Curriculum expectation: Secure Standard 5 by end Y4 Oxford Level 15	
				15		4c		
				16		4b		
Year 5 9-10 years old	Primary 6 9-10 years old	Year 5 9-10 years old	Primary 6 9-10 years old	17	Dark red	4a	Curriculum expectation: Secure Standard 6 by end Y5, Oxford Level 17.	
				18		5c		
				NOTE: Children reading at Oxford Level 17 should be capable of achieving National Standard in the end of KS2 tests in England				
Year 6 10-11 years old	Primary 7 10-11 years old	Year 6 10-11 years old	Primary 7 10-11 years old	19	Dark red	5c	Curriculum expectation: Secure Standard 7 by end Y6, Oxford Level 19.	
				20		5b		
				NOTE: Children reading at Oxford Level 17 should be capable of achieving National Standard in the end of KS2 tests				

Oxford Levelled books are most effectively used as spine alongside other rich and varied 'free reading books' – it doesn't have to be either/or!



APPENDIX 3

Assessment Calendar 2023-2025

Half Termly Formative Assessment- RW/Inc., White Rose, Rising Stars; End of Term: NFER

	DATA DATE	Autumn Term				Science
		Maths	Reading	Writing	Grammar, Punctuation and spelling	
EYFS		Ages & Stages Assessment-WELLCOMM SCREENING GL ASSESSMENT NURSERY; Reception Baseline Assessment				
KS1		Rising Stars/NFER Autumn ½	RWI/Rising Stars/NFER Autumn 1/2	RWI/LIT & Lang Autumn 1/2	Rising Stars/ LIT & Lang /NFER Autumn 1/2	Switched on Science Rising stars Autumn 1/2
KS2		Rising Stars/NFER Autumn 1/2	Rising Stars/NFER Autumn 1/2	LIT & Language Autumn 1/2	Rising Stars/ LIT & Lang NFER Autumn 1/2	Switched on Science Rising stars Autumn 1/2
Moderation Literacy/ Mathematics	December	Pupil books with ARE work, targets and next step marking. Educater updated for all core subjects based on formative & summative assessments. REPORTS from NFER/TARGETS (Autumn 2)				
		Spring Term				Science
		Maths	Reading	Writing	Grammar, Punctuation and spelling	
EYFS		Ages & Stages Assessment Ongoing				
KS1		Rising Stars/NFER Spring 1/2	RWI/NFER Spring 1/2	RWI/LIT & Lang Spring 1/2	Rising Stars/ LIT & Lang /NFER Spring 1/2	Switched on Science Rising stars Spring 1/2
KS2		Rising Stars/NFER Spring 1/2	Rising Stars/NFER Spring 1/2	Practice SATs UKS2 Rising stars LKS2 Spring 1/2	Rising Stars/ LIT & Lang NFER Spring 1/2	Switched on Science Rising stars Spring 1/2
Moderation Literacy/ Mathematics	March	Pupil books with ARE work, targets and next step marking. Educater updated for all core subjects based on formative & summative assessments. REPORTS from NFER/TARGETS (Spring 2)				
		Summer Term				Science Science
		Maths	Reading	Writing	Grammar, Punctuation and spelling	
EYFS		Ages & Stages Assessment Moderation stage EYFS				
KS1 Y2	Y1/2 Phonic test	National SATs/Rising Stars/NFER Summer 1/2	National SATs /NFER RWI Moderation Summer 1/2	RWI/Lit & Lang Moderation Summer 1/2	National SATs / Moderation/Rising Stars/ LIT & Lang NFER Summer 1/2	Switched on Science Rising stars Summer 1/2
KS2	Year 4 Multiplication Check	National SATs /Rising Stars/NFER Moderation Summer 1/2	National SATs / Rising Stars/NFER/ Moderation Summer 1/2	Lit & Lang/National Moderation Summer 1/2	NFER/National SATs / Moderation/Rising Stars/ LIT & Lang Summer 1/2	Switched on Science Rising stars Summer 1/2
Moderation Literacy/ Mathematics	July	Pupil books with ARE work, targets and next step marking. REVIEW PROGRESS REPORTS from NFER/TARGETS (Summer 2)				

Appendix 4-English Weekly Planning Example

Article 29 (goals of education)

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 the environment.

Article 13 (freedom of expression)

Every child must be free to express their thoughts and opinions and to access all kinds of information.

Literacy & Language Unit: 1

Text Focus: Prometheus and Pandora

Key writing purpose:

To write a new ending for Prometheus and Pandora from Pandora's point of view, using ideas from the story and other traditional tales.

Success Criteria:

My new ending:

- *shows* my reader what Pandora is thinking and feeling through her actions
- builds suspense and vivid descriptions using interesting synonyms to engage the reader in Pandora's dilemma.

