

## **Intent for English at St.Leonard's C of E Primary School**

Here at St.Leonard's our primary aim is for our children to develop a love for the English language in its written and spoken forms. We encourage children to develop skills to communicate confidently and effectively in speech and writing, to listen with understanding and to be responsive, enthusiastic and knowledgeable readers. We want our pupils to read for pleasure, having had access to a wide range of text types, genres and authors in order for them to make informed opinions about their favourites. We want to produce children who write with confidence and accuracy for a variety of purposes and audiences whilst developing their own individual flair. We teach our children to be able to write with grammatical accuracy and be able to apply spelling patterns correctly using a neat, cursive handwriting style. We aim to expose our children to a wide range of vocabulary so that they are able to decipher new words and then use them when speaking both informally and formally.

Our English strategy follows the 2014 National Curriculum. We ensure that we provide all children with depth, breadth and ambition in their learning – ensuring that our curriculum is well sequenced and building on knowledge and skills gained as children progress through school. We aim for our children to apply the essential skills they learn in English across the whole of our creative curriculum. We recognise that reading and writing are pre-requisite for educational and social progress and that writing empowers pupils to communicate both creatively and imaginatively. We strive for our children to develop a passion for Literacy to aid them in later life and to enable them to become lifelong learners.

Below is an overview of the whole school genre coverage we use to plan and deliver our English lessons at St.Leonard's. It also makes reference to the Spelling, Punctuation and Grammar we cover in each year group.

	Autumn	Spring	Summer
Year 1/2	<ul style="list-style-type: none"> <li>• Recount- first person recounts based on personal experience</li> <li>• Narrative- stories with familiar settings and/ or repeated refrains</li> <li>• Traditional Tales- write a retelling and alternative version</li> <li>• Letter writing- write in the first person</li> <li>• Poetry- read, write and perform senses poems, rhyming couplets</li> <li>• Instructions- following practical experience, write up instructions</li> <li>• P4C- practical debate</li> </ul> <p><b>Year 1 SPaG</b></p> <ul style="list-style-type: none"> <li>• To leave spaces between words</li> <li>• Recognise capital letters and full stops when reading and name them correctly</li> <li>• Begin to use the term sentence</li> <li>• Know that a line of writing is not necessarily a sentence</li> <li>• Begin to use full stops to demarcate sentences</li> <li>• To use a capital letter for the personal pronoun and the start of a sentence</li> <li>• To join words and join sentences using ‘and’</li> </ul> <p><b>Year 2 SPaG</b></p> <ul style="list-style-type: none"> <li>• To use capital letters, full stops, question marks and exclamation marks to demarcate sentences, including in the use of Proper Nouns.