



Launde Primary School

English Curriculum Statement



Intent

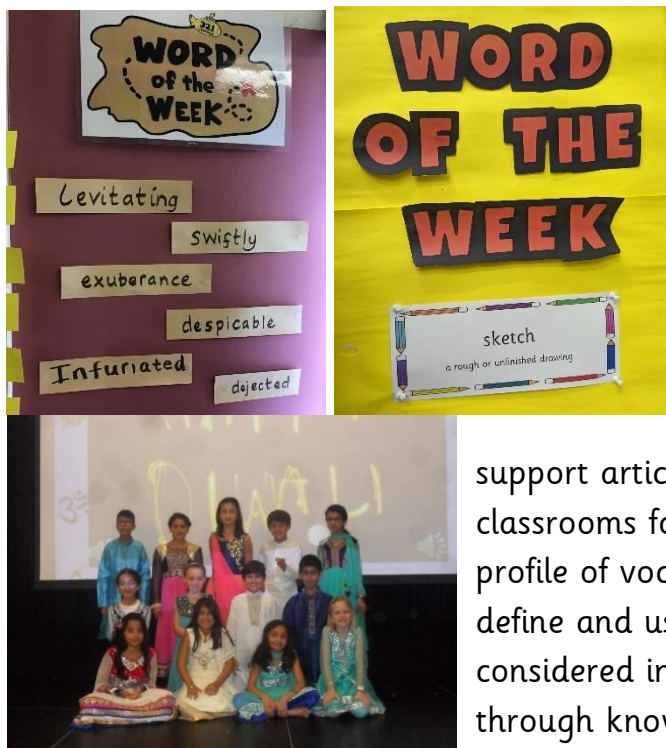
At Launde Primary School, English is the foundation of our curriculum. The development of reading, writing, speaking and listening skills is embedded within all of our lessons. Our English curriculum is specifically designed to inspire, promote good communication skills and ensure our children have the tools needed to become confident orators. Many of our children typically start school with low levels of oracy and, for this reason, the development of speaking and listening skills is of high importance at our school right from EYFS. Staff recognise the importance of developing children's confidence and competence in spoken language and listening skills. Children both learn to talk and learn through talk, with opportunities to participate in purposeful, exciting and varied speaking and listening activities involving discussion, drama, role play and debate.

Our English curriculum supports the development of strong reading and writing skills through a comprehensive and engaging curriculum. Our aim is to cultivate a lifelong love of reading, expand children's vocabulary, develop comprehension skills, and empower our children to become fluent, independent and critical readers. Reading and writing are intrinsically linked and our children have the opportunity to develop their fundamental writing skills by writing in a variety of genres and for different purposes. We aim to empower children to express their thoughts and ideas effectively, while fostering creativity and imagination. Our intention in the development of all of these skills links to our wider school ethos of nurturing happy, resilient and unique individuals, while also striving for excellence in all areas of the English curriculum.



Implementation

Speaking and Listening



In all curriculum areas, speaking and listening skills are developed. Staff recognise the importance of teaching children to articulate themselves clearly and confidently. For this reason, children at Launde both learn to talk and learn through talk. Examples of **talk-based activities** that take place in our classrooms include: discussion, debate, presentation, peer evaluation, summarising, performing and role play. Teachers carefully plan opportunities for **exploratory talk**, allowing children to develop a number of skills, including critical thinking, collaboration, problem-solving and confidence. **Sentence stems** are provided during discussions and other talk-based activities to

support articulation. **Key vocabulary** is displayed in classrooms for a range of curriculum areas. As a school, the profile of vocabulary is high and children are encouraged to define and use unfamiliar words. Vocabulary is carefully considered in curriculum planning and shared with parents through knowledge organisers and curriculum maps. Each year group has opportunities to **perform** on stage in front of

an audience and **presentational speaking** skills are taught and developed as part of this.

Opportunities to engage in presentational talk increase as the children progress through the year groups; children in Key Stage Two research, plan, deliver and evaluate a short presentation on a subject linked to a curriculum area.



Phonics

Phonetic knowledge underpins the teaching of reading in EYFS and Key Stage One. Our approach to teaching synthetic phonics is systematic and encourages all children to make progress.

Children progress from phase 1 to phase 6 during their time in EYFS and Key Stage One, as outlined in the table below. Launde Primary School utilises the teaching sequence of phonemes published in Letters & Sounds and supplements it with

Phonics Phase Progression	
Based on Letters & Sounds	
EYFS	Phase 1 Listening to and for sounds Rhythm and rhyme Alliteration
	Phase 2 Sounds taught: s, a, t, p, i, n, m, d, g, o, c, k, e, u, r, h, b, f, ff, l, ll, ss Tricky words: the, to, go, no, I, into
	Phase 3 Sounds taught: j, v, w, x, y, z, zz, qu, ch, sh, th, ng, ai, ee, igh, oa, oo, ar, or, ur, ow, oi, ear, air, ure, er Tricky words: you, they, all, are, my, her, he, she, we, me, be, was
	Phase 4 Recap all previous sounds Read and write words with initial and/or final blends: st, nd, mp, nt, nk, ft, sk, lt, lp, tr, dr, gr, cr, br, fr, bl, fl, gl, pl, cl, sl, sp, st, tw, sm, nch, shr, str, thr Tricky words: said, like, do, come, there, little, out, have, so, some, were, one, where, what
Y1	Phase 5 Sounds taught: ay, ou, ie, ea, oy, ir, ue, aw, wh, ph, ew, oe, au, a-e, e-e, i-e, o-e, u-e as well as alternative pronunciations for graphemes: i, o, c, g, u, ow, ie, ea, er, a, y, ch, ou Tricky words: oh, their, people, Mr, Mrs, looked, called, asked, water, where, who, again, thought, through, work, mouse, many, laughed, because, different, any, eyes, friends, once, please
Y2	Phase 6 Use the past tense Strategies for spelling long words Understand and apply suffixes: ed, ing, ful, est, er, ment, ness, en, s, es Understand the rules for adding ing, ed, er, est, ful, ly, y

targeted, specifically developed **resources** which are relevant to children's learning. Consistent sound mats and frieze displays are used in all EYFS and Key Stage One classrooms. Attainment in phonics is measured through summative **assessment** at the end of each phase.

Children in EYFS and Year 1 take part in purposeful **daily phonics sessions**, during which they have the opportunity to revise, practice, learn, read, write and apply phonic sounds.



As well as discrete phonics lessons, phonics teaching is further **consolidated** several times throughout the school day, during 1:1 reading, guided reading, shared reading and wider curriculum teaching. Providing a range of reading experiences throughout the school day enables our staff to model good reading behaviour to the children. Children have the opportunity to explore texts containing the phonemes that they have been learning in a variety of different contexts and for different purposes. Outside of phonics lessons, children are exposed to books which contain new grapheme-phoneme correspondences; this

pre-teaching encourages children to make connections with their learning and promotes engagement in future phonics lessons.

Every week, children are given two books to read at home: a reading book and a **phonics book**. A child's reading book is matched to their reading ability but will contain words that are not phonetically plausible and may include grapheme-phoneme correspondences (GPCs) that the child has not yet been taught in a phonics lesson. These books are for sharing with an adult at home. The purpose of these books is to increase the variety of books that children are exposed to and to foster a love of reading from an early age. By exposing children to an increased number of books, we hope that they will begin to develop their own reading preferences. Children will also take home a phonics book, which is specifically matched to the GPCs that children have recently learnt in phonics lessons. Children will only encounter learnt GPCs in these texts and should be able to access the texts independently, although we still recommend that they are heard reading these books by an adult at home. Our collection of phonics books has been carefully categorised and includes titles from a range of schemes and authors such as Oxford Reading Tree and Collins Big Cat. This way, children are able to explore a range of styles and do not become over reliant on, or too familiar with, one particular scheme.



At Launde Primary School, our systematic synthetic phonics teaching enables all children to achieve excellent outcomes. **Quality first teaching** ensures that most children make at least good progress, but those who do not are targeted through **specific interventions**. Regular assessment, as part of our teaching cycle, enables us to identify children who need specific support.

Reading

Here at Launde Primary School, reading and the teaching of reading is at the foundation of our creative curriculum. Our bespoke reading curriculum has the same **high ambitions** as the National Curriculum and focuses on word reading, comprehension (both listening and reading) and inspiring a habit and passion for reading widely and often. Our reading curriculum is **accessible for all** regardless of gender, race or religion. We use a range of tools and techniques to enhance the teaching of reading, including the use of IT, drama and debate. Our reading curriculum is driven by high quality diverse texts and progressively builds knowledge, understanding and skills. Through careful mapping, we have ensured that there are **strong links across all curriculum areas** to ensure knowledge does not sit in isolation. Meaningful links with other subjects are made to strengthen connections, enable a deeper understanding of vocabulary and allow opportunities for our pupils to transfer knowledge and language across curriculum areas, thus enhancing communication, language and literacy across the curriculum.

When a child starts their time at Launde, they will be immediately immersed in **exciting, engaging stories** based on their interests. Children in foundation stage have the opportunity to develop their reading skills in a variety of ways. These include daily whole class reading opportunities, weekly shared and guided reading in small groups and time to share a story with an adult on a one-to-one basis. Additionally, reading takes place in children's daily phonics lessons.