Big Question (Speaking & Listening skills):

Purpose: for children to develop their skills of argument and discussion through a mini enquiry session based on a philosophical question relating to the work of the day

Spelling Focus: Silent letters Spelling Planet Unit 1

Comprehension Focus: Cracking Comprehension Fiction Unit 1

Grammar Focus: Narrative written in the first person and past tense to show the reader that I am narrating from Pandora's point of view includes **conjunctions and adverbs** to build cohesion within a paragraph.

Revision Focus Singular and plural nouns. (Nelson)

Handwriting Focus: Practice writing descenders.

Class Reader: Harry Potter & the Philosopher's Stone.

WIDER READING

1

Content domain reference	
2a	give / explain the meaning of words in context
2b	retrieve and record information / identify key details from fiction and non-fiction
2c	summarise main ideas from more than one paragraph
2d	make inferences from the text / explain and justify inferences with evidence from the text
2e	predict what might happen from details stated and implied
2f	identify / explain how information / narrative content is related and contributes to meaning as a whole
2g	identify / explain how meaning is enhanced through choice of words and phrases
2h	make comparisons within the text

Percy Jackson and The Lightning Thief – Rick Riordan
Heroes of Olympus – Rick Riordan
Persephone – Sally Pomme Clayton
Pandora – Robert Burleigh
Pandora's Box – Rose Impey

SEN

PPG

GD

Homework Focus: Literacy & Language Unit 1; Education City comprehension; Oxford Reading Buddy

	Learning objective	Handwriting/ Spellings/ Grammar	Whole Class Learning	Independent Practice	Plenary/AFL
M o n i t o r i n g	L.O. I am learning to develop an awareness of familiar and key elements of traditional stories.	Nelson handwriting – words including ng.	The Story Store Explain that myths, legends and fairy tales helped people to understand things that happened in life and things that seemed unfair or hard to explain. TTYP: Talk to your partner about any myths legends or fairy tales you already know. Are there any morals or warnings in these stories? Read through the stories of Blue Beard and King Midas together	Group 1 - Children to independently complete a grid with key features on, using examples from Blue Beard and King Midas (leave the Prometheus and Pandora section empty for later on in the topic). Group 2 - Children to complete a grid with key features on (TA support) using examples from Blue Beard and King Midas (leave the Prometheus and Pandora section empty for later on in the topic). Group 3 - Children to complete a grid	Can you link any of the stories we looked at in today's lesson to other stories you have read?

			as a class, pausing to look at vocabulary and key elements. CD file 1.2new: Display story grid to show key elements.	with key features on (teacher support) using examples from Blue Beard and King Midas (leave the Prometheus and Pandora section empty for later on in the topic).	
F u e s d a y	L.O. I am learning more about Greek gods and the character of Zeus in the story.	Nelson handwriting – words including oc .	Page 4 in Anthology. Look at vocab and synonyms to describe Zeus. Have a piece of flip-chart paper with a picture of Zeus in the middle. Children to contribute ideas about his character. Research other Greek gods to link with history topic.	Group 1 - Children to write sentences about Zeus’s character, backed up with ideas from the text, teacher supported. Group 2 - Children to independently write sentences about Zeus’s character, backed up with ideas from the text. Group 3 - Children to create a character profile of Zeus, TA supported.	Children to read their sentences out loud. Other children add ideas they hadn’t thought of in green pen onto their work.
W e d e s d a y	L.O. I am learning to create character profiles for Prometheus and Epimetheus.	Re-cap spellings for this week. (Spelling Planet Rule)	Discuss what we found out about Zeus last lesson and remind children what synonyms are. Re-cap the first page of the story again together. Continue reading the story together. Read up to ‘Set in stone.’ Discuss words and phrases to describe the characters.	Group 1 - Children to independently write a paragraph about the characters under subheadings. Group 2 - Children to write a paragraph about the characters under subheadings, teacher supported. Group 3 - Children to create a character profile of Prometheus and Epimetheus using bullet points under sub-headings, TA supported.	What are the similarities and differences between the characters we have discussed so far?
F r i d a y	L.O. I am learning to use my knowledge of Zeus’ character to predict how he will punish Prometheus.	Re-cap grammar focus for this week.	Read the text together, up to ‘Match my fury.’ Discuss Zeus’ character and what children think he will do to Prometheus.	Group 1 - Children to write a prediction about what they think Zeus will do to Prometheus, backed up by ideas from the text, TA supported. Group 2 - Children to write a prediction about what they think Zeus will do to Prometheus, backed up by ideas from the text, teacher supported. Group 3 - Children to independently write a prediction about what they think Zeus will do to Prometheus.	Content Domain 2e explored through predictions based on details shared and implied.
F r i d a y	L.O. I am learning to retrieve and record information from a fiction text.	Nelson handwriting – words including oc .	Read through Stig of the Dump together. See Cracking Comprehension notes.	HA/MA – Cracking Comprehension Unit 1 – Stig of the Dump. L/A – Cracking Comprehension (year 4) Unit 1 – The Children of Green Knowe.	Look at the next step 3 mark question together from the text.