</li> <li>• To identify and use nouns and Proper nouns within sentences</li> <li>• To be able to expand nouns phrases for description and specification</li> <li>• To use subordination within sentences (when, if, that, because) and co-ordination (or, and, but) for description and specification</li> <li>• To know what an adjective is and use them accurately</li> <li>• To know how the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command</li> <li>• To use -ly to turn adjectives into adverbs</li> </ul>	<ul style="list-style-type: none"> <li>• Recount- first person recounts based on personal experience</li> <li>• Narrative- use a familiar story as a model to write an adventure story</li> <li>• Non- fiction- a simple chronological report using headings</li> <li>• Postcards- informal writing in the first person</li> <li>• Instructions- following practical experience, write up instructions or recipe</li> <li>• Poetry- read, write and perform calligrams (shape poems) and riddles</li> <li>• P4C- practical debate</li> </ul> <p><b>Year 1 SPaG</b></p> <ul style="list-style-type: none"> <li>• Recognise full stops and capital letters when reading and understand how they affect the way a passage is read</li> <li>• To use -ing, -ed, -er and -est in root words where I do not need to change the spelling.</li> <li>• To recognise other common uses of capitalisation e.g. for personal titles, headings, book titles, emphasis, days of the week</li> <li>• To add question marks to questions</li> <li>• To use exclamation marks</li> </ul> <p><b>Year 2 SPaG</b></p> <ul style="list-style-type: none"> <li>• To be able to expand nouns phrases for description and specification</li> <li>• To use correct choice and consistent use of present and past tense throughout writing. To use the progressive form of verbs in the present and past tense to mark actions in progress (e.g. she is drumming, he was shouting).</li> <li>• To know what a verb is and sue them accurately</li> <li>• To write sentences with subject-verb agreements</li> <li>• To correct sentences with subject/verb agreements that are incorrect</li> <li>• To use correct choice and consistent use of present and past tense throughout writing. To use the progressive form of verbs in the present and past tense to mark actions in progress (e.g. she is drumming, he was shouting).</li> <li>• To use apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns.</li> <li>• To use commas to separate items in a list</li> </ul>	<ul style="list-style-type: none"> <li>• Recount- first person recounts based on personal experience</li> <li>• Narrative- use a familiar story and write from a character’s perspective</li> <li>• Non-fiction- a simple chronological report using headings, sorting and categorising information; use comparative language to describe</li> <li>• Diary entries- writing in role</li> <li>• Poetry- personal responses to poetry and recite poems by heart</li> <li>• P4C- debate and explain</li> </ul> <p><b>Year 1 SPaG</b></p> <ul style="list-style-type: none"> <li>• To use capital letters for the personal pronoun I, for names and for the start of a sentence</li> </ul> <p><b>Year 2 SPaG</b></p> <ul style="list-style-type: none"> <li>• Selecting correct punctuation to end a sentence. (!...?.)</li> <li>• To use the suffixes -ment, -ness, -full, -less</li> </ul>
Year 1 Vocabulary: Letter, Capital letter, Word, Singular, Plural, Sentence, Punctuation, Full Stop, Question Mark, exclamation Mark			
Year 2 Vocabulary: Year 1 vocab plus Noun, Noun phrase, Statement, Question, Exclamation, Command, Compound, Adjective, Verb, Suffix, Adverb, Tense (past/present), Apostrophe, Comma			

