



# Rosehill Junior School

## *English Policy*

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## English Statement of Intent

At Rosehill Junior School, we believe that books open doors into new and exciting worlds; worlds where friends can be made, adventures can be had and knowledge can be learnt. Through novel study, we believe that exposing children to a wide range of literature enhances the children's language, imagination and their excitement for writing. We believe that in order to develop confident and independent writers, children should be exposed to and learn from a wide range of high-quality examples and therefore in English lessons, we enjoy a variety of rich texts ranging from classic novels to modern fiction throughout their time with us.

In each year group, the novels studied provide opportunities to write in a range of styles and for a range of purposes and audiences. We endeavour to promote a lifelong love of literature through studying a range of texts and bringing the stories alive through immersive learning environments and lessons. We base our teaching of writing on the content of the National curriculum. We teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them.

Reading and writing are heavily intertwined and we aim to provide our pupils with rich opportunities to use the language and vocabulary skills that they have acquired in reading in writing sessions.

We also recognise the effect a confident, fluent and coherent understanding of English will have on a pupil's progress, both inside and outside of the school environment. English lessons encompass writing practice, including handwriting, spelling, widening vocabulary, and writing for different styles, purposes, and audiences, as well as focussing on spoken English, reading, grammar and pronunciation.

We ensure that all staff members are aware of planning, assessment, teaching and learning requirements for the English curriculum. All pupils know how to plan, practise and evaluate their work.

## Writing Statement of Implementation

At Rosehill, writing is taught 4x per week across the whole school. Each class studies a different high-quality text, lasting from a few weeks to a whole term depending on text type, length and year group.

Long and short term planning and the use of progression maps ensure that a variety of genres are progressively taught and built upon both throughout the year and throughout the school. Through novel study, children will acquire and learn the skills to plan, draft and refine their written work over time and are encouraged to develop independence in being able to identify their own areas for improvement in all pieces of writing.

Within each unit of work, sequenced lessons ensure that prior learning is checked and built upon and that National Curriculum objectives are taught through a combination of approaches/opportunities e.g.



- Opportunities to participate in drama & spoken language activities
- Exploring the features of different text types and modelled examples (E.g. Spotting features in a WAGOLL – What a good one looks like)
- Handwriting practise
- Vocabulary practise
- Shared writing (modelled expectations)
- Discrete Spelling, Punctuation and Grammar lessons
- Independent writing
- Planning, drafting, editing, up-levelling and presenting
- Performing
- Handwriting

Through school, we use the RWI handwriting scheme which takes a holistic view of teaching handwriting, developing both a child's key strengths (Gross & Fine Motor Skills) and Key Abilities (Knowledge). Teachers are expected to role model the school's handwriting style when marking children's work, writing on the board and on displays around the school.

## Spelling Statement of Implementation

From Year 3, or once children have demonstrated secure knowledge of phonics, classes follow a progressive spelling scheme. Through exploring spelling patterns and rules, we aim to create confident and proficient spellers using a discrete teaching approach underpinned by phonics.

The programmes of study for writing at key stages 1 and 2 are constructed similarly to those for reading: transcription (spelling and handwriting) composition (articulating ideas and structuring them in speech and writing). We use the objectives for each year group to develop pupils' competence in these two dimensions. In addition, pupils are taught how to plan, revise and evaluate their writing.

Writing down ideas fluently depends on effective transcription: that is, on spelling quickly and accurately through knowing the relationship between sounds and letters (phonics) and understanding the morphology (word structure) and orthography (spelling structure) of words. This means we also teach additional spelling sessions to help pupils develop fluency. Effective composition also involves forming, articulating and communicating ideas, and then organising them coherently for a reader. This requires clarity, awareness of the audience, purpose and context, and an increasingly wide knowledge of vocabulary and grammar. As a result, we often start a unit of work by looking at an exemplar piece and identifying the key aspects that need to be incorporated into a finished piece of work. Writing also depends on fluent, legible and, eventually, speedy handwriting.

Children are also taught to

- Spell accurately and identify reasons for mis-spellings.
- Proof-read their spellings
- Recognise and use word origins, families and roots to build their skills
- Use dictionaries and thesauruses.



## Writing Statement of Impact

Teachers use assessment as an integral part of the teaching and learning process and link it clearly to the children's next steps.

- Formative assessment grids (statements taken from progression map)
- Constructive marking with 'next steps' where appropriate. Teachers leave next steps in books when marking to ensure that children know exactly what they need to do next to make progress in their writing and children are encouraged to respond to this in green pen

The impact on our children is that they have the knowledge and skills to be able to write successfully for a purpose and audience. With the implementation of the writing sequence being established and taught in both key stages, children are becoming more confident writers and have the ability to plan, draft and edit their own work. By the end of key stage 2, children have developed a writer's craft, they enjoy sustained writing and can manipulate language, grammar and punctuation to create effect.