Launde Primary School Foundation Stage Long Term Plan 2023 - 2024

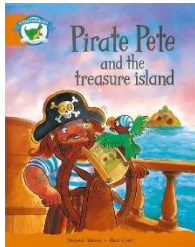
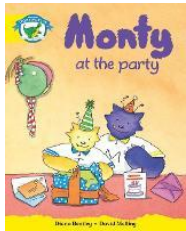
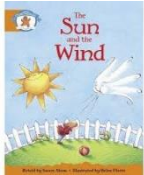

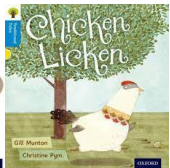
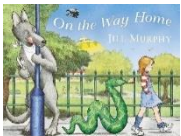


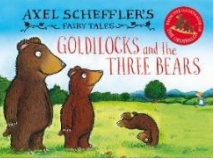

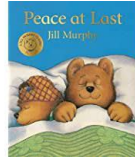

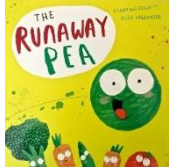
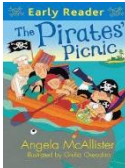
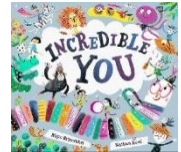


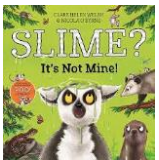


	Autumn		Spring		Summer	
Theme	All about me People who Help us Baseline (6 weeks) Changes to autumn	Festivals Transport Anti-bullying week 13 th 17 th November 2023 National Nursery Rhyme week 13 th -17 th November 2023 Road safety week 19 th – 25 th November Changes to winter	Oceans and seas Safer Internet week 6 th Feb 2024 National story telling week 29 th Jan – 5 th Feb 2024 Children's Mental Health week 5 th – 11 th February 2024 Chinese New Year 10 th February 2024 Winter/Ice	Spring on the farm Animals, Minibeasts Shrove Tuesday 13 th February 2024 World book day 7 th March 2024 Mother's Day 10 th March 2024 Ramadan 10 th March – 9 th April 2024 Easter Sunday 31 st March Winter changing to Spring	Once Upon a Time Spring and growing Mental Health week 13 th – 20 th May Walk to school week 20 th May – 25 th May	What a wonderful world Summer Father's Day 16 th June Eid 17 th June
Book Study Themed – topic based	My Mum/ My Dad The Colour Monster / The bag full of worries. The worry jar The worry monster Funny bones Mog at the vets/ Owl at the vets. Rainbow fish Oliver's vegetables A superpower like mine	Meg & Mog Stickman The Christmas nativity The Christmas Story	Who swallowed Stanley	The bad-tempered ladybird The very hungry caterpillar Superworm The Easter Story What the ladybird heard Owl babies – linked to nocturnal animals	The enormous turnip The gingerbread man Jack & the beanstalk The 3 little pigs Cinderella Snow White and the 7 dwarves Little Red Riding Hood	Whatever next

<p>Reading</p>	<p><u>Key Vocabulary:</u> Grapheme Phoneme Phonics word</p> <p><u>Through the teaching of:</u> Guided reading Individual reading Oral blending and segmenting Daily phonics phase 1 and 2 Free choice Story time. Free access to reading areas in each classroom, both independently and with an adult</p> <p>By the end of Autumn 1 children will be able to do (Skill)</p> <ul style="list-style-type: none"> • Begin to read individual letters • Begin to blend simple words together 	<p><u>Key Vocabulary:</u> Grapheme Phoneme Phonics word</p> <p><u>Through the teaching of:</u> Guided reading Individual reading Oral blending and segmenting Daily phonics phase 2 Free choice Story time. Free access to reading areas in each classroom, both independently and with an adult</p> <p>By the end of Autumn 2 children will be able to do (Skill)</p> <ul style="list-style-type: none"> • To read individual letters • To blend simple words together • Children will read individual letters and blend simple words together • Be able to hold books correctly and turn the pages • To read some common exception words (linked to the phonics) • To read some common exception 	<p><u>Key Vocabulary:</u> Grapheme Phoneme Phonics word sentence</p> <p><u>Through the teaching of:</u> Guided reading Individual reading Oral blending and segmenting Daily phonics phase 2 Free choice Story time. Free access to reading areas in each classroom, both independently and with an adult</p> <p>By the end of Spring 1 children will be able to do (Skill)</p> <ul style="list-style-type: none"> • To read individual letters • To blend simple words together confidently • Children will read individual letters and blend simple words together • Be able to hold books correctly and turn the pages • To read some common exception words (linked to the phonics) • Read some simple phrases and sentences 	<p><u>Key Vocabulary:</u> Grapheme Phoneme Phonics word sentence</p> <p><u>Through the teaching of:</u> Guided reading Individual reading Oral blending and segmenting Daily phonics phase 2 and 3 Free choice Story time. Free access to reading areas in each classroom, both independently and with an adult</p> <p>By the end of Spring 2 children will be able to do (Skill)</p> <ul style="list-style-type: none"> • To read individual letters • To blend simple words together confidently • Children will read individual letters and blend simple words together • Be able to hold books correctly and turn the pages • To read some common exception words (linked to the phonics) 	<p><u>Key Vocabulary:</u> Grapheme Phoneme Phonics word sentence</p> <p><u>Through the teaching of:</u> Guided reading Individual reading Oral blending and segmenting Daily phonics phase 2 and 3 Free choice Story time. Free access to reading areas in each classroom, both independently and with an adult</p> <p>By the end of Summer 1 children will be able to do (Skill)</p> <ul style="list-style-type: none"> • To read individual letters • To blend simple words together confidently • Children will read individual letters and blend simple words together 	<p><u>Key Vocabulary:</u> Grapheme Phoneme Phonics word sentence</p> <p><u>Through the teaching of:</u> Guided reading Individual reading Oral blending and segmenting Daily phonics phase 2 and 3 Free choice Story time. Free access to reading areas in each classroom, both independently and with an adult</p> <p>By the end of Summer 2 children will be able to do (Skill)</p> <ul style="list-style-type: none"> • To read individual letters • To blend simple words together confidently • Children will read individual letters and blend simple words together
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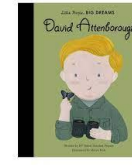
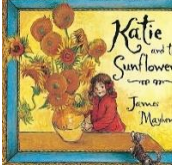
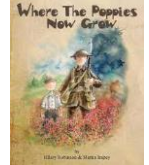
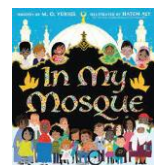
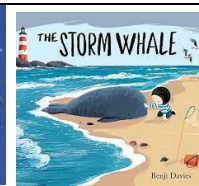
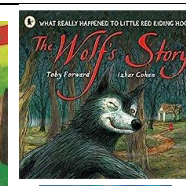
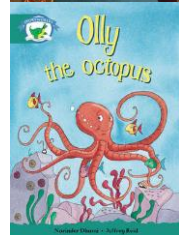
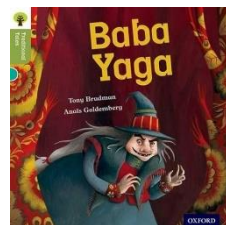
	<ul style="list-style-type: none"> Children will begin to read individual letters and they may also begin to blend simple words together Be able to hold books correctly and turn the pages 	<p>words (linked to the phonics)</p> <ul style="list-style-type: none"> Begin to read some simple phrases and sentences Begin to recognise repeated words and phrases Begin to demonstrate and understanding of what has been read to them and what they have read 	<ul style="list-style-type: none"> Recognise repeated words and phrases Begin to re-read sentences to build up pace, fluency and understanding Begin to re-read what they have written Show greater understanding of what has been read to them and what they have read Begin to anticipate key events in stories 	<ul style="list-style-type: none"> Read some simple phrases and sentences Recognise repeated words and phrases Re-read sentences to build up pace, fluency and understanding Re-read what they have written Show greater understanding of what has been read to them and what they have read Begin to anticipate key events in stories 	<ul style="list-style-type: none"> Be able to hold books correctly and turn the pages To read most phase 2 and 3 common exception words Read some simple phrases and sentences Recognise repeated words and phrases Re-read sentences to build up pace, fluency and understanding Re-read what they have written Demonstrate an understanding of what has been read to them and what they have read Anticipate key events in stories Use and understand recently introduced vocabulary during discussions Say a sound for each letter in the alphabet and at least 10 digraphs Read words consistent with their phonic knowledge Read aloud simple sentences and books consistent with their phonic knowledge 	<ul style="list-style-type: none"> Be able to hold books correctly and turn the pages To read most phase 2 and 3 common exception words Read some simple phrases and sentences Recognise repeated words and phrases Re-read sentences to build up pace, fluency and understanding Re-read what they have written Demonstrate an understanding of what has been read to them and what they have read Anticipate key events in stories Use and understand recently introduced vocabulary during discussions Say a sound for each letter in the alphabet and at least 10 digraphs Read words consistent with their phonic knowledge Read aloud simple sentences and books consistent with their phonic knowledge
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In Key Stage One, children build upon the foundation that is established in EYFS. Children continue to benefit from daily whole class reading, with a **clear progression** from primarily picture books to a more diverse range of text types. Throughout Key Stage One, children take part in shared reading as part of English lessons, where texts are explored in depth to develop children's comprehension ability. Children continue to have regular opportunities to read to an adult; this is done in both guided small group sessions and on a one-to-one basis. Discrete phonics lessons continue to support children's reading throughout Key Stage One, with additional interventions for children who need further support. English topics link to a particular text, giving children the opportunity to explore a book in depth, developing their fluency and comprehension.

	Guided reading books	Whole Class Reading Texts
Year 1	<p>A range of books, including some that are phonetically decodable.</p>     	            

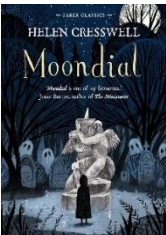
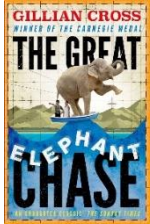
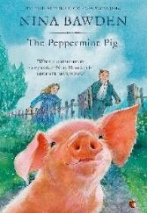
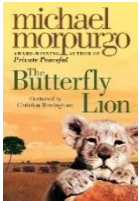

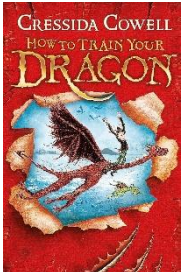
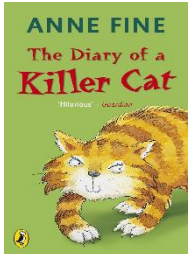
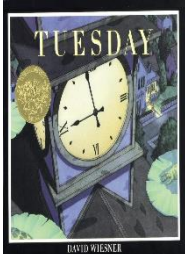
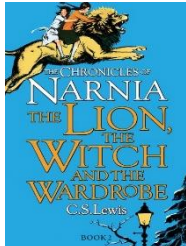
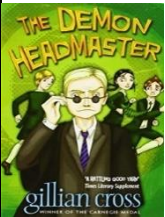
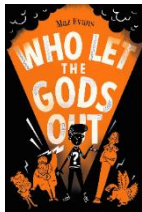
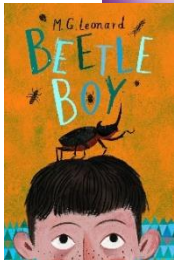

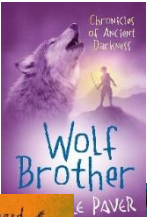
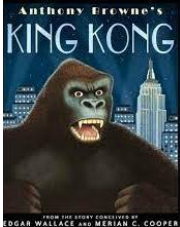
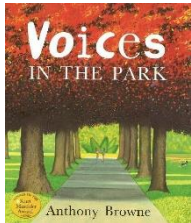
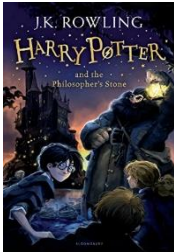
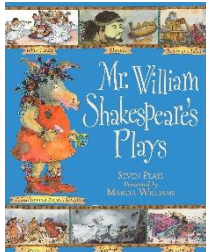
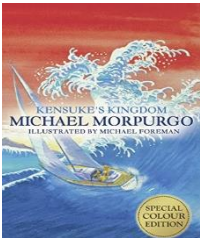
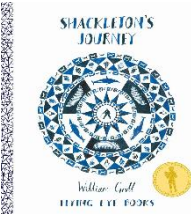
Year 2

A range of books, including some that are phonetically decodable.