	Autumn	Spring	Summer
Year 3/4	<ul style="list-style-type: none"> <li>• Recount- first person recounts based on personal experience</li> <li>• Narrative- write an alternative myth/ legend</li> <li>• Report-write newspaper report using organisational devices</li> <li>• Playscript- write and perform a play, based on a familiar story</li> <li>• Poetry- read and write haiku, tanka and kennings</li> <li>• Informal letter writing- writing from a different perspective</li> <li>• P4C- debate and explain</li> </ul> <p><b>Year 3 SPaG</b></p> <ul style="list-style-type: none"> <li>• To express time, place and cause using conjunctions (e.g. when, before, after, while, so, because), adverbs or prepositions (e.g. before, after, during, in, because of)</li> <li>• To understand what conjunctions are and be able to use them within writing independently</li> </ul> <p><b>Year 4 SPaG</b></p> <ul style="list-style-type: none"> <li>• To use paragraphs to organise ideas around a theme</li> <li>• To use noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases</li> <li>• To develop adjective use ensuring that the correct tone is achieved through vocabulary choices</li> <li>• To use fronted adverbials</li> <li>• To know what adverbial openers are and use them independently within writing</li> <li>• To use commas after fronted adverbials</li> </ul> <p>d Year 2 vocab</p>	<ul style="list-style-type: none"> <li>• Recount- first person recounts based on personal experience</li> <li>• Narrative- write a section of a narrative focusing on setting and plot. Link dialogue to effective characterisation, interweaving speech and action</li> <li>• Instructions- write and evaluate a set of instructions including clear introduction and conclusion</li> <li>• Explanation- use a flowchart to explain how something works, ensuring relevant details are included</li> <li>• Non- chronological report-write own report based on information gathered from a variety of sources</li> <li>• Poetry- read, write and perform limericks</li> <li>• Persuasive writing- present a point of view in the form of an advertisement linking points persuasively and selecting style and vocabulary appropriate to the reader</li> <li>• P4C- debate and explain</li> </ul> <p><b>Year 3 SPaG</b></p> <ul style="list-style-type: none"> <li>• To understand what adverbs are and be able to use them within writing independently</li> <li>• To understand what prepositions are and be able to use them within writing independently</li> <li>• To use further prefixes and suffixes</li> <li>• To use inverted commas to punctuate direct speech.</li> <li>• To use paragraphs as a way to group related material</li> <li>• To use headings and subheadings to aid presentation</li> </ul> <p><b>Year 4 SPaG</b></p> <ul style="list-style-type: none"> <li>• To use the appropriate choice of the pronoun or noun within and across sentences to aid cohesion and avoid repetition</li> <li>• To develop the use of prepositional phrases to develop continuity and placement of ideas within writing</li> <li>• To be able to select pronouns for use within sentences</li> <li>• To use inverted commas and other punctuation to indicate direct speech</li> <li>• To use apostrophes to mark singular and plural possession</li> </ul>	<ul style="list-style-type: none"> <li>• Recount- first persuasion recounts based on personal experience</li> <li>• Narrative- write an adventure story based on a theme</li> <li>• Relate the theme from the story and write an autobiographical story/ account reflecting that theme</li> <li>• Discussion- consider different sides of an argument and decide on a course of action, summarising your reasons in a report</li> <li>• Poetry- personal responses to poetry and recite poems by heart</li> <li>• Informal letter writing- present a point of view in the form of a letter linking points persuasively and selecting vocabulary appropriate for reader</li> <li>• P4C- debate and explain</li> </ul> <p><b>Year 3 SPaG</b></p> <ul style="list-style-type: none"> <li>• To use the present perfect form of verbs instead of the simple past</li> </ul> <p><b>Year 4 SPaG</b></p> <ul style="list-style-type: none"> <li>• To use paragraphs to organise ideas around a theme</li> <li>• To use noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases</li> <li>• To develop the use of nouns to ensure that consistency and clarity is achieved throughout writing</li> <li>• To use fronted adverbials</li> <li>• To know what adverbial openers are and use them independently within writing</li> <li>• To use apostrophes to mark singular and plural possession</li> </ul>
Year 3 Key Vocabulary: Year 1 and Year 2 vocab plus Adverb, Preposition, Conjunction, Word family, Prefix, Clause, Subordinate Clause, Direct Speech, Consonant, Letter, Vowel, Vowel Letter, Inverted Commas			
Year 4 Key Vocabulary: Previous years vocab plus Determiner, Pronoun, Possessive pronoun, Adverbial			