## Reading Statement of Intent:

Beyond Fluency - Teaching Reading Strategies

Every child in Year 3 - Year 6 experiences a reading lesson each day that focuses on developing understanding and comprehension. We want pupils to become expert readers capable of making complex comparisons between authors and understanding language choices. Our daily lesson focuses heavily on exposing pupils to challenging Tier 2 vocabulary. We follow a similar structure in each classroom which is based on the principles of our overall teaching model consisting of

- Teach
- Feedback
- Practice
- Feedback

Our process of choosing the texts we examine in each year group is not random, we consider the quantitative aspect of the book by using the lexile framework to evaluate the reading demand, analyse the text's semantic (word frequency) and syntactic (sentence length) characteristics.

## Reading for Pleasure

Developing a love of reading is vital. We have a high quality library which is well stocked with both fiction and non-fiction texts. All classes are provided with weekly time to explore the library,

In addition we place a great deal of importance on story time. This takes place each day and we choose a variety of books designed to foster curiosity and interest.



## 1. Legal framework

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

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

This policy has been created in conjunction with the following school policies:

- Pupil Code of Conduct
- Primary Assessment Policy

## 2. Roles and responsibilities

The headteacher is responsible for:

- Appointing an appropriate subject leader.
- Ensuring that appropriate procedures are in place for reporting and managing accidents.
- Ensuring that effective health and safety procedures are in place.
- Completing a risk assessment.

The subject leader is responsible for:

- Encouraging staff to provide effective learning opportunities for pupils.
- Help to expand on colleagues' areas of expertise in English.
- Organising the deployment of resources and carrying out an annual audit of all related resources.
- Liaising with teachers across all phases.
- Communicating developments in the subject to all teaching staff and the SLT, as appropriate.
- Leading staff meetings and providing staff members with the appropriate training.
- Organising, providing and monitoring CPD opportunities regarding English skills.
- Ensuring common standards are met for recording and assessing pupils' performance.



- Advising on the contribution of English in other curriculum areas, including cross-curricular and extra-curricular activities.
- Collating assessment data and setting new priorities for the development of English in subsequent years.

Teachers are responsible for:

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

The SENCO is responsible for:

- Liaising with the subject leader in order to implement and develop specialist English-based learning throughout the school.
- Organising and providing training for staff regarding the English curriculum for pupils with SEND.
- Advising staff on how best to support pupils' needs.
- Advising staff on the inclusion of English objectives in pupils' individual educational plans.
- Advising staff on the use of TAs in order to meet pupils' needs.

The pupil is responsible for:

- Ensuring they complete work on time and to the best of their ability.
- Ensuring they behave in accordance with the Pupil Code of Conduct.

### 3. Phonics

At Rosehill, we follow Read, Write, Inc (referred to from here on as RWI) as our synthetic phonics programme. RWI Phonics is a whole-school approach to teaching phonics that creates fluent



readers, confident speakers and willing writers. It is an inclusive literacy programme for all children who are learning to read, regardless of age.

We teach RWI Phonics to children from Years 3 - 6 in groups based on their phonic knowledge. Children learn the 44 common sounds in the English language and how to blend them to read and spell. The scheme heavily focuses on the development of early reading. Reading is the key that unlocks the whole curriculum so the ability to efficiently decode is essential. The R.W.I sessions occur each day with no exceptions, as we firmly believe that the continuity and pace of the programme is key to accelerating the progress of children's reading development.

Because children are arranged into ability groupings, we have two different sessions running alongside each other. We have a 90 minute RWI session for children assessed at yellow level or below and a 30 minute RWI session for children assessed at blue or grey level.

The 90 minute lessons, for children assessed at yellow group or below, differ slightly every day. They always start with known speed sounds followed by speed sounds from the storybook. They then look at story green words and speedy green words before looking at the red words which will appear in the story. Every day, children practise their perfect partner work, reading aloud and practising fluency. Towards the end of the week, the children work on grammar, vocabulary, spelling and handwriting in their Get Writing! Books. All tasks relate to the story and focus sounds for that week.

The 30 minute sessions, for children assessed at blue and grey level, also change slightly per day. Every day, the children start with known speed sounds followed by speed sounds from the storybook. They then look at story green words and speedy green words before looking at the red words which will appear in the story. Every day, children practise their perfect partner work, reading aloud and practising fluency. Within these groups, there is a clear emphasis on reading, not writing.

The decodable reading books (RWI book-bag books) are taken home to ensure that children are learning to read with automaticity as well as practising their sounds and blending. Children are also encouraged to choose a 'reading for pleasure' book from our Early Reading Library (as well as using the main library). The books in the Early Reading Library were recommended by the Specialist Inclusion Team as 'high-low' books. They are books that are of high interest but have a low reading age. This allows older children to access books at their level that are aimed at their age group.

