

English

at Farnham Common Village Schools



The English curriculum unites the important skills of Reading, Writing and Speaking and Listening. At Farnham Common Village Schools our intent is to provide a rich, varied and challenging English curriculum based in high quality and language-rich experiences that enables pupils to communicate effectively and creatively with the world at large. The teaching of knowledge and skills relevant to each phase of the learning journey, as outlined in the 2014 National Curriculum, underpins our English curriculum, with the teaching of these based as far as possible within purposeful and accessible contexts for the children within our school.

We aim to:

- Develop enthusiasm for and love of reading for life.
- Read, listen to and respond to a range of high quality texts which provide challenge for all
- Read easily, fluently and with good understanding.
- Develop their phonic knowledge, skills and understanding of spelling conventions and use them to read and spell accurately.
- Develop pupils' knowledge and skills to enable them to write clearly, accurately and coherently.
- Develop a fluent, neat and joined handwriting style.
- Teach the pupils to adapt the way they speak and write to suit different situations, purposes and audiences.
- Acquire a wide vocabulary, an understanding a grammar and knowledge of linguistic conventions for reading, writing and spoken language.
- Develop language and communication skills through drama.
- Appreciate our rich and varied literary heritage.
- Ensure representation of our diverse school community through exposure to a broad range of texts, characters and settings.

The Power of Reading

Through our use of The Power of Reading approach, high-quality texts are carefully chosen as a basis for English lessons which allow children to make connections in their learning to the concepts and themes studied in their wider topics, and to foster a curiosity and passion for the diverse and ever-changing world around us. The chosen texts not only create a stimulus for children's writing and speech and language work, but also for exploring challenging concepts and developing empathy, reasoning and inference skills. Careful thought is given to the audience and purpose of the work throughout the English curriculum and children are taught to adapt the way they speak and write to suit these. A balance of themes, authors, settings, representations of characters, writing opportunities etc. is considered. Teacher choice in the selection of text is seen as important to ensure pupil engagement and that the choice is appropriate for that cohort.

Power of Reading involves:

- quality children's literature
- emphasis on reading aloud to children
- children experience and enjoy a range of challenging and high quality books
 - modelled and shared reading
 - discussions and answering questions about the text

- inspires and provides a model for pupils' own writing
 - modelled and shared writing
 - approach ensures texts are accessible for all pupils
 - range of styles and genres are taught across the year
 - range of strategies, such as discussion, drama, language development, character analysis (including role on the wall), hot seating, conscience alley and story maps.
 - writing toolkits and success criteria
 - develops knowledge of vocabulary and grammar
 - editing and improving writing
- Contexts for writing are selected and adapted by the teachers from the teaching sequences to provide variety, challenge and coverage of genres.

Power of Reading Whole School Plan – Early Years & Key Stage 1

To achieve a balance, at least one book from each of the sections is taught.

At the infant school, the teaching of poetry is embedded within the teaching sequences

	Fiction	Non-fiction	Stories from other countries / cultures Chosen from:	Non-POR
Nursery	Chosen from: Biscuit Bear Blue Penguin Hooray for Fish Owl Babies Astro Girl Runaway Chapati We're going on a Bear Hunt	Chosen from: Surprising Sharks	Handa's Surprise	
Reception	A Brave Bear A Great Big Cuddle Blue Penguin Aaaaargghh Spider! Bedtime for Monsters Billy's Bucket Hello, Friend! I like trains On a sudden hill Ruby's Worry The Everywhere Bear	Yucky Worms Our Very Own Dog	Anna Hibiscus' Song Splash! Anna Hibiscus	Eric Carle Insect Series Pumpkin Soup
Year 1	Maisy's Birthday The Fox and the Star Out and About Poems Halibut Jackson Old Bear The Lonely Beast Where the Wild Things Are How to Find Gold Wild Rapunzel The Story Tree	One Day on Our Blue Planet in the Rainforest Hummingbird	Lila and the Secret of the Rain A necklace of Raindrops	Traditional Tales Little Red Riding Hood – Pie Corbett
Year 2	The Dark Orion and the Dark Snail and the Whale The Secret of Black Rock The Secret Sky Garden Ossiri and the Bala Mengro Leaf The Last Wolf The Diary of a Killer Cat (novel)	The Emperor's Egg 10 Things I can do to Help my World Moth	Pattan's Pumpkin Grace and Family Anna Hibiscus (novel)	

	The Hodgeheg (novel)			
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Power of Reading Whole School Plan - Key Stage 2

To achieve a balance, at least one book from each of the sections is taught.