In Key Stage Two, children build upon the reading skills that are introduced in earlier years, in order to become **fluent, independent and critical readers**. In every year group, texts are explored in depth to heighten the children's comprehension abilities. This supports children to independently apply comprehension skills when reading an unfamiliar book. As children become more competent readers, a greater emphasis is placed on identifying evidence within a text and using it to support a point of view. In key stage two, children are engaged with whole class teaching of reading, which is embedded within English lessons. Children also actively participate in guided reading sessions, as well as having opportunities to read independently to an adult. Teachers use Comprehension Ninja texts to support a structured approach to reading skills. In guided reading sessions, children in Key Stage Two encounter books of increasing length and explore a number of chapter books, which they progress through at their level.

	Guided reading books	Whole Class Reading Texts
Year 3	<p>Totem series books The Firework – Maker's Daughter Stig of the Dump My Brother is a Superhero The Giraffe and the Pelly and Me</p>     	<p>The Hodgeheg The Egyptian Cinderella The Twits The Ice Palace The BFG</p>     

<p>Year 4</p>	<p>Moondial The Butterfly Lion The Iron Man The Great Elephant Chase The Peppermint Pig</p> <div>      </div>	<p>Tuesday Diary of a Killer Cat The Lion, The Witch and the Wardrobe How to Train Your Dragon</p> <div>     </div>
<p>Year 5</p>	<p>The Demon Headmaster Beetle Boy Who Let the Gods Out The Outlaw Varjak Paw Wolf Brother</p> <div>      </div>	<p>Harry Potter and the Philosopher's Stone Voices in the Park King Kong Shackleton's Journey Romeo and Juliet Kensuke's Kingdom</p> <div>       </div>

<p>Year 6</p>	<p>There's a Boy in the Girl's bathroom ElectriGirl The 1000 Year Old Boy Room 13 Hacker</p> <div data-bbox="327 432 477 632"> </div> <div data-bbox="510 424 663 632"> </div> <div data-bbox="680 421 844 635"> </div> <div data-bbox="846 421 1003 635"> </div> <div data-bbox="846 146 1003 376"> </div>	<p>A Series of Unfortunate Events Night of the Living Dummy Skellig Children's History of Leicester Dracula</p> <div data-bbox="1052 371 1193 585"> </div> <div data-bbox="1258 416 1435 651"> </div> <div data-bbox="1451 371 1637 601"> </div> <div data-bbox="1630 181 1794 395"> </div> <div data-bbox="1850 225 2018 456"> </div>
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Guided reading

Guided reading sessions, whether in small groups or as a whole class, are a fundamental part of our reading teaching. We have a progressive approach using **V.I.P.E.R.S** (Vocabulary, Infer, Predict, Explain, Retrieve and Summarise) to ensure that children acquire the necessary skills to become proficient readers.

The acronym is as follows:

V – Vocabulary – Find and explain meaning of words in context

I – Infer – Make and justify inferences using evidence from the text

P – Predict – Predict what might happen from the details given and implied

E – Explain – Explain how content is related and contributes to meaning; explain how meaning is enhanced through choice of language; explain the themes and patterns that develop across the text; explain how information contributes to the overall experience

R – Retrieve – Retrieve and record information and identify key details

S – Summarise – Summarise the main ideas from more than one paragraph.

Each skill is **explicitly taught**. These whole class or group reading comprehension sessions are used as a powerful tool to allow all children to make progress in reading and provide regular and supportive opportunities for children to encounter engaging texts that will resonate with their interests and capture their imagination. Carefully planned questions allow for children to develop their comprehension skills at an appropriate level. The progression grid below shows how these skills are developed. Although the V.I.P.E.R.S approach begins in Year 1, children in EYFS benefit from guided reading sessions which utilise phonetically decodable texts, as well as age appropriate short stories.

Year 1 VIPERS Progression Grid

Year 1 National Curriculum Statements – Reading Comprehension	<p>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <p>V5: listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently</p> <p>E1: being encouraged to link what they read or hear read to their own experiences</p> <p>V3: becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics</p> <p>V3: recognising and joining in with predictable phrases</p> <p>V3: learning to appreciate rhymes and poems, and to recite some by heart</p> <p>V1: discussing word meanings, linking new meanings to those already known</p> <p>understand both the books they can already read accurately and fluently and those they listen to by:</p> <p>V4: drawing on what they already know or on background information and vocabulary provided by the teacher</p> <p>S1: checking that the text makes sense to them as they read and correcting inaccurate reading</p> <p>S3: discussing the significance of the title and events</p> <p>I1: making inferences on the basis of what is being said and done</p> <p>P1: predicting what might happen on the basis of what has been read so far participate in discussion about what is read to them, taking turns and listening to what others</p> <p>E3: explain clearly their understanding of what is read to them.</p>
Activities to support reading	<p>Model and demonstrate directionality and correct book handling</p> <p>Relate spoken words to written words in context</p> <p>Encourage children to act out parts of the story and retell the story in their own words</p> <p>Transcribe the children's oral responses into written ones</p> <p>Jump in – Encourage children to continue the story to the end of the punctuation in a known story</p> <p>Choral response – Encourage children to read as a group or popcorn ideas to share</p> <p>MTYT – Allow children to discuss in partners or read together</p>

Key Reading Skills	Suggested question stems for whole class reading
Year 1 - Vocabulary <ul style="list-style-type: none"> • discussing word meanings, linking new meanings to those already known • draw upon knowledge of vocabulary in order to understand the text • join in with predictable phrases • use vocabulary given by the teacher • discuss his/her favourite words and phrases 	<ul style="list-style-type: none"> • What does the word mean in this sentence? • Find and copy a word which means • Which word in do you think is the most important? Why? • Which of the words best describes the character or setting? • Which word in this part do you think is the most important? • Why do you think they repeat this word in the story?

Year 1 Inference	<ul style="list-style-type: none"> • children make basic inferences about characters' feelings by using what they say as evidence. • infer basic points with direct reference to the pictures and words in the text • discuss the significance of the title and events • demonstrate simple inference from the text based on what is said and done 	<ul style="list-style-type: none"> • What do you think.....means? • Why do you think that? • How do you think. ...? • When do you think. ...? • Where do you think. ? • How does make you feel? • Why did happen?
Year 1 Prediction	<ul style="list-style-type: none"> • predicting what might happen on the basis of what has been read so far in terms of story, character and plot • make simple predictions based on the story and on their own life experience. • begin to explain these ideas verbally or through pictures. 	<ul style="list-style-type: none"> • Looking at the cover and the title, what do you think this book is about? • Where do you think.....will go next? • What do you think... will say / do next? • What do you think this book will be about? Why? • How do you think that this will end? • Who do you think has done it? • What might.....say about that? • Can you draw what might happen next?

Year 2 VIPERS Progression Grid

<p>Year 2 National Curriculum Statements – Reading Comprehension</p>	<p>Develop pleasure in reading, motivation to read, vocabulary and understanding by: V1: listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently S1: discussing the sequence of events in books and how items of information are related S2: becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales E1/3: being introduced to non-fiction books that are structured in different ways V3: recognising simple recurring literary language in stories and poetry V1: discussing and clarifying the meanings of words, linking new meanings to known vocabulary V2: discussing their favourite words and phrases S2: continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear</p> <p>Understand both the books that they can already read accurately and fluently and those that they listen to by: V2: drawing on what they already know or on background information and vocabulary provided by the teacher R1/5: checking that the text makes sense to them as they read and correcting inaccurate reading I1/2: making inferences on the basis of what is being said and done R1/2: answering and asking questions P1/2: predicting what might happen on the basis of what has been read so far I3/R5: participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say E1: explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves</p>
<p>Activities to support reading</p>	<p>Relate spoken words to written words in context Encourage children to retell parts of the story from memory Transcribe the children's oral responses into written ones and model structures for answering question Always ask the children to explain their responses to questions – How do you know? Jump in – Encourage children to continue the story to the end of the punctuation in a known story Choral response – Encourage children to read as a group or popcorn ideas to questions asking for deeper responses when needed MTYT – Allow children to discuss in partners or read together Ask children to become Reading Detectives and search for clues within texts Model reading strategies – re-reading for clarity and understanding</p>

Key Reading Skills		Suggested question stems for whole class and guided reading
Year 2 - Vocabulary	<ul style="list-style-type: none"> • discussing and clarifying the meanings of words; link new meanings to known vocabulary • discussing their favourite words and phrases • recognise some recurring language in stories and poems 	<ul style="list-style-type: none"> • Can you find a noun/adjective/verb that tells/shows you that...? • Why do you think that the author used the word... to describe...? • Which other word on this page means the same as...? • Find an adjective in the text which describes... • Which word do you think is most important in this section? Why? • Which word best describes...?
Year 2 Inference	<ul style="list-style-type: none"> • make inferences about characters' feelings using what they say and do. • infer basic points and begin, with support, to pick up on subtler references. • answering and asking questions and modifying answers as the story progresses • use pictures or words to make inferences 	<ul style="list-style-type: none"> • What do you think.... means? • Why do you think that? • Why do you think...? • How do you think....? • When do you think...? • Where do you think...? • How has the author made us think that...?
Year 2 Prediction	<ul style="list-style-type: none"> • predicting what might happen on the basis of what has been read in terms of plot, character and language so far • make predictions using their own knowledge as well as what has happened so far to make logical predictions and give explanations of them 	<ul style="list-style-type: none"> • Where do you think.... will go next? • What do you think... will say/do next? • What do you think this book will be about? Why? • How do you think that this will end? What makes you say that? • Who do you think has done it? • What might.... say about that? • How does the choice of character affect what will happen next?
Year 2 Explaining	<ul style="list-style-type: none"> • explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves • express my own views about a book or poem • discuss some similarities between books • listen to the opinion of others 	<ul style="list-style-type: none"> • What is similar/different about two characters? • Explain why... did that.. • Is this as good as...? • Which is better and why? • Does the picture help us? How? • What would you do if you were...? • Would you like to live in this setting? Why? • Is there anything you would change about this story? • Do you agree with the author's...? Why?