	Autumn	Spring	Summer
Year 5/6	<ul style="list-style-type: none"> <li>Recount- first person recounts based on personal experience</li> <li>Narrative- Suspense and Mystery- develop skills of building up atmosphere in writing e.g. passages building up tension</li> <li>Narrative- short stories conveying different genres (Yr 6 to write a genre swap story (where the genre changes from one paragraph to the next)</li> <li>Report- write a report in the form of an information leaflet, in which two or more subjects are compared</li> <li>Playscript- Rewrite a playscript from a different character's perspective</li> <li>Poetry- listen to, read and respond to raps (Year 5) read and respond to cinquains (Year 6)</li> <li>P4C- practical debate</li> </ul> <p><b>Year 5 SPaG</b></p> <ul style="list-style-type: none"> <li>To use devices to build cohesion within a paragraph</li> <li>To use relative clauses beginning with, who, which, where, when, whose, that or an omitted relative pronoun</li> <li>To indicate degrees of possibility using adverbs or modal verbs</li> <li>To use brackets, dashes or commas to indicate parenthesis</li> <li>To use brackets accurately within writing</li> <li>To be able to identify formal and informal voice</li> <li>To be able to change between formal and informal voice depending on the style of writing</li> <li>To use commas to avoid ambiguity and to clarify meaning</li> </ul> <p><b>Year 6 SPaG</b></p> <ul style="list-style-type: none"> <li>To link ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections and ellipsis</li> <li>To understand the term active and passive; begin able to transform a sentence from active to passive and vice versa</li> <li>To understand personal and impersonal voice within writing</li> <li>To know the different between structures typical of informal speech and structures appropriate for formal speech and writing or the use of subjunctive forms</li> <li>To use layout devices – headings, subheadings, colons, bullets, tables</li> <li>To investigate connecting words and phrases</li> <li>To be able to write sentences using subordinating connectives and insert subordinating connectives within sentences</li> </ul>	<ul style="list-style-type: none"> <li>Recount- first person recounts based on personal experience</li> <li>Narrative- reflect on the main character of the traditional tale from a different viewpoint. Re-tell the story from different perspectives</li> <li>Persuasive writing- show through a range writing an understanding of how persuasive writing can be adapted for different audiences and purposes (e.g. advertisements/ formal letter writing)</li> <li>Instructions- detailed instructions with clear introduction and conclusion</li> <li>Report- write reports as part of a presentation on a non-fiction subject. Choose the appropriate style and form writing to suit a specific purpose and audience, drawing on knowledge of different text types.</li> <li>Poetry- read, write and perform free verse and classical poetry</li> <li>P4C- discussion- write a balanced discussion presenting two sides of an argument, following a debate</li> <li>Year 6 Bookfest</li> </ul> <p><b>Year 5 SPaG</b></p> <ul style="list-style-type: none"> <li>To link ideas across paragraphs using adverbials of time, place and number or tense choices</li> <li>To use dashes accurately within writing</li> <li>To use relative clauses beginning with, who, which, where, when, whose, that or an omitted relative pronoun</li> <li>To indicate degrees of possibility using adverbs or modal verbs</li> </ul> <p><b>Year 6 SPaG</b></p> <ul style="list-style-type: none"> <li>To use the colon to introduce a list and use of semi-colons within lists</li> <li>To use bullet points to list information. To use hyphens to avoid ambiguity.</li> <li>To revise work on complex sentences:</li> <li>Identifying main clauses</li> <li>Ways of connecting clauses</li> <li>Constructing complex sentences</li> </ul>	<ul style="list-style-type: none"> <li>Recount- first person recounts based on personal experience</li> <li>Narrative- explore a text in detail. Write in the style of the author to complete sections of the stories. Take the plot and the theme from the text to plan and own contemporary version.</li> <li>Narrative- review key narrative techniques and write an autobiographical story</li> <li>Explanation texts linked to History/ Geography</li> <li>Poetry- personal responses to poetry and recite poems by heart. Year 6 to research a chosen poet</li> <li>Debating skills- a series of live debates on various subjects. Children work in pairs/ groups/ individually to prepare and present points of view. Followed by a write-up which presents and evaluates the opinions of multiple differing viewpoints</li> <li>Write in role, adopting distinctive voices e.g. of historical characters, through preparing a CV</li> <li>P4C- discussion- write a balanced discussion presenting two sides of an argument, following a debate</li> <li>Year 6 SATS</li> </ul> <p><b>Year 5 SPaG</b></p> <ul style="list-style-type: none"> <li>To be able to understand the purpose of commas within writing</li> </ul> <p style="text-align: center; background-color: #FFD700;"><b>Ongoing SATS revision for Year 6 across the academic year.</b></p> <div style="display: flex; justify-content: space-around; margin-top: 20px;"> <div style="border: 1px solid black; background-color: #FFFF00; padding: 5px; text-align: center;"> <p><b>Year 5 Key Vocabulary:</b> Previous years vocab plus Modal Verb, Relative Pronoun, Relative Clause, Parenthesis, Bracket, Dash, Cohesion, Ambiguity</p> </div> <div style="border: 1px solid black; background-color: #FFFF00; padding: 5px; text-align: center;"> <p><b>Year 6 Key Vocabulary:</b> Previous years vocab plus Subject, Object, Active, Passive, Synonym, Antonym, Ellipsis, Hyphen, Colon, Semi-colon, Bullet points</p> </div> </div>