	Novel	Picture Book	Non-fiction	Poetry	Stories from other countries / cultures	Non-POR
	Chosen from:	Chosen from:	Chosen from:	Chosen from:	Chosen from:	
Year 3	Pugs of the Frozen North Charlotte's Web Krindlerax Oliver and the Seawigs Lob	Ug: Boy Genius The Green Ship Mouse Bird Snake Wolf (graphic novel format) Gorilla Arthur and the Golden Rope	The Pebble in my Pocket One Plastic Bag	Hot Like Fire The Sun is Laughing Or another choice from the CLiPPA section of the CLPE website	Tales of Wisdom and Wonder Quill Soup	Stone age boy
Year 4	Varjak Paw The Wild Robot The Boy at the Back of the Class I was a Rat	Wolves The King Who Banned the Dark The Mousehole Cat	The Bluest of Blues Libba	Werewolf Club Rules (CLiPPA) A Nest Full of Stars Or another choice from the CLiPPA section of the CLPE website	Firebird African Tales	Little Mouse's Big Book of Fears The Dark Humpty Dumpty After The Fall All picture books
Year 5	Cosmic / Runaway Robot Floodland Wonder Running on Empty Streetchild The Last Wild	Corey's Rock Harry Miller's Run The General The Journey The Dam Varmints	Suffragette	Cosmic Disco (CLiPPA) Love That Dog Or another choice from the CLiPPA section of the CLPE website	Seasons of Splendour Tales of Odysseus	How to train your Dragon
Year 6	Goodnight Mr. Tom The Explorer / Rooftoppers Journey to the River Sea Stormbreaker The London Eye Mystery Where do you go, Birdy Jones?	Rose Blanche King of the Sky Way Home The Viewer	Shackleton's Journey	Dark Sky Park Sensational: Poems inspired by the five senses Or another choice from the CLiPPA section of the CLPE website	Tales From The Caribbean East o' the Sun and West o' the Moon	Hanna's Suitcase

Handwriting

Penpals for Handwriting is a complete handwriting scheme for 3–11 year olds that offers clear progression through five developmental stages:

- physical preparation for handwriting
- securing correct letter formation
- beginning to join along
- securing the joins and practicing speed
- fluency and developing a personal style.

Penpals is focused on whole-class teaching using digital resources to enable modelling and interactive learning. The Foundation content is in line with the EYFS Framework and the Year 1–6 content supports frequent, discrete and direct teaching of handwriting for 5–11 year olds, as required by National Curriculum 2014.

Penpals handwriting is taught throughout the whole school in short regular sessions. In the Early Years, it also forms part of phonics sessions. The teaching of handwriting is also developed through links with spelling.

Spelling – We aim to ensure breadth and coverage of all the National Curriculum spelling requirements including spelling conventions, statutory spellings and common exception words. Twinkl resources are used as they provide this coverage, while also making important links to National Curriculum word, sentence and punctuation objectives and support the teaching of handwriting. This allows pupils to make connections between these areas of their learning.

Grammar and Punctuation

Grammar and punctuation is taught explicitly within Shared Writing, Guided Writing and Independent Writing activities. In the Junior School, it is also taught in stand-alone grammar and punctuation lessons. The objectives specified for each group within the National Curriculum are taught.

Writing Assessment:

- Selected writing tasks are assessed against National Curriculum objectives and agreed school assessment resources.
- Areas for development are identified for the pupil.
- Summative assessment is recorded termly.

The Reading Journey

At FCVS, we prioritise reading as is a key skill for a learning across the curriculum and a key skill for life.

The children's reading journey begins in our EYFS with opportunities to develop language skills and promote a love of reading through book times and shared stories. Communication and language is a prime area in the EYFS and has been identified a key area of development for many of the children entering our nursery and reception classes as this is the foundation for learning to read. This is supported through the use of textless books and '*Helicopter Stories*' which encourages the children's own storytelling skills.