Year 2 Retrieval	<ul style="list-style-type: none"> • independently read and answer simple questions about what they have just read. • asking and answering retrieval questions • draw on previously taught knowledge • remember significant event and key information about the text that they have read • Monitor their reading, checking words that they have decoded, to ensure that they fit within the text they have already read 	<ul style="list-style-type: none"> • Who is/are the main character(s)? • When/where is this story set? How do you know? • Which is your favourite/worst/funniest/ scariest part of the story? Why? • Tell me three facts you have learned from the text. • Find the part where... • What type of text is this? • What happened to ... in the end of the story?
Year 2 Sequence	<ul style="list-style-type: none"> • discuss the sequence of events in books and how items of information are related. • retell using a wider variety of story language. • order events from the text. • begin to discuss how events are linked focusing on the main content of the story. 	<ul style="list-style-type: none"> • What happens in the story's opening? • How/where does the story start? • What happened at the end of the...? • • What is the dilemma in this story? • How is it resolved? • Can you retell the story to me in 20 words or less? • Can you summarise in 3 sentences the beginning, middle and end of this story

Year 3 VIPERS Progression Grid

Year 3 National Curriculum Statements – Reading Comprehension	<p>E2: develop positive attitudes to reading and understanding of what they read by identifying how language, structure, and presentation contribute to meaning</p> <p>E1/S5: listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>E2: reading books that are structured in different ways and reading for a range of purposes</p> <p>V4: using dictionaries to check the meaning of words that they have read</p> <p>E1/E5: increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</p> <p>E1: identifying themes and conventions in a wide range of books preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</p> <p>V2: discussing words and phrases that capture the reader's interest and imagination</p> <p>E1/E5: recognising some different forms of poetry [for example, free verse, narrative poetry]</p> <p>V3/S2: understand what they read, in books they can read independently, by checking that the text makes sense to them, discussing their understanding and V1: explaining the meaning of words in context</p> <p>I3: asking questions to improve their understanding of a text</p> <p>I2/3: 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</p> <p>S1: identifying main ideas drawn from more than one paragraph and summarising these</p> <p>R5: retrieve and record information from non-fiction</p> <p>E1/2/3: 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</p>
Activities to support reading	<p>Transcribe the children's oral responses into written ones and model structures for answering question</p> <p>Always ask the children to explain their responses to questions – How do you know?</p> <p>Model creating story maps of events and speech bubbles to demonstrate characters actions, thoughts and feelings</p> <p>Relate the text type back to the writing the children have completed</p> <p>Model how to construct a summary of a text</p> <p>Jump in – Encourage children to continue the story to the end of the punctuation in a known story</p> <p>Choral response – Encourage children to read as a group or popcorn ideas to questions asking for deeper responses after the initial response</p> <p>MTYT – Allow children to discuss in partners or read together</p> <p>Ask children to become Reading Detectives and search for clues within texts</p> <p>Model reading strategies – re-reading for clarity and understanding</p>

Key Reading Skills		Question Stems
Year 3 - Vocabulary	<ul style="list-style-type: none"> • use dictionaries to check the meaning of words that they have read • discuss words that capture the readers interest or imagination • identify how language choices help build meaning • find the meaning of new words using substitution within a sentence. 	<ul style="list-style-type: none"> • What does this word/phrase/sentence tell you about the character/setting/mood? • Can you find this word in the dictionary? • By writing in this way, what effect has the author created? • What other words/phrases could the author have used here? • How has the author made you feel by writing...? • Which word tells you that...? • Find and highlight the word that is closest in meaning to...?
Year 3 Inference	<ul style="list-style-type: none"> • children can infer characters' feelings, thoughts and motives from their stated actions. • justify inferences by referencing a specific point in the text. • ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives. • make inferences about actions or events 	<ul style="list-style-type: none"> • What do you think.... means? • Why do you think that? • Why do you think...? • How do you think....? • Can you explain why....? • What do these words mean and why do you think that the author chose them? • Find and copy a group of words which show...? • How does the description of ... show that they are...? • Who is telling the story? • Why has the character done this at this time?
Year 3 Prediction	<ul style="list-style-type: none"> • justify predictions using evidence from the text. • use relevant prior knowledge to make predictions and justify them. • use details from the text to form further predictions. 	<ul style="list-style-type: none"> • Can you think of another story with a similar theme? • Which stories have openings like this? • Do you think that this story will develop the same way? • Why did the author choose this setting? Will that influence the story? • What happened before this and what do you think will happen after? • Do you think the
Year 3 Explaining	<ul style="list-style-type: none"> • discussing the features of a wide range of fiction, poetry, plays, non-fiction and reference books • identifying how language, structure, and presentation contribute to meaning of both fiction and non-fiction texts • recognise authorial choices and the purpose of these 	<ul style="list-style-type: none"> • What is similar/different about two characters? • Explain why... did that. • Describe different characters' reactions to the same event. • Is this as good as...? • Which is better and why? • Why do you think they chose to order the text in this way?

		<ul style="list-style-type: none"> • What is the purpose of this text and who do you think it was written for? • What is the author's viewpoint? How do you know? • How are these two sections in the text linked?
Year 3 Retrieval	<ul style="list-style-type: none"> • use contents page and subheadings to locate information • learn the skill of 'skim and scan' to retrieve details. • begin to use quotations from the text. • retrieve and record information from a fiction text. • retrieve information from a non-fiction text 	<ul style="list-style-type: none"> • Who are the characters in this text? • When / where is this story set? How do you know? • Which part of the story best describes the setting? • What do you think is happening here? • What might this mean? • How might I find the information quickly? • What can I use to help me navigate this book? • How would you describe the story? • Whose perspective is the story told from?
Year 3 Summarise	<ul style="list-style-type: none"> • identifying main ideas drawn from a key paragraph or page and summarising these • begin to distinguish between the important and less important information in a text. • give a brief verbal summary of a story. • teachers begin to model how to record summary writing. • identify themes from a wide range of books • make simple notes from one source of writing 	<ul style="list-style-type: none"> • What is the main point in this paragraph? • Sum up what has happened so far in X words or less. • Which is the most important point in these paragraphs? • Do any sections/paragraphs deal with the same themes? • Have you noticed any similarities between this text and any others you have read? • What

Year 4 VIPERS Progression Grid

<p>Year 4 National Curriculum Statements – Reading Comprehension</p>	<p>E2: develop positive attitudes to reading and understanding of what they read by identifying how language, structure, and presentation contribute to meaning</p> <p>E1/S5: listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>E2: reading books that are structured in different ways and reading for a range of purposes</p> <p>V4: using dictionaries to check the meaning of words that they have read</p> <p>E1/E5: increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</p> <p>E1: identifying themes and conventions in a wide range of books preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</p> <p>V2: discussing words and phrases that capture the reader's interest and imagination</p> <p>E1/E5: recognising some different forms of poetry [for example, free verse, narrative poetry]</p> <p>V3/S2: understand what they read, in books they can read independently, by checking that the text makes sense to them, discussing their understanding and</p> <p>V1: explaining the meaning of words in context</p> <p>I3: asking questions to improve their understanding of a text</p> <p>I2/3: 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</p> <p>S1: identifying main ideas drawn from more than one paragraph and summarising these</p> <p>R5: retrieve and record information from non-fiction</p> <p>E1/2/3: 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</p>
<p>Activities to support reading</p>	<p>Transcribe the children's oral responses into written ones and model structures for answering question</p> <p>Always ask the children to justify their responses to questions – How do you know?</p> <p>Create comparison grids for different fiction and non-fiction texts</p> <p>Create semantic grids of texts to help to categorise key information</p> <p>Write information gained from the text into a different context</p> <p>Fully develop skimming and scanning techniques – faster finger first – to find particular parts of the text</p> <p>Relate the text type back to the writing the children have completed</p> <p>Model how to construct a summary of a text</p> <p>Jump in – Encourage children to continue the story to the end of the punctuation in a known story</p> <p>Choral response – Encourage children to read as a group or popcorn ideas to questions asking for deeper responses after the initial response</p> <p>MTYT – Allow children to discuss in partners or read together</p> <p>Ask children to become Reading Detectives and search for clues within texts</p> <p>Model reading strategies – re-reading for clarity and understanding</p>

Key Reading Skills		Question Stems
Year 4 - Vocabulary	<ul style="list-style-type: none"> • using dictionaries to check the meaning of words that they have read • use a thesaurus to find synonyms • discuss why words have been chosen and the effect these have on the reader • explain how words can capture the interest of the reader • discuss new and unusual vocabulary and clarify the meaning of these • find the meaning of new words using the context of the sentence. 	<ul style="list-style-type: none"> • Can you find the meaning or a word with a similar meaning in a dictionary or thesaurus? • What does this word/phrase/sentence tell you about the character/setting/mood? • By writing..., what effect has the author created? • Do you think they intended to? • What other words/phrases could the author have used here? Why? How has the author...? • Which word is closest in meaning to...?
Year 4 Inference	<ul style="list-style-type: none"> • ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives (I know this because questions) • infer characters' feelings, thoughts and motives from their stated actions. • consolidate the skill of justifying them using a specific reference point in the text • use more than one piece of evidence to justify their answer 	<ul style="list-style-type: none"> • What do you think.... means? • Why do you think that? Could it be anything else? • I think....; do you agree? Why / why not? • How do you think....? • Can you explain why....? • Can you explain why based on two different pieces of evidence? • What do these words mean and why do you think that the author chose them? • Find and copy a group of words which show that... • What impression of ...do you get from this paragraph?
Year 4 Prediction	<ul style="list-style-type: none"> • justify predictions using evidence from the text. • use relevant prior knowledge as well as details from the text to form predictions and to justify them. • monitor these predictions and compare them with the text as they read on 	<ul style="list-style-type: none"> • Can you think of another text with a similar theme? How do their plots differ? • Which stories have openings like this? Do you think that this story will develop the same way? • Why did the author choose this setting? Will that influence the story? • What does this paragraph suggest what will happen next? • Do you think ... will happen? Explain your answers with evidence from the text
Year 4 Explaining	<ul style="list-style-type: none"> • discussing words and phrases that capture the reader's interest and imagination • identifying how language, structure, and presentation contribute to meaning • recognise authorial choices and the purpose of these 	<ul style="list-style-type: none"> • What is similar/different about two characters? Did the author intend that? • Explain why... did that. • Describe different characters' reactions to the same event. • Is this as good as...? • Which is better and why?