## **Writing Implementation**

### **EYFS**

In Reception, it is crucial children develop their communication and language and storytelling before they begin their writing journey. Our EYFS team plan an inspiring EYFS curriculum where children are given opportunities to explore writing tools and materials and are provided with plenty of mark-making opportunities. They use a mixture of adult directed and child-initiated activities in the autumn term to begin writing, moving towards a more formal Literacy session by the end of the year.

### **Key Stage 1 and 2**

Pupils in Key Stages One and Two benefit from a daily Literacy lesson. These lessons are based upon carefully determined units of work: these may be non-fiction or fiction units which are based upon a class book or linked to one of the foundation subjects. When planning for writing, teachers link sentence and word level activities in meaningful, creative and engaging contexts. Quality texts are used as models on which to base children's writing. Children will have regular practise at independent writing in a range of genres and for a variety of different purposes. They will be encouraged to develop a love for writing and use it for a wide range of purposes within the classroom.

Teachers complete a long-term planning document to map out literacy coverage for the year – this allows for a cross curricular approach towards ensuring that all genres are covered. Teachers also complete a medium (termly) plan which maps out the sequence of individual lessons as well as a specific weekly plan detailing lesson objectives, key vocabulary, key learning points, questions to be asked, task and differentiation.

Units of Literacy work are often across two weeks and will typically include introducing a new genre, identifying its features, speaking and listening activities such as role play, guided writing, word and sentence work, learning new grammatical techniques that lend themselves to that genre, independent writing and editing and improving. Throughout the unit, teachers will ensure a balance between these approaches, although this will depend on the type of writing being taught and children's experience with the different genres. Extended writing is expected at the end of each unit and extended writing is also included in science and the foundation subjects

### **Speaking and Listening**

Speaking and Listening is at the heart of our Literacy curriculum at St. Leonard's and we believe that developing orally confident pupils within a language-rich environment is essential to vocabulary acquisition across the curriculum and is the key to teaching successful reading and writing. This begins in the school's EYFS curriculum. As a school, we firmly believe in giving children 'real' contexts for their learning, frequently giving children the opportunity to write from real experiences both across the curriculum and through visits within the wider community. Speaking and Listening is planned for within the Literacy and Guided Reading sessions, by identifying appropriate objectives from the National Curriculum and ensuring that artistic and drama strategies such as role-play, hot-seating and paired discussion are regularly incorporated into weekly planning.

## **Phonics and Spelling**

At St. Leonard's, our Phonics programme is underpinned by the Letters and Sounds scheme. Children are taught at a stage appropriate to them and this allows them to understand how the sound of each letter (phoneme) links to the way in which it is written (grapheme). In EYFS and Key Stage One, all pupils take part in a daily Phonics session, building on and extending their knowledge. They are taught to blend words together and read/spell tricky words, which we cannot sound out. Phonics Bug is an interactive software programme used by teachers to help make lessons engaging to all aural, visual and kinaesthetic learners alongside direct teacher led sessions. In Key Stage Two, we have frequent spelling sessions following the No Nonsense Spelling scheme. This is a robust and systematic programme which reflects the requirements of the New National Curriculum. Phonics interventions are continued in Key Stage Two where appropriate. Every child from Year One to Year Six is given a spelling list (linked to the spelling/phonics rule taught in class that week) that is sent home in preparation for a spelling test later in the week. During our celebration assembly on a Friday one child from each class is awarded a 'Star Speller' of the week.