From Reception, children are taught to decode and read books primarily through daily systematic phonics teaching (predominantly based on Read Write Inc. phonics), which is further supported by individual reading and guided reading.

In Key Stage 1, children continue with daily phonics teaching and guided reading in groups. Teachers ensure that a range of books and texts are covered within guided reading and that the books chosen and targeted questioning provides challenge for all within the group. Some whole-class guided reading takes place within the English teaching sequences.

When children transition to Key Stage 2 at the Junior School they continue their reading journey, developing and expanding their reading skills, including fluency, decoding, information retrieval, inference, vocabulary, prediction, sequencing and summarising. An increasingly varied and challenging range of books and texts ensures challenge for all. This is achieved through use of the reading scheme, individual reading choices, whole class guided reading, Power of Reading texts, shared reading and books read to the class.

Phonics

- The primary scheme for phonics is Read Write Inc.
- Children are organised into differentiated phonics groups, across the Infant School, according to ability.
- Phonics is taught daily through 'snappy phonics' sessions.
- During guided work children are encouraged to use phonics as the prime approach to reading and spelling.
- An assessment sheet for phonics begins in Foundation Stage and is continued throughout Key Stage One.
- Additional adults provide intervention groups where necessary.

Expectation

By the end of the Early Years Foundation Stage:

- 95% of children will have completed sets 1-2

By the end of Year 1:

- 95% of children will have completed sets 1-3

By the end of Year 2:

- 95% of children will be working on FCIS Spelling Programme, based on Twinkl Spelling

The phonics programme is continued with identified pupils in the Junior School where appropriate. Year 3 teachers are informed of children who did not meet the expected standard in

the Phonics Screening Check and Read Write Inc. Phonics assessment information will also be shared to ensure further support is put in place for those that need it. Phonics at the Junior School tends to move on to different schemes to the Infant school as the children having extra support will already have had 3 years of Read Write Inc. This allows us to provide a more targeted approach to phonics for individuals. Tracks and Direct Phonics are the most common to be used.

Reading in the Infant School

Individual Reading:

- A colour book banded system is used across the school individual reading
- Class LSAs and parent volunteers read with individuals throughout the week.
- Children will read individually with the class teacher at least once per half-term (this is in addition to reading to the class teacher in guided reading)
- Children are required to read individually at home each night by a parent or guardian.

Guided Reading :

- At FCIS there are at least four guided reading sessions per week.
- Adults work with target groups
- Groups are based around their book band levels.
- A varied range of interesting and challenging texts are used, including picture books, poetry, play scripts and information books
- Teachers use a planning and assessment grid to mark the progress of each session.
- Talk is a fundamental part of each guided reading session.
- Key questions and objectives are based on objectives from the National Curriculum.

Reading in the Junior School

Approaches to reading from the Infant School continue and develop in the Junior School according to children's ability and needs.

Individual reading

- A colour book banded system
- Progresses onto solely a free choice of books (in class, school library or from home)
- Reading at home with a parent or guardian, developing into independent reading
- Reading records
- Achievement tracked

Guided Reading

At FCJS reading skills are also taught through whole class guided reading lessons. The main set of resources which staff select from can be supplemented as appropriate, e.g. focus on an extract from their POR book.

- a varied range of interesting and challenging texts, including extracts from novels, web pages, poetry, songs, information books
- diversity is well-represented
- format of lessons ensures that texts and questions are accessible for all
- discussion about key questions
- range of question types e.g. information retrieval, inference, summarising
- construction of written answers and responses

Books in the Classrooms and Library

Pupils in the Infant School...

Pupils in the Junior School have a varied selection of books to choose from in their classroom and also in the school library. Book stock is regularly updated with recent acquisitions chosen to ensure representation of diversity. In the Junior Library, there is also a selection of new books for shared reading during class library sessions promoting:

- Enjoyment of sharing and discussing books
- Access to range of genres and styles
- Wide access to new and diverse books

Reading Assessment

In the Infant School, formative assessment of reading is made through listening to pupils read and discussion of texts during guided reading. Class teachers read with individual children at least once per half term using a book band reference sheet to ensure they are reading the correct level of book. Summative assessment is based on a mix of individual reading, half-termly phonics checks, guided reading notes and, in Year 2, SATs Reading Papers.