Children on the RWI program also read their decodable books with adults in school, this includes teachers, TAs and parent volunteers.

## 4. Teaching and learning

The English curriculum is delivered daily for KS2.

Grammatical errors are corrected on written work by classroom teachers and discussed orally with pupils where necessary. Work meeting success criteria is praised or highlighted pink in children's work.

Classroom teachers will use high-quality resources which effectively model English skills and demonstrate good practice. Paired, group and whole class discussions are used, often before





children begin their written work. Pupils will be given sufficient time to discuss, plan and edit their work.

In regards to handwriting, writing frames and scaffolds and intervention alongside discrete teaching will be provided for pupils who are less confident, in order to develop their handwriting skills.

To broaden pupils' vocabulary and improve understanding, the following teaching methods will be implemented by classroom teachers:

- Spelling lists and key words to take home and practise.
- Using displays of key words linked to topics and subjects.
- Practising using the correct vocabulary orally.
- Dedicating lessons focussed on word patterns and choices.
- Encouraging the use of dictionaries and thesauruses.
- Reading a variety of examples of texts to explore new vocabulary.
- Providing one-to-one support, where necessary.

Classroom teachers will encourage the development of speaking and listening through activities within each English lesson.

Pupils will be provided with checklists or create success criteria to self-assess their work and the work of peers, so they can share ideas and evaluate work effectively.

## 5. Planning

Planning of the English curriculum is focussed on five core areas:

- Teaching pupils to read easily, fluently and with good understanding.
- Developing the habit of reading widely and often, for both pleasure and information, which in turn will develop an appreciation for our literary heritage.
- Ensuring pupils acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language.
- Teaching pupils to write clearly, accurately and coherently, adapting language and style in and for a range of contexts, purposes and audiences.
- Ensuring pupils feel confident with discussion; pupils should be able to elaborate and explain clearly their understanding and ideas, in order to learn.

The school creates long-term, medium-term, and short-term plans for delivery of the writing curriculum – these are as follows:

- Long-term: includes the topics studied in each term during the key stage. This is called the RJS objectives progression map.



- Medium-term: includes the details of work studied during each novel
- Short-term: includes the details of work studied during each lesson throughout SMART notebooks and resources..

The subject leader is responsible for reviewing long-term and medium-term plans, and updating and reviewing these alongside year group teachers.

Teachers are responsible for reviewing and updating short-term plans, building on the medium-term plans, taking into account pupils' needs and identifying the methods in which topics could be taught.

Long-term planning will be used to outline the units to be taught within each year group.

Medium-term planning will be used to outline the skills that will be taught in each unit of work, as well as identify learning objectives, main learning activities and differentiation. These will be shared with the subject leader to ensure there is a progression between years. Short-term planning will be used flexibly to reflect the objectives of the lesson, the success criteria and the aims of the next lesson.

All relevant staff members are briefed on the school's planning procedures as part of their staff training. Teachers will use the key learning content in the DfE's statutory guidance 'English programmes of study: key stages 1 and 2' and lessons will demonstrate a balance of interactive and independent elements used in teaching, ensuring that all pupils engage with their learning.

There will be a clear focus on direct, instructional teaching and interactive oral work with the whole class and targeted groups. Schemes of works for phonics and spelling are used to ensure developmental learning, building on pupils' prior knowledge.

All English activities are built so that they build upon a pupil's prior knowledge. All pupils of all abilities are provided with the opportunity to develop their skills, knowledge and confidence, ensuring progression through increasing class challenges.

## 6. Homework

Homework will be set on a weekly basis and will be varied across year groups. Pupils will be set weekly homework through the use of a 'pick and mix' sheet that uses a range of English tasks including story writing, handwriting, reading and spellings. All children should complete at least one task per week.

Pupils will be set weekly homework to practise reading, with the expectation that children are reading at home at least three times a week. Those not reading at home, will be heard to read in school as a priority alongside those who are not yet phonically secure.

## 7. Assessment and reporting



Pupils will be assessed and their progression recorded in line with the school's Primary Assessment Policy.

Throughout the year, teachers will plan on-going creative assessment opportunities in order to gauge whether pupils have achieved the key learning objectives.

Assessments will be undertaken in various forms, including the following:

- Talking to pupils and asking questions.
- Discussing pupils' work with them.
- Marking work against the learning objectives.
- Pupils' self-evaluation of their work and their peers' work.
- Classroom tests and formal exams.