		<ul style="list-style-type: none"> • What can you tell me about how this text is organised? • Why is the text arranged in this way? • What is the purpose of this text and who is the audience? • How does the author engage the reader here? • Which section was the most ...? Why?
Year 4 Retrieval	<ul style="list-style-type: none"> • confidently skim and scan texts to record details, • using relevant quotes to support their answers to questions. • retrieve and record information from a fiction or non-fiction text. 	<ul style="list-style-type: none"> • Find the... in this text. Is it anywhere else? • When/where is this story set? How do you know? • Find the part of the story that best describes the setting. • What do you think is happening here? Why? • What might this mean? • Whose perspective is the story told by and how do you know? • How can you use the subheading to help you here?
Year 4 Summarise	<ul style="list-style-type: none"> • use skills developed in year 3 in order to write a brief summary of main points, identifying and using important information. • identifying main ideas drawn from more than one paragraph. • identify themes from a wide range of books • summarise whole paragraphs, chapters or texts • highlight key information and record it in bullet points, diagrams, maps etc 	<ul style="list-style-type: none"> • What is the main point in this paragraph? Is it mentioned anywhere else? • Sum up what has happened so far in X words/seconds or less. • Which is the most important point in these paragraphs? Why? • Do any sections/paragraphs deal with the same themes? • How might I record this to ensure the best possible outcome?

Year 5 VIPERS Progression Grid

<p>Year 5 National Curriculum Statements – Reading Comprehension</p>	<p>maintain positive attitudes to reading and understanding of what they read by:</p> <p>R3: continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>S2: reading books that are structured in different ways and reading for a range of purposes</p> <p>R3: 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</p> <p>S3: identifying and discussing themes and conventions in and across a wide range of writing</p> <p>S2: learning a wider range of poetry by heart</p> <p>E3: making comparisons within and across books</p> <p>S2: 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</p> <p>V1: understand what they read by: checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</p> <p>I1/2: asking questions to improve their understanding</p> <p>I1/2: 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</p> <p>S1: summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas</p> <p>E6: identifying how language, structure and presentation contribute to meaning</p> <p>V5/I3: discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</p> <p>E5: distinguish between statements of fact and opinion</p> <p>E8: retrieve, record and present information from non-fiction</p> <p>S3/4: participate in discussions about books that are read to them and those they can read for themselves, building on their own and others'</p>
<p>Activities to support reading</p>	<p>Transcribe the children's oral responses into written ones and model structures for answering question. Ensure that a full answer is modelled to the children (3 marks Qs)</p> <p>Always ask the children to justify their responses to questions – How do you know?</p> <p>Ask children to keep a running response in their reading journal.</p> <p>Create comparison grids for different fiction and non-fiction texts</p> <p>Create semantic grids of texts to help to categorise key information</p> <p>Write information gained from the text into a different context</p> <p>Change part of the text from fiction to non-fiction and vice-versa.</p> <p>Fully develop skimming and scanning techniques – faster finger first – to find particular parts of the text</p> <p>Relate the text type back to the writing the children have completed</p> <p>Model how to construct a summary of a text</p> <p>Jump in – Encourage children to continue the story to the end of the punctuation in a known story</p> <p>Choral response – Encourage children to read as a group or popcorn ideas to questions asking for deeper responses after the initial response</p> <p>MTYT – Allow children to discuss in partners or read together</p> <p>Ask children to become Reading Detectives and search for clues within text</p>

	Create Venn diagrams to demonstrate similarities and differences between plots, characters, settings etc.
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Key Reading Skills		Question Stems
Year 5 - Vocabulary	<ul style="list-style-type: none"> • explore the meaning of words in context, confidently using a dictionary • discuss how the author's choice of language impacts the reader • evaluate the authors use of language • investigate alternative word choices that could be made • begin to look at the use of figurative language • use a thesaurus to find synonyms for a larger variety of words • re-write passages using alternative word choices • read around the word' and *explore its meaning in the broader context of a section or paragraph. 	<ul style="list-style-type: none"> • Can you quickly find...in the dictionary and thesaurus? • What does this word/phrase/sentence tell you about the character/setting/mood? • By writing..., what effect has the author created? Do you think they intended to? • What other words/phrases could the author have used here? Why? • How has the author made you/this character feel by writing...? Why? • Find and highlight the word which is closest in meaning to ... • Find a word which demonstrates... • Can you rewrite this in the style of the author using your own words? • How have simile and metaphor been used here to enhance the text?
Year 5 Inference	<ul style="list-style-type: none"> • drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. • make inferences about actions, feelings, events or states • use figurative language to infer meaning • give one or two pieces of evidence to support the point they are making. • begin to draw evidence from more than one place across a text. 	<ul style="list-style-type: none"> • What do you think... means? Why do you think that? Could it be anything else? • I think....; do you agree? Why/why not? • Why do you think the author? decided to...? • Can you explain why...? Can you give me evidence from somewhere else in the text? • What do these words mean and why do you think that the author chose them? • How does the author make you feel? • What impression do you get from these paragraphs?

Year 5 Prediction	<ul style="list-style-type: none"> • predicting what might happen from details stated and implied • support predictions with relevant evidence from the text. • confirm and modify predictions as they read on. 	<ul style="list-style-type: none"> • Can you think of another story with a similar theme? How do their plots differ? • Which stories have openings like this? Do you think that this story will develop the same way? • Why did the author choose this setting? Will that influence the story?
Year 5 Explaining	<ul style="list-style-type: none"> • provide increasingly reasoned justification for my views • recommend books for peers in detail • give reasons for authorial choices • begin to challenge points of view • begin to distinguish between fact and opinion • 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 • explain and discuss their understanding of what they have read, including through formal presentations and debates. 	<ul style="list-style-type: none"> • What is similar/different about two characters? Did the author intend that? • Explain why... did that. • Describe different characters' reactions to the same event. • Does this story have a moral? • Which is better and why? • How is the text organised and what impact does this have on you as a reader? • Why has the text been written this way? • How can you tell whether it is fact and opinion? • How is this text similar to the writing we have been doing? • How does the author engage the audience?
Year 5 Retrieval	<ul style="list-style-type: none"> • confidently skim and scan, and also use the skill of reading before and after to retrieve information. • use evidence from across larger sections of text • read a broader range of texts including myths, legends, stories from other cultures, modern fiction and archaic texts. • retrieve, record and present information from non-fiction texts. • ask my own questions and follow a line of enquiry. 	<ul style="list-style-type: none"> • Find the... in this text. Is it anywhere else? • When/where is this story set? Find evidence in the text. • Find the part of the story that best describes the setting. • What do you think is happening here? Why? • Who is telling this story? • Can you skim/scan quickly to find the answer?
Year 5 Summarise	<ul style="list-style-type: none"> • summarising the main ideas drawn from more than one paragraph, page, chapter or the entire text identifying key details to support the main ideas. • make connections between information across the text and include this in an answer. • discuss the themes or conventions from a chapter or text • identify themes across a wide range of writing 	<ul style="list-style-type: none"> • What is the main point in this paragraph? Is it mentioned anywhere else? • Sum up what has happened so far in... words/seconds or less. • Which is the most important point in these paragraphs? Why? • Do any sections/paragraphs deal with the same themes? • Can you find a text with a similar theme?

Year 6 VIPERS Progression Grid

<p>Year 6 National Curriculum Statements – Reading Comprehension</p>	<p>maintain positive attitudes to reading and understanding of what they read by:</p> <p>R3: continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>S2: reading books that are structured in different ways and reading for a range of purposes</p> <p>R3: 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</p> <p>S3: identifying and discussing themes and conventions in and across a wide range of writing</p> <p>S2: learning a wider range of poetry by heart</p> <p>E3: making comparisons within and across books</p> <p>S2: 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</p> <p>V1: understand what they read by: checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</p> <p>I1/2: asking questions to improve their understanding</p> <p>I1/2: 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</p> <p>S1: summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas</p> <p>E6: identifying how language, structure and presentation contribute to meaning</p> <p>V5/I3: discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</p> <p>E5: distinguish between statements of fact and opinion</p> <p>E8: retrieve, record and present information from non-fiction</p> <p>S3/4: participate in discussions about books that are read to them and those they can read for themselves, building on their own and others'</p>
<p>Activities to support reading</p>	<p>Transcribe the children's oral responses into written ones and model structures for answering question. Ensure that a full answer is modelled to the children (3 marks Qs)</p> <p>Always ask the children to justify their responses to questions – How do you know?</p> <p>Ask children to keep a running response in their reading journal.</p> <p>Summarise each of the main characters and return and add to these as reading progresses.</p> <p>Create comparison grids for different fiction and non-fiction texts</p> <p>Create semantic grids of texts to help to categorise key information</p> <p>Write information gained from the text into a different context</p> <p>Change part of the text from fiction to non-fiction and vice-versa.</p> <p>Fully develop skimming and scanning techniques – fastest finger first – to find particular parts of the text</p> <p>Relate the text type back to the writing the children have completed</p> <p>Model how to construct a summary of a paragraph, text, story.</p> <p>Jump in – Encourage children to continue the story to the end of the punctuation in a known story</p> <p>Choral response – Encourage children to read as a group or popcorn ideas to questions asking for deeper responses after the initial response</p> <p>MTYT – Allow children to discuss in partners or read together</p>