In the Junior School, formative assessment of reading is made through listening to pupils read, discussion of texts and pupils' written responses to texts. Summative assessment, such as Reading Ages tests, NFER and past SATS papers are also used as appropriate to track progress and achievement. At the end of Year 6, pupils take the SATs Reading test.

English Support and Intervention

Further support with reading for individual pupils involves various activities, dependant on the needs and the age of the child, including:

one to one support with reading	With teacher, support staff or parent	All year groups
Language Link	8 week interventions based on Language Link assessments to develop verbal language skills	Reception – 4 groups of 4 Continues in Y1 and Y2 for selected pupils
Daily Speech and Language activities	Instructions, vocabulary shape coding activity	Infants School
Shape Coding	Supports grammatical structure	Begins in Nursery, continues up to Y6 for individual pupils
Daily Phonics groups	Grouped by ability	Infants School
Guided reading groups	Grouped by ability	Infants School
Fine Motor Skills interventions		Infants School from Nursery
Read Write Inc Set 1 reinforcement		From Year 1
Name Writing and letter formation	LSA/Teacher with individual pupils practising the letters in child's name and Curly	Reception

	caterpillar letters – c, o a, d – achieve from	
Lego Therapy	Speech and language based activity	All year groups
Reading Wise - accuracy	Online reading accuracy and spelling – phonics based	Years 3 – 6, includes before and after school interventions
Reading Wise - comprehension	Online comprehension	Years 5 – 6
Tracks intervention	Across the week phonics based scheme for children on dyslexic spectrum – reading accuracy, spelling and writing	Year 3
Handwriting	Small group with specialist teacher	Year 3
Snip spelling groups	phonics based	Years 3-6
Spelling	Small group with specialist teacher	Year 3
Nessy Fingers	Online touch typing	Years 4 - 6
Nessy Reading	Online reading and spelling – phonics based	Years 4 - 6
Comprehension groups		Years 3 - 6
Tuition	Before and after school – tailored to individual needs	All year groups

This whole school plan of Guided Reading resources for Year 3 to Year 6 shows:

- links between text types within and between year groups
- Links between themes within and between year groups
- links with other subjects
- Representation of diversity in themes and texts

Progression in challenge for all is provided through increase in the complexity of the texts and in the questioning.

Year 3 Autumn	Year 3 Spring	Year 3 Summer	Year 4 Autumn	Year 4 Spring	Year 4 Summer	Year 5 Autumn	Year 5 Spring	Year 5 Summer	Year 6 Autumn	Year 6 Spring	Year 6 Summer
Themes in Whole Class Guided Reading Resources											
Children's Classics Vol 1	Children's Classics Vol 2	Anne Fine	Armistice Day	Children's Classics Vol 2	Beetles	Vikings	Rivers	Children's Classics: Peter Pan	Children's Classics Vol 1	Antarctic Explorers	Animals Including Humans
Dick King Smith	Greece	Colours	Black History Month	Chinese New Year 12/2/21	Habitats	Changing Materials	Children's Classics Vol 2	Frank Cottrell Boyce	Electricity	Brazil	Children's Classics Volume 2
Disney Songs	Internet Safety	Different Cultures	Children's Classics Vol 1	Disney Songs	Mental Health	Children's Classics Vol 1	Equality	Great Openings	Inspirational Women	Rainforests	Critiquing The Media
Forces	Notable People Vol 2	Light and Shadows	Electricity	International Women's Day	Migration	Christmas	Islands/Leprosy	Medieval Monarchs	Light	Autism	Drugs and Alcohol
Keeping Healthy	Novels Volume 1	Monsters	Guy Bass	Jennifer Killick	Notable People Volume 2	Circuses	Life Cycles	Nigeria	Magic	Civil Rights	Songs From Musicals
Lighthouses	Picture Books Volume 2	Novels Volume 2	Money	Notable People Volume 1	Novels Volume 2	Disney Songs	Michael Morpurgo	Novels Volume 2	Novels Volume 1	Evolution	Industrial Revolution
Notable People Vol 1	Roald Dahl	Philip Reeves and Sarah McKintyre	Novels Volume 1	Novels Volume 1	Poetry Volume 2	Energy/Forces	Notable People Vol 2	Poetry Vol 2	Picture Books Volume 1	Katherine Rundell	Liverpool
Picture Books Volume 1	Rocks and Fossils	Plants	Picture Books Volume 1	Picture Books Volume 2	Rabbits	Kate DeCamillo	Novels Volume 1	Titanic	Poetry Volume 1	Living Things and Their Habitat	Notable People Vol 2
Poetry Volume 1	Shang Dynasty	Poetry Volume 2	Recycling Week	Poetry Volume 1	Sports People	Middle Eastern Countries	Picture Books Volume 2	Songs	Population	Notable People Vol 1	Picture Books Volume 2
Prehistoric Britain	Songs	Robots	Romans	States Of Matter	Teeth	Notable People Vol 1	Poetry Vol 1	Space	Resilience	Novels Volume 2	Piers Torday
Songs from Musicals	Towns, Cities and Villages	Weather	Songs		Witches And Wizards	Picture Books Volume 1			Spies	Pompeii	Poetry Volume 2
Spiders	Hearing Impairment								Spooky Openings	Songs	The Arrival
									World War 2	The Raven	Verse Novels