Teachers will attend weekly meetings to discuss the progress of pupils, and regularly monitor the progress of pupils during lessons. When doing so they will consider, but are not limited to, the following questions:

Formative assessment, which is carried out informally throughout the year, enables teachers to identify pupils' understanding of subjects and inform their immediate lesson planning. Assessment is completed through daily guided reading sessions, English writing lessons, grammar lessons, spelling lessons and phonic sessions,

In terms of summative assessments, the result of end-of-year assessments will be passed to the relevant members of staff, such as pupils' future teachers, in order to demonstrate where pupils are at a given point.

Summative assessments are also used at the end of a unit of work. Children's written work is assessed against the writing statements for their year groups, . Teachers will make a judgement about the work of each pupil in relation to the national curriculum and will be recorded on Arbor, the school's assessment system.

Standardised tests will be used termly in grammar and reading. Phonic assessments and word reading speed are assessed 6 weekly. These results will be compared with an 'average' for all pupils of that age and are used to identify children needing further intervention or support.

Parents will be provided with a written report about their child's progress during the Summer term every year. These will include information on pupils' attitudes towards English and their progress. An opportunity will be provided for parents to discuss this report with the relevant teachers.

Verbal reports will be provided at parent-teacher interviews during the Autumn and Spring terms.

The progress of pupils with SEND will be monitored by the SENCO alongside the class teacher. All children will be discussed in a termly pupil progress meeting held with year groups and SLT.

## 8. Cross-curricular links



The English skills that are developed in English lessons are applied to and in every lesson that is conducted in accordance with the national curriculum. English skills make up the basis for all other future skills.

All subjects are used to develop the children's understanding of English but in particular, their development of English language by developing their understanding of tier 2 and tier 3 vocabulary. Vocabulary progression in all subjects has been mapped out by the subject leader. Further to this, the children will develop their speaking, listening and reasoning skills.

## 9. Equal opportunities

All pupils will have equal access to the English curriculum.

Gender, learning ability, physical ability, ethnicity, linguistic ability and/or cultural circumstances will not impede pupils from accessing English lessons.

If English is an additional language, the pupil will be given additional support and intervention where needed.

Where it is inappropriate for a pupil to participate in a lesson due to reasons related to any of the factors outlined above, the lesson will be adapted to meet the pupil's needs and alternative arrangements involving extra support will be provided where necessary.

Cultural and gender differences are positively reflected in lessons and teaching materials used.

## 10. Monitoring and review

This policy will be reviewed every two years by the subject leader.

The member of the governing board will be briefed to oversee the teaching of English, and meets regularly with the subject leader to review progress.

Any changes made to this policy will be communicated to all teaching staff.

# English programmes of study: key stages 2

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

## Years 1-6

Spoken language:



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



## Years 3 and 4

### Reading – word reading:

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

### Reading – Comprehension:

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

### Writing - transcription:

- Use further prefixes and suffixes and understand how to add them to root words (English Appendix 1).
- Spell further homophones.
- Spell words that are often misspelt (English Appendix 1).



- Place the possessive apostrophe accurately in words with regular plurals (for example, girls', boys') and in words with irregular plurals (for example, children's).
- Use the first two or three letters of a word to check its spelling in a dictionary.
- Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.

#### Handwriting:

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

#### Writing – composition:

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

#### Writing – vocabulary, grammar and punctuation:

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



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





## Years 5 and 6

Reading – word reading:

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

Reading – comprehension:

- Maintain positive attitudes towards reading and understanding by:
  - Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.
  - Reading books that are structured in different ways and reading for a range of purposes.
  - Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions.
  - Recommending books that they have read to their peers, giving reasons for their choices.
  - Identifying and discussing themes and conventions in and across a wide range of writing.
  - Making comparisons within and across books.
  - Learning a wider range of poetry by heart.
  - Preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.
- Understand what they read by:
  - Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context.
  - Asking questions to improve their understanding.
  - Drawing inferences, such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.
  - Predicting what might happen from details stated and implied.
  - Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.
  - Identifying how language, structure and presentation contribute to meaning.
- Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.
- Distinguish between statements of fact and opinion.
- Retrieve, record and present information from non-fiction.
- Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously.



- Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.
- Provide reasoned justifications for their views.

#### Writing – transcription:

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

#### Handwriting and presentation:

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

#### Writing – composition:

- Plan their writing by:
  - Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.
  - Noting and developing initial ideas, drawing on reading and research where necessary.
  - In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed.
- Draft and write by:
  - Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.
  - In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action.
  - Précising longer passages.
  - Using a wide range of devices to build cohesion within and across paragraphs.
  - Using further organisational and presentational devices to structure text and to guide the reader, for example headings, bullet points, underlining.
- Evaluate and edit by:
  - Assessing the effectiveness of their own and others’ writing.
  - Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.
  - Ensuring the consistent and correct use of tense throughout a piece of writing.
  - Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register.
- Proof-read for spelling and punctuation errors.



- Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.

Writing – vocabulary, grammar and punctuation:

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