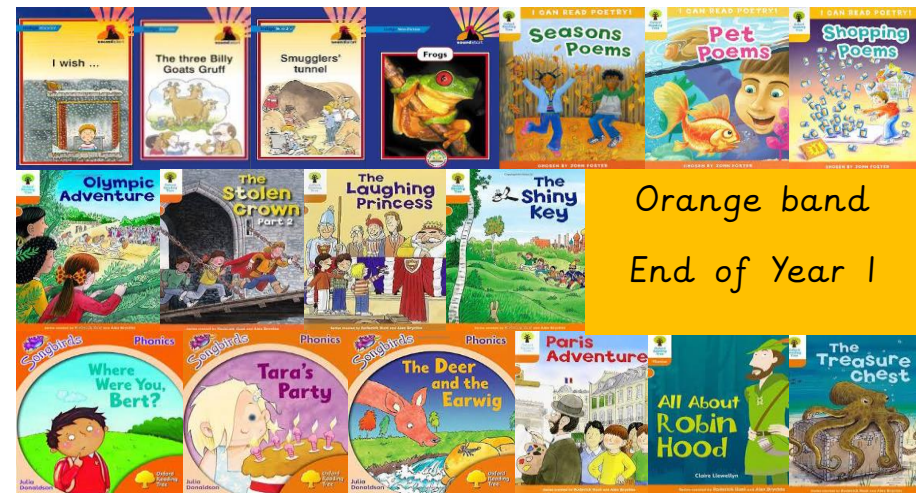
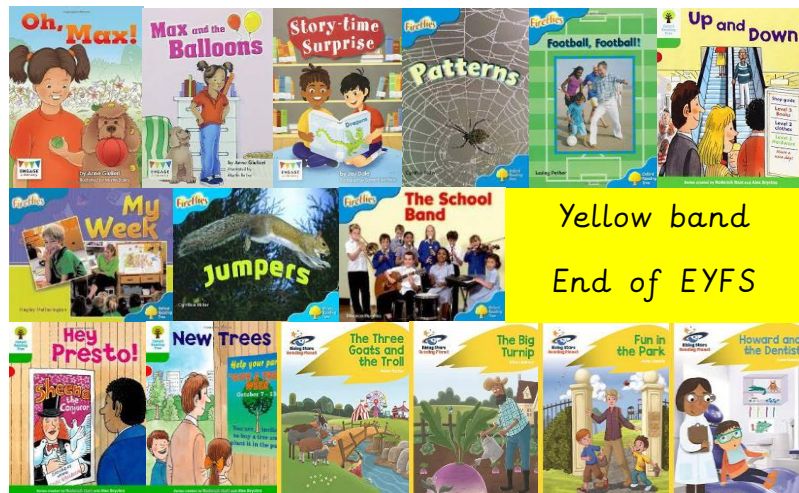
	<p>Ask children to become Reading Detectives and search for clues within text</p> <p>Create Venn diagrams to demonstrate similarities and differences between plots, characters, settings etc.</p>
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Key Reading Skills		Question Stems
Year 6 - Vocabulary	<ul style="list-style-type: none"> • evaluate how the authors' use of language impacts upon the reader • find examples of figurative language and how this impacts the reader and contributes to meaning or mood. • discuss how presentation and structure contribute to meaning. • explore the meaning of words in context by 'reading around the word' and independently explore its meaning in the broader context of a section or paragraph. 	<ul style="list-style-type: none"> • What does this word/phrase/sentence tell you about the character/setting/mood? • By writing..., what effect has the author created? Do you think they intended to? • Can you find examples of simile, metaphor, hyperbole or personification in the text? • Why has the text been organised in this way? Would you have done it differently? • What other words/phrases could the author have used here? Why? How has the author made you/this character feel by writing...? Why?
Year 6 Inference	<ul style="list-style-type: none"> • drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. • discuss how characters change and develop through texts by drawing inferences based on indirect clues. • make inferences about events, feelings, states backing these up with evidence. • infer characters' feelings, thoughts and motives, giving more than one piece of evidence to support each point made. They can draw evidence from different places across the text 	<ul style="list-style-type: none"> • What do you think... means? Why do you think that? Could it be anything else? • I think....; do you agree? Why/why not? • Why do you think the author decided to...? • Can you explain why...? • What do these words mean and why do you think that the author chose them? • How do other people's descriptions of ...show that...? • Where else in the text can we find the answer to this question?
Year 6 Prediction	<ul style="list-style-type: none"> • predicting what might happen from details stated and implied • support predictions by using relevant evidence from the text • confirm and modify predictions in light of new information. 	<ul style="list-style-type: none"> • Can you think of another story with a similar theme? How do their plots differ? • Which stories have openings like this? Do you think that this story will develop the same way? • Why did the author choose this setting? Will that influence the story?

Year 6 Explaining	<ul style="list-style-type: none"> • provide increasingly reasoned justification for my views • recommend books for peers in detail • give reasons for authorial choices • begin to challenge points of view • begin to distinguish between fact and opinion • 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 • explain and discuss their understanding of what they have read, including through formal presentations and debates. • distinguish between fact, opinion and bias explaining how they know this. 	<ul style="list-style-type: none"> • What is similar/different about two characters? Did the author intend that? • Explain why... did that. • Describe different characters' reactions to the same event. • Does this story have a moral? • Which is better and why? • Can you identify where the author has shown bias towards a particular character? • Is it fact or is it opinion? How do you know? • How does the author make you feel at this point in the story? Why did they do that? • Can you explain it in a different way?
Year 6 Retrieval	<ul style="list-style-type: none"> • Children confidently skim and scan, and also use the skill of reading before and after to retrieve information. *They use evidence from across whole chapters or texts • Read a broader range of texts including myths, legends, stories from other cultures, modern fiction, plays, poetry and archaic texts. • Retrieve, record and present information from a wide variety of non-fiction texts. • Ask my own questions and follow a line of enquiry. 	<ul style="list-style-type: none"> • Find the... in this text. Is it anywhere else? • Can you skim the next... and find me the answer to...? • When/where is this story set? Find evidence in the text. • Find the part of the story that best describes the setting. • What do you think is happening here? Why? • Who is telling this story? • What genre is...? • Can you look at these other texts and find me what is similar and what is different?
Year 6 Summarise	<ul style="list-style-type: none"> • summarise information from across a text and link information by analysing and evaluating ideas between sections of the text. • summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas • make comparisons across different books. • summarise entire texts, in addition to chapters or paragraphs, using a limited amount of words or paragraphs. 	<ul style="list-style-type: none"> • What is the main point of the text? • Can you look in this paragraph? What does the author mean? Is it mentioned anywhere else? • Sum up what has happened so far in... words/seconds or less. • Can you read the text and summarise what has happened? • Which is the most important point in these paragraphs? Why? • Do any sections/paragraphs deal with the same themes?

Independent reading

During their time at Launde Primary School, children develop their independent reading skills. In Foundation Stage, children initially take home wordless lilac band books, providing the opportunity for **literacy-rich conversations**. These engage our younger children in **early comprehension**, critical thinking and storytelling. When children demonstrate the necessary pre-reading skills, they will begin to read and explore books from the other colour bands. Each level has a selection of different reading scheme books to ensure that children are exposed to a range of text types, genres and styles. The difference between each band is **gradual** so that children will not experience difficulty when moving from one to the next. In Year 6, children who are greater depth readers are able to choose their own books from our **exciting library** that contains a range of poetry, non-fiction and fiction books. These books are written by a diverse range of authors and celebrate our children's varied cultures and interests.





Purple band



Gold band



White band
End of Year 2



Lime band



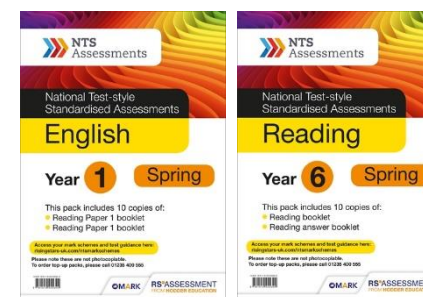
Assessment

Teachers engage in continuous formative assessment of reading as children progress through book bands. This ensures that children are reading books which they can read fluently, but that still challenge them. As a summative assessment, children complete an NTS assessment towards the end of each term. This informs planning for upcoming units and foci for guided

End of year reading data

Reading book colour band	Phonics book	Data	Standardised assessment score	Statements
	Phase 3 revision book or specific phase 3 book in line with an intervention	1B		<ul style="list-style-type: none"> Demonstrate understanding of what has been read to them, by retelling stories and naming others using their own words and recently introduced vocabulary Anticipate key events in stories Use and understand recently introduced vocabulary Say a sound for each of the letters in the alphabet Use at least 10 digraphs Read words consistent with phonic knowledge by blending Read about simple sentences and books consistent with phonic knowledge Read some common exception words (phase 2 and 3 tricky words)
	Phase 3 revision book or specific phase 3 book in line with an intervention	1B+		<ul style="list-style-type: none"> Carouse all sounds that have been taught in reading Reading fluently and at a good pace Read all phase 2 and 3 tricky words (common exception words) Demonstrate a good understanding of what they are reading Make some simple predictions of what might happen next Discuss the story in detail and retell a short story
	Phase 3 revision book or specific phase 3 book in line with an intervention	1W	≥95	<ul style="list-style-type: none"> Read words containing -s -ing -ed -er and -est endings Read words of more than one syllable Read words with contractions and understand that the apostrophe represents omitted letters Read all phase 2 and 3 tricky words (common exception words) Read some phase 3 tricky words Read books to develop fluency and confidence Check that the text makes sense to them as they read Summarise a story Beginning to make inferences on the basis of what has been read so far Beginning to predict what might happen on the basis of what has been read so far Beginning to answer short, written comprehension questions about a short text that they have read independently
	Phase 5 revision	1W+	>95	
	Phase 5 revision	1S	≥100	<ul style="list-style-type: none"> Read words containing -s -ing -ed -er and -est endings Read words of more than one syllable Read words with contractions and understand that the apostrophe represents omitted letters Read all phase 2 and 3 tricky words (common exception words) Read some phase 3 tricky words Read books to develop fluency and confidence Check that the text makes sense to them as they read and correct inaccuracies Discuss the significance of the text and events Make inferences on the basis of what is being said and done in a text Predict what might happen on the basis of what has been read so far Answer short, written comprehension questions about a short text that they have read independently
	Phase 5 revision	1S+	≥110	<p>As above, but additionally:</p> <ul style="list-style-type: none"> Read some words of two or more syllables Consistently read with expression, reflecting an understanding of different types of punctuation Answer written comprehension questions about a text that they have read independently

reading sessions. Teachers utilise V.I.P.E.R.S in guided reading sessions and make notes on children's ability to utilise each reading skill. Reading data is routinely moderated by subject leaders, who do this by both listening to children reading aloud and by cross-referencing children's standardised assessment scores, reading book band and, where applicable, phonics assessment information. Our well-rounded and multi-faceted methods of reading assessment support our teachers to make robust assessments, meaning that next steps can be readily identified and children can be further supported and challenged.