Example of term's Whole Class Guided Reading resources:

Year 3 Spring Term Resources	Day 1	Day 2	Day 3
Children's Classics Vol 2	Winnie The Pooh by AA Milne	Stig Of The Dump by Clive King	Charlotte's Web by EB White
Greece	Moussaka Recipe	The Role Of Women In Ancient Greece	Theseus and the Minotaur
Internet Safety	Be Safe On The Internet by Bridget Heos	Digiduck's Big Decision	Digiduck's Big Decision
Notable People Vol 2	Grace Darling	Hatshepsut	Louis Braille
Novels Volume 1	Sam Wu Is Not Afraid Of Zombies by Katie and Kevin Tsang	The Legend Of Spud Murphy by Eoin Coifer	Ottoline and the Yellow Cat by Chris Riddell
Picture Books Volume 2	The Day The Crayons Quit by Drew Daywalt	Masai and I by Nancy Carpenter	I'll Take You To Mrs Cole by Nigel Gray
Roald Dahl	BFG by Roald Dahl	Fantastic Mr Fox by Roald Dahl	The Dentist and the Crocodile
Rocks and Fossils	The Pebble In My Pocket by Meredith Hooper and Chris Coady	The Pebble In My Pocket by Meredith Hooper and Chris Coady	Fossils and my Brother by Michael Rosen
Shang Dynasty	Mandate Of Heaven	Tools and Treasures Of Ancient China by Candice Ransom	The Yellow River
Songs	Count On Me by Bruno Mars	Rise Up by Andrea Day	Fight Song by Rachel Platten
Towns, Cities and Villages	Settlements	Tokyo	Town Is By The Sea by Joanne Schwarz
Hearing Impairment	Freddie And The Fairy by Julia Donaldson	Dachy's Deaf by Jack Hughes	Harriet Versus The Galaxy by Samantha Baines

What is the Expected Standard for writing at the end of each year?

Nursery writers working at the expected standard are able to tell an adult what they have drawn or painted. They are beginning to recognise their name and attempting to write it. They are beginning to identify sounds from their own name within other words. They are starting to write identifiable shapes and letters and show increasing control with using tools for mark making. The children are beginning to grip a pencil with the digital pronate grasp or four-finger grasp.

Reception writers working at the expected standard use and apply the Reception expectations independently without prompting. They can write using recognisable letters. They can write their name and most of the letters they write are correctly formed. They spell words by identifying sounds in them and represent the sounds they can hear with the correct letter or letters. They are using the tripod grip in almost all cases. They can write simple phrases and sentences that can be read by others.