## **Reading**

### **EYFS**

The EYFS specifies requirements for learning and development through the prime area of Communication and Language (Listening and Attention, Understanding and Speaking) which involve giving

children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations. It is also taught through the specific area of Literacy (Reading and Writing). Development involves encouraging children to link sounds and letters and to begin to read and write.

The EYFS team plan and deliver an engaging creative curriculum to install a love of reading in children by exposing them to a wide variety of high-quality texts and books from a variety of cultures and in a range of different styles and formats. Children in EYFS take part in daily phonics sessions and will experience shared whole class reading daily. We use the Letters and Sounds programme to enable children to acquire a good knowledge of phonics (see our phonics policy). This is supplemented by other engaging teacher-led and interactive resources such as Phonics Bug and Jolly Phonics to ensure we plan and deliver robust phonics sessions. The children are given access to a wide range of reading materials (books, poems, and other written materials) to ignite their interest and foster a love of reading. Children are provided with a home/school reading book and diary from Nursery. They are given a decodable reading book that matches closely to the Phonics sound they are currently focusing on in class to ensure consistency with progress.

### KS1 and KS2

Reading is an integral part of every day at our school, both as a discrete subject, and as part of the wider curriculum. In Year One, pupils will take part in daily whole class phonics sessions. Most children will have passed the phonics screening test by the end of Year One, but those who are not ready for this, will receive separate interventions. This also applies to Year Two and KS2 pupils, should they still require phonics support. Year One teachers also run an afterschool phonics club to target children who need extra support to pass the phonics screening test.

At St. Leonard's we invest in high-quality texts for use in our teaching of the curriculum and give all children the opportunity to read entire works of literature. Authors and class books are carefully chosen across the school to build progression and encourage a love of reading.

Children in KS1 and KS2 have frequent Guided Reading sessions where class reading by the teacher (and supplemented by the children) ensures all pupils experience the modelling of good reading and can discuss the text in detail, for instance, looking at key features or considering points of view. Following shared reading, children will focus on the skill of reading. This is a guided part of the session and is carefully directed: specific reading skills are taught and practised, and this may be as a whole class, or in smaller groups at the discretion of the class teacher and dependent on the needs of the children in each particular class. In this part of the session, pupils will focus on the key skills of retrieval comprehension and inference but will also encompass vocabulary and explanation opportunities and the children can apply the knowledge previously discussed or build on their skills further.

Reading comprehensions are built into the Literacy unit and are completed at least fortnightly from Year One through to Year Six. Comprehensions are often linked to Literacy learning or can be cross-curricular and linked to the current topic. Comprehensions are used to further develop retrieval, inference and deduction skills.

### Individual Reading

Every child has a school reading book to take home each day to read with an adult - this will either be a reading scheme book or a class library book, dependent on children's reading ability. We do encourage all children in KS2 to read a staged reading scheme book. However, those who are confident readers can alternate this with their own choice. This will ensure that children are accessing progressive and challenging reading material suited to their level of development.

Children's reading progress will be noted in their home reading diary. Parents/carers and children are encouraged to write in this diary and make comments on what has been read. Reading diaries are regularly monitored by teachers, to ensure that all children (regardless of age), are reading at home. The reading diary will also be used as a communication book between school and home. Each day, during morning registration, children also take part in reading for pleasure. This gives the children the opportunity to read a book of their choice for pleasure. During this time, class teachers and teaching assistants will listen to individual children read, with the aim that every child is listened to regularly. Extra interventions and 1:1 reading opportunities are planned by teachers to ensure extra reading opportunities are provided for those children who do not get as much support at home.

### Pleasure for Reading

Other reading celebrations take place each year. We celebrate Reading week during the autumn term where we have a week designated to promoting a love for reading across the school. Children (and teachers) love to dress up as their favourite characters on World Book Day and we aim to invite an author or theatre workshop into school regularly to further promote a love of reading.