Instilling a love of reading



genres and written by a range of authors, area and community.

In all year groups, reading material is carefully chosen, matched to wider curriculum areas and explored in line with topics. Teachers carefully consider the books that they share with their classes, in order to ensure that they are aspirational and support children's learning in all areas of the English curriculum. Children have the opportunity to explore texts from a range of reflecting and celebrating the diversity of our local

Reading areas

The books in reading areas are carefully chosen and pre-planned in order to ensure that children are exposed to a range of relevant, interesting, age-appropriate books. These are carefully mapped which ensures a **breadth** of reading material. In addition, teachers carefully plan opportunities to **make connections** with new but related texts, as well as **revisiting popular texts** from previous terms and year groups. All classroom environments promote a love of reading and offer a range of appropriate reading material for children to independently explore. Reading areas in classrooms offer **themed selections**, with books carefully chosen and linked to wider curriculum subjects. As well as this, classroom reading areas offer a space to celebrate reading with **exciting, relevant displays** and varied seating options.

Year 2 Whole Class Texts – Autumn Term

These texts are shared in class and a selection of them can be found in class reading areas, for children to independently revisit and enjoy!

Classic books from 50+ years ago	Books with simple plots or informal style	Books which celebrate diversity	Chapter books	Books with a complicated or emotional/ethical theme	Poetry

Beyond the classroom, all children have access to our extensive school library. The rich variety of fiction and non-fiction books available enables the children to access a wide range of texts including: novels, poetry, comics, graphic novels, dual-language books, dyslexia-friendly books and non-fiction texts. Children have regular access to the **library** and they are encouraged to take care of and respect the books. Our whole school philosophy of cultivating a lifelong love of reading is supported by the high profile of reading, as promoted by adults in every year group.

Author visits



Author visits are organised and arranged to excite our children and to encourage them to explore new and interesting texts. Children have been **inspired** by visits from authors including Elizabeth Bennett, Alisdair Beckett-King and Andrew Cope.



First Chapter Friday/First Look Friday

A further way in which reading is promoted is through First Chapter Friday (KS2) or First Look Friday (KS1), in which children are given a taste of a new book that they might enjoy. After a small portion of the book has been read aloud, this book is put into the classroom's book corner so that children can enjoy the text at their leisure, or seek it out in their local library.





World Book Week

Every year, World Book Day becomes World Book Week, which is celebrated across the school with a number of **exciting and engaging activities**, such as book swaps and author talks. These events have helped to raise the profile of reading amongst our children and their families, whilst also promoting a love of reading.



Reading clubs

Reading clubs, which are held after school and are very **well attended**, further promote the love of reading. Children who attend reading clubs are able to share their favourite books with different staff members, who in turn share their favourite stories too. This gives children the opportunity to see a range of adults around school as **reading role models**.

Reading buddies

Children have further reading role models through our school's buddy reading system. Across the school, a class from Key Stage Two is paired with a class from EYFS or Key Stage One. In each group, an older child is paired with a younger child. The children take turns to both listen and read aloud, allowing older readers to model good reading behaviours and enabling younger readers to practice reading aloud with another child. This helps to develop the reading skills of both children, as well as further promoting a love of reading.

Reading workshops

Parents of children in all year groups are invited to reading workshops, which equip them with skills to **support their child's reading**. Parents of children in EYFS and Year 1 also benefit from phonics workshops and have the opportunity to take part in a live phonics lesson.



Book Fair

Additionally, parents are encouraged to attend our annual book fair, where children can access a wide range of reading material. This is always a **busy and exciting** event, where our children's passion for reading is made incredibly clear!

Online resources

Children in all year groups have access to **Reading Eggs**, which provides ample resources for developing reading skills online at home and in school. Reading Eggs and Reading Eggspress are often utilised for **homework** and offer supportive resources for families, to further assist reading at home.



Writing (including handwriting, grammar, punctuation and spelling)

We place a strong emphasis on nurturing excellent writing skills for all children, aiming to foster a love for the written word. Through **engaging and creative teaching methods**, children are encouraged to not only excel in writing, but also to find genuine enjoyment in writing. In every year group, topics are carefully chosen to excite the children and encourage them to write enthusiastically and with creativity. A range of stimuli are used to encourage creativity in our writing, including **books, films, images and real-world experiences**. Teachers and support staff skilfully guide each young writer, enabling them to unlock their unique voices and talents. Every term, examples of writing from every year group are celebrated and shared with parents as part of our English newsletter. As well as this, learning environments display exemplary pieces of writing, allowing children to take pride in their written work. Written work is often further celebrated in each year group's achievement assemblies, following which the work is displayed for all year groups to see.

Children write in school every day in a variety of curriculum areas and English skills are promoted in all subjects. From individual letters and short words in EYFS to the grammatical technicalities expected in Year 6, writing is taught in a **progressive** way that enables all children to express themselves confidently. This is visible in the long term plans for each year group attached below. In all year groups, children have the opportunity to develop and practise skills relating to writing, in order to prepare them for writing more substantial pieces. As children progress through the year groups, they are given consistent opportunities to plan, write and edit a piece of writing. Writing in **wider curriculum subjects** gives children an exciting opportunity to explore different genres, as well as the chance to apply skills learnt in English lessons. Children are

Year 2



The children in Year 2 have been writing stories about mischievous pets, inspired by the trailer for The Secret Life of Pets! **Aditi in Bramblewood** wrote this exciting story. She said "I used expanded noun phrases in my story and interesting adjectives."

Year 3

Year 3 have been working on their senses. This fantastic piece of work was done by **Ihsaan**. He told us "We went to Uplands Park to look at the things that we could see, hear, smell and touch. We used expanded noun phrases and similes to describe the park."



supported to make connections with what they have learnt in English lessons and their wider curriculum learning, resulting in high-quality, creative pieces of work.



Launde Primary School Foundation Stage Long Term Plan 2023 - 2024



	Autumn		Spring		Summer	
Theme	All about me People who Help us Baseline (6 weeks) Changes to autumn	Festivals Transport Anti-bullying week 13 th 17 th November 2023 National Nursery Rhyme week 13 th -17 th November 2023 Road safety week 19 th – 25 th November Changes to winter	Oceans and seas Safer Internet week 6 th Feb 2024 National story telling week 29 th Jan – 5 th Feb 2024 Children's Mental Health week 5 th – 11 th February 2024 Chinese New Year 10 th February 2024 Winter/Ice	Spring on the farm Animals, Minibeasts Shrove Tuesday 13 th February 2024 World book day 7 th March 2024 Mother's Day 10 th March 2024 Ramadan 10 th March – 9 th April 2024 Easter Sunday 31 st March Winter changing to Spring	Once Upon a Time Spring and growing Mental Health week 13 th – 20 th May Walk to school week 20 th May – 25 th May	What a wonderful world Summer Father's Day 16 th June Eid 17 th June
Book Study Themed – topic based	My Mum/ My Dad The Colour Monster / The bag full of worries. The worry jar The worry monster Funny bones Mog at the vets/ Owl at the vets. Rainbow fish Oliver's vegetables A superpower like mine	Meg & Mog Stickman The Christmas nativity The Christmas Story	Who swallowed Stanley	The bad-tempered ladybird The very hungry caterpillar Superworm The Easter Story What the ladybird heard Owl babies – linked to nocturnal animals	The enormous turnip The gingerbread man Jack & the beanstalk The 3 little pigs Cinderella Snow White and the 7 dwarves Little Red Riding Hood	Whatever next
Writing	Key Vocabulary: Grapheme Phoneme Phonics word Name writing Mark making Following patterns	Key Vocabulary: Grapheme Phoneme Phonics word Name writing Mark making Following patterns	Key Vocabulary: Grapheme Phoneme Phonics Word Phrase Sentence Name writing Mark making	Key Vocabulary: Grapheme Phoneme Phonics Word Phrase Sentence Name writing Mark making	Key Vocabulary: Grapheme Phoneme Phonics Word Phrase Sentence Name writing Mark making	Key Vocabulary: Grapheme Phoneme Phonics Word Phrase Sentence Name writing Mark making

	<p>Writing individual letters (initial sounds)</p> <p>By the end of Autumn 1 children will be able to (skills)</p> <ul style="list-style-type: none"> • They will be able to begin to write some or all of their name • Children will be able to hold a pencil correctly and sit at the table correctly • Children will begin to write individual letters for phonemes that they are taught. Some of the children will use their knowledge in phonics to write simple CVC words. • To make marks and talk about what they have drawn 	<p>Writing individual letters (initial sounds)</p> <p>By the end of Autumn 2 children will be able to (skills)</p> <ul style="list-style-type: none"> • They will be able to begin to write some or all of their name • Children will be able to hold a pencil correctly and sit at the table correctly • Children will begin to write individual letters for phonemes that they are taught. • Children will begin to use their knowledge in phonics to write simple CVC words. • To make marks and talk about what they have drawn • Children will begin to form lower and upper letters correctly • Children will be able to segment words and write them 	<p>Following patterns Writing individual letters (initial sounds)</p> <p>By the end of Spring 1 children will be able to (skills)</p> <ul style="list-style-type: none"> • They will be able to begin to write some or all of their name • Children will be able to hold a pencil correctly and sit at the table correctly • Children will be able to write individual letters for phonemes that they are taught. • Children will use their knowledge in phonics to write simple CVC words. • To make marks and talk about what they have drawn • Children will begin to form lower and upper letters correctly • Children will be able to segment words and write them • Children will begin to write simple phrases and sentences using capital letters, full stops and finger spaces 	<p>Following patterns Writing individual letters (initial sounds)</p> <p>By the end of Spring 2 children will be able to (skills)</p> <ul style="list-style-type: none"> • They will be able to begin to write all of their name • Children will be able to hold a pencil correctly and sit at the table correctly • Children will be able to write individual letters for phonemes that they are taught. • Children will use their knowledge in phonics to write simple CVC words. • To make marks and talk about what they have drawn • Children will be able to form lower and upper letters correctly • Children will be able to segment words and write them • Children will begin to write simple phrases and sentences using capital letters, full stops and finger spaces • Children will begin to write more complex words using phonic knowledge 	<p>Following patterns Writing individual letters (initial sounds)</p> <p>By the end of Summer 1 children will be able to (skills)</p> <ul style="list-style-type: none"> • They will be able to begin to write all of their name • Children will be able to hold a pencil correctly and sit at the table correctly • Children will be able to write individual letters for phonemes that they are taught. • Children will use their knowledge in phonics to write simple CVC words. • Children will be able to form lower and upper letters correctly • Children will be able to segment words and write them • Children will be able to write simple phrases and sentences using capital letters, full stops and finger spaces • Children will be able to write more complex words using phonic knowledge 	<p>Following patterns Writing individual letters (initial sounds)</p> <p>By the end of Summer 2 children will be able to (skills)</p> <ul style="list-style-type: none"> • They will be able to begin to write all of their name • Children will be able to hold a pencil correctly and sit at the table correctly • Children will be able to write individual letters for phonemes that they are taught. • Children will use their knowledge in phonics to write simple CVC words. • Children will be able to form lower and upper letters correctly • Children will be able to segment words and write them • Children will be able to write simple phrases and sentences using capital letters, full stops and finger spaces • Children will be able to write more complex words
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						using phonic knowledge
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Year 1 English LTP	Autumn		Spring		Summer	
	Autumn 1 7 weeks	Autumn 2 9 weeks	Spring 1 6 weeks	Spring 2 4 weeks	Summer 1 7 weeks	Summer 2 6 weeks
Text or stimulus	On the Way Home Jill Murphy Oi Frog! Kes Grey Dogs in Disguise Peter Bently & John Bond	Bonfire Poetry Tony Mitten/Marie Thom/ Sara Fox Slime? It's not mine Clare Welsh and Nicola O'Bryne Room on the Broom Julia Donaldson	Traditional Tales– Goldilocks Hansel and Gretel	Peace at Last Jill Murphy	Supertato Sue Hendra The runaway pea <u>Kjartan Poskitt</u> One Giant Leap Don Brown	The Pirates' Picnic Angela McAllister Incredible You Rhys Birsenden
Writing Outcome	Retell Rhyming story Character description	Poem Information text Character description	Letter Setting description	Retell Innovated story	Wanted poster Postcard Newspaper writing (non-fiction)	Book review Character description
Non-fiction writing linked to other subjects	Through other subjects, we will explore and write using the following genres. <ul style="list-style-type: none"> • Posters • Lists • Instructions • Postcards 					
Writing expectations	Working towards the expected standard Says out loud what they are going to write down Uses their own simple story ideas or retell a familiar story, correctly sequenced Explains what they have written aloud to check that it makes sense Sits correctly at the table, holding a pencil correctly Uses simple sentence structures (which may often be repetitive) Uses capital letters at the beginning of a sentence Uses full stops to end sentences Beginning to use different punctuation to end sentences e.g. ! or ? Use finger spaces consistently Spells some words containing previously taught phonemes accurately Spells some Y1 common exception words accurately Write some lower-case letters in the correct direction, starting and finishing in the right place Working at the expected standard Can write sentences in order to create short narratives and non-fiction texts.					

	<p>Uses some features of the different text types (although these may not be consistent). Can reread their writing to check that it makes sense and make suggested changes. Uses simple sentence structures. Uses adjectives to describe that have been modelled. Uses the joining word (conjunction) 'and' to link ideas and sentences. Uses capital letters for names, places, the days of the week and the personal pronoun 'I'. Always uses finger spaces. Uses full stops independently. Uses question marks independently. Uses exclamation marks independently. Spells most words containing letter sounds that have been taught accurately. Spells most Y1 common exception words and days of the week accurately. Uses -s and -es to form regular plurals correctly. Uses the prefix 'un'. Adds the suffixes -ing, -ed, -er and -est to root words (with no change to the root word). Names letters of the alphabet in order. Writes the correct spellings in simple sentences I hear my teacher say. Writes lower case + capital letters with correct direction, starting and finishing in the right place consistently.</p> <p>Working at greater depth</p> <p>Writes sentences in order to create short narratives and non-fiction texts that are consistent in their features and purpose. Uses a number of features of different text types and make appropriate vocabulary choices. Rereads their writing to check that it makes sense and independently make changes. Uses adjectives to describe (sometimes ambitious beyond the year group). Uses simple and compound sentence structures. Regularly uses capital letters for names, places, the days of the week and the personal pronoun 'I'. Spells all Y1 common exception words and days of the week accurately. Adds the suffixes -ing, -ed, -er and -est to root words, altering the root word. Spells simple compound words.</p>
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Year 2 English LTP	Autumn				Spring				Summer		
	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2
Text or stimulus	Juniper Jupiter by Lizzy Stewart	Secret Life of Pets	Traditional Tales – The Three Little Pigs and Little Red Riding Hood (LRRH in Y1) Twisted Tales	Letters to Santa	The Owl who was Afraid of the Dark	The Storm Whale	Poetry	The Rainbow Fish by Marcus Pfister	A Bug's Life	Minibeasts	George's Marvellous Medicine
Writing Outcome	Character description Retell	Character description Story	Character description Wanted poster Retell Innovated story	Letter	Descriptive writing Innovated story	Character description Retell Instructions Innovated story	Poem	Description Innovated story	Setting description Innovated story	Non-fiction writing Riddles	Descriptive writing Instructions Innovated story
Non-fiction writing linked to other subjects	Through other subjects, we will explore and write using the following genres. <ul style="list-style-type: none"> • Non-fiction reports • Leaflets • Posters • Instructions • Letter writing 										
Writing expectations	Working towards the expected standard The pupil can, after discussion with the teacher: <ul style="list-style-type: none"> • write sentences that are sequenced to form a short narrative (real or fictional) • demarcate some sentences with capital letters and full stops • segment spoken words into phonemes and represent these by graphemes, spelling some words correctly and making phonically-plausible attempts at others • spell some common exception words* • form lower-case letters in the correct direction, starting and finishing in the right place • form lower-case letters of the correct size relative to one another in some of their writing • use spacing between words Working at the expected standard										

The pupil can, after discussion with the teacher:

- write simple, coherent narratives about personal experiences and those of others (real or fictional)
- write about real events, recording these simply and clearly
- demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required
- use present and past tense mostly correctly and consistently
- use co-ordination (or / and / but) to join clauses
- use some subordination (when / if / that /because) to join clauses
- segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others
- spell many common exception words*
- form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters
- use spacing between words that reflects the size of the letters

Working at greater depth

The pupil can, after discussion with the teacher:

- write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing
- make simple additions, revisions and proof-reading corrections to their own writing
- use the punctuation taught at key stage 1 mostly correctly^
- spell most common exception words*
- add suffixes to spell most words correctly in their writing(ment, -ness, -ful,-less, -ly)*
- use the diagonal and horizontal strokes needed to join some letters

Year 3 LTP	Autumn					Spring		Summer			
	Autumn 1			Autumn 2		Spring 1		Spring 2	Summer 1	Summer 2	
Text or stimulus	Hodgeheg	Wonder Park	The Egyptian Cinderella	Instructions	Edgar's Story	Winter Poems	The Twits	Finding Nemo	The Ice Palace	Healthy Eating	The BFG
Writing Outcome	Setting Description Rewrite	Setting Description	Character Description Narrative	Instruction Texts	Narrative	Poetry	Character Description Setting Description Narrative	Setting Description Diary Narrative Letter Writing Report Writing	Story Openings Sequencing Character Description Narrative	Persuasive Writing	Setting Description Narrative
Non-fiction writing linked to other subjects	<ul style="list-style-type: none"> • Recipes • Posters • Persuasive writing • Instructions • Explanation texts 										
Working within Year 3	<ul style="list-style-type: none"> • In narrative, describe settings using vocabulary that is ambitious often using those modelled. • Write sentences that make sense when read aloud. • The plot of the story has cohesion, ideas flow from one idea to another in the correct style. • Shows understanding of purpose and audience, although often not sustained. • Spelling of common words is usually correct, with plausible alternatives. • Usually maintains the correct tense – past, present, future. • Uses a range of simple conjunctions and time connectives e.g. when, before, after, while. • Uses punctuation expected in KS1: Full stops, capital letters mostly accurate, the pronoun 'I'; Commas for lists; Question marks; Exclamation marks; Apostrophes for contractions • Begin to use inverted commas to mark direct speech (however may not be consistent). • Handwriting - neat, letters formed correctly and some are joined, sitting on the line. 										
Working at expected level for end of Year 3	<ul style="list-style-type: none"> • Write non-fiction pieces using heading and sub headings e.g. letter, recount. • Write using appropriate features for a story and a poem. • In narrative, I can draft and write description that creates: settings; characters; events • Uses paragraphs to group similar ideas together. • Sentences are grammatically correct and written in correct tense – past, present, future. • Uses present perfect tense correctly e.g. He has gone out to play. • Uses 'a' and 'an' correctly in front of a word. • Usually chooses the correct homophone e.g. which and witch. • Selects vocabulary deliberately to describe and add detail: Verbs e.g. 'whispered' rather than 'said'; similes; adjectives; adverbs • Selects vocabulary to express time and cause: Conjunctions to extend sentences: and, but, so, because; Adverbs e.g. then, next, soon; Prepositions e.g. before, after, during, in (KS2 ITAF) • Uses following punctuation mostly correctly, as well as above: Full stops, capital letters always used accurately; Apostrophes for contractions; Apostrophes to mark singular possession in nouns; Inverted commas to show a character is speaking. (KS2 ITAF) • Spells most words correctly from Year 3 Spelling guide and is able to use a dictionary to check. • Handwriting - All letters sitting on the line, the same size, correctly spaced. • Uses correctly joined handwriting using diagonal and horizontal strokes to join letters. 										
Working at Greater Depth.	<ul style="list-style-type: none"> • Plans and writes with an understanding of genre. • Uses ambitious word choices to add detail, effect and to engage the reader. • Organises work into paragraphs around a theme with ideas that flow. • Uses the correct tense, including present perfect tense, throughout a piece of writing. • Spells most words correctly including prefixes and suffixes. • Apostrophes to mark possession – regular plurals e.g. girls', boys' • Uses neat and joined handwriting style with accuracy and speed. 										

Year 4 LTP	Autumn			Spring		Summer		
	Autumn 1	Autumn 2		Spring 1	Spring 2	Summer 1	Summer 2	
Text or stimulus	Tuesday	Diary of a Killer Cat	The Lion, the Witch and the Wardrobe		How to Train Your Dragon			Newspapers
Writing Outcome	Retell Narrative	Diary entry Balanced argument Character Description Narrative	Character Description Setting Description Narrative Persuasive Argument Newspaper Report Diary		Character description Setting Description Narrative z			Newspaper Report
Non-fiction writing linked to other subjects	<