Year 1 writers working at the expected standard use and apply the Year 1 expectations independently without prompting. They have grasped the concept of a sentence. They can write a sequence of sentences that make sense and have a capital letter and the appropriate end punctuation. They can write a simple narrative which has a beginning, middle and end and recount an experience in chronological order with confidence. They automatically rehearse sentences before writing and can retell a number of simple stories in complete sentences, using narrative language. They use time adverbs and can choose a meaningful adjective to add detail to writing. They can add information to sentences by using taught conjunctions. They apply the phonics taught in Year 1 to aid spelling and spell most of the common exception words. Pencil grip is correct and most lower case letters are formed and oriented correctly.

Year 2 writers working at expected standards use and apply the Year 2 expectations in a range of contexts. They can write a narrative based on an experience or a familiar story, changing one or more elements. Key narrative language is used and structures from books read may also be used. The structure has an evident beginning, middle and end. They show an understanding of writing for different purposes and apply this to the non-narrative text types taught so far. These will have a clear opening and a closing sentence appropriate to the text type. A Year 2 writer understands, uses and punctuates correctly statements, questions, exclamations and commands. They can write compound and complex sentences to add information and understand the difference between them. They construct these sentences using a range of conjunctions. Past or present tense, including the progressive forms, is selected appropriately and maintained throughout a written text. Year 2 writers are able to use noun phrases, mainly expanded with adjectives, to add detail to sentences. Apostrophes for contractions and singular plurals are mainly used correctly. These writers plan their writing, annotating plans with vocabulary choices and key language. They routinely rehearse sentences and sequences of sentences orally to check for effect and accuracy. They apply the phonic learning and the spelling patterns taught in Year 2 and are beginning to use spelling strategies to write unfamiliar words. Handwriting is legible, consistently sized and spaced and may be completely or partially joined. They discuss their writing with adults and peers, using the correct grammatical terminology, and make changes accordingly. With some guidance they proof read their writing to check for accuracy, consistency and spelling.

Year 3 writers working at the expected standard are able to write a well-structured narrative with a simple plot which may be based on a well-known story. Narratives open with the introduction of characters or setting, build to a problem which is resolved and have an ending which links to the beginning of the story. They will include dialogue, using inverted commas with increasing accuracy. They confidently use and apply the features of text types which have been explicitly taught for a real purpose across the curriculum. Related material is grouped to form paragraphs and in non-narrative writing they use organisational devices such as sub-headings, bulleted lists and diagrams to make information clear to the reader. A topic sentence may be used to open paragraphs. They draw on good models of writing and their reading to support their writing. They use the different sentence types they have been taught

and construct complex sentences using an increasing range of conjunctions. Year 3 writers also demonstrate an understanding of how adverbs, prepositions and conjunctions can be used to express time and cause. These writers plan writing and annotate plans with well-chosen vocabulary and key language. Oral rehearsal is used following planning to check for accuracy and impact. They apply the spelling patterns they have been taught and begin to use spelling strategies to write words that are new to them. Handwriting is legible and mostly consistent in size. Letters are generally joined appropriately. Writing is edited and proof read with some support and guidance to focus on impact and accuracy.

Year 4 writers working at the expected standard use and apply the end of year expectations across the curriculum. Narratives are clearly structured with characters, settings and plots well-defined and developed, moving beyond a simple three part structure of beginning, middle and end. Events are moved forward by the use of action, description and dialogue. Non-narrative text-type features taught so far are chosen for the appropriate purpose and applied consciously in all curriculum areas. Paragraphs are well-organised and often have a clear topic sentence to guide the reader through the text. A Year 4 writer can write a clear explanation using the language of cause and effect and making links from one paragraph to the next. They can also use persuasive devices and language to direct a reader to one point of view. Purpose and audience is always made clear and writing engages and has impact on the reader. Sentences show added detail with effective use of expanded noun phrases and more than one clause. Fronted adverbials, marked by commas, are used effectively to indicate changes in time and place and to vary sentence and paragraph openers. Pronouns and nouns are used to ensure clarity and avoid ambiguity. Oral rehearsal ensures that Standard English is used. The punctuation of dialogue is secure, including commas after reporting clauses. Spelling features taught are used accurately and spelling strategies are applied to spell an increasing range of unfamiliar words. Editing is undertaken more independently, with increasing understanding of editing to increase impact on the reader. Checks for accuracy and spellings are undertaken during proof-reading.

Year 5 writers working at the expected standard demonstrate understanding of the purpose and audience of their writing. They use the features and appropriate sentence structures of the text types taught so far. They generally select the appropriate voice or register for the audience and purpose and maintain it. Writing shows the appropriate level of informality and formality in line with the audience and purpose. Standard English is used for oral rehearsal and in written texts. Writing is organised into paragraphs which aid the overall organisation. Ideas are linked within paragraphs and topic sentences are used to create cohesion between paragraphs both in narrative and non-narrative writing. They demonstrate how to use the grammatical features taught so far to create an effect and engage the reader's interest. They use different sentence types and sentence starters, choosing how to start sentences to emphasise meaning. Year 5 writers add well-chosen detail to sentences, including a range of phrases and relative clauses. Vocabulary choices are precise and chosen for a purpose. Technical language is used appropriately and correctly. Stylistic devices such as simile and metaphor are used to add detail and for effect. They can develop a written argument using modal language. In narrative writing, characters are developed using action and dialogue to "show" and not "tell" the reader. Commas are used to mark grammatical boundaries in complex sentences and embedded clauses and adverbials. Any inconsistencies in the use of punctuation, tenses and pronouns are addressed when proof reading. They apply the spelling rules taught so far and can spell the words from the Year 3/4 word list and those taught so far from the Year 5/6 word list. They use a range of spelling strategies to narrow possibilities and write unfamiliar words. Handwriting is fluent and joined.

Year 6 writers working at the expected standard make links between their reading and their writing and use models and language from reading to construct texts. They identify the purpose and audience for their writing and choose the appropriate form and voice for the writing. Ideas both in narrative and non-narrative writing are developed and sustained, supported by the use of paragraphs with topic sentences which guide the reader and signal changes in subject. In non-narrative organisational devices guide the reader. All forms of writing show clear cohesive links. Standard English is consistently used with an understanding of the level of formality required by the chosen purpose

and audience. Similarly, vocabulary is precisely selected and is appropriate for the purpose and audience. The use of the comma is secure and few errors are made with this. Attempts may be made to use colons and semi-colons.

What is the Expected Standard for reading at the end of each key stage?

At the end of the Early Years Foundation Stage

The pupil can:

- Say a sound for each letter in the alphabet and at least 10 digraphs.
- Read words consistent with their phonic knowledge by sound-blending.
- Read aloud simple sentences and books that are consistent with their phonic knowledge.
- Read aloud some common exception words.
- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
- Anticipate – where appropriate – key events in stories.
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.

At the end of Key Stage 1

The pupil can:

- read accurately most words of two or more syllables
- read most words containing common suffixes*
- read most common exception words*

In age-appropriate books, the pupil can:

- read most words accurately without overt sounding and blending, and sufficiently fluently to allow them to focus on their understanding rather than on decoding individual words
- sound out most unfamiliar words accurately, without undue hesitation

In a book that they can already read fluently, the pupil can:

- check it makes sense to them, correcting any inaccurate reading
- answer questions and make some inferences
- explain what has happened so far in what they have read

At the end of Year 6

The pupil can:

- Read and discuss a wide range of literature including:
 - fiction – modern and from our literary heritage
 - myths, legends and traditional stories
 - stories from other cultures and traditions
 - poetry
 - Plays
 - non-fiction

- reference books
- Recommend books that they have read, giving reasons for their choices.
- Identify and discuss themes and conventions.
- Make comparisons within and between books.
- Prepare poems and plays to read aloud and to perform.
- Understand what they read by checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context.
- Draw inferences, for example about characters' feelings, thoughts and motives.
- Predict what might happen from details stated and implied.
- Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.
- Identify how language, structure and presentation contribute to meaning.
- Discuss and evaluate how authors use language.
- Distinguish between statements of fact and opinion.
- Retrieve, record and present information from non-fiction.
- Participate in discussions about books
- Explain and discuss their understanding of what they have read, including through presentations and debates.
- Provide reasoned justifications for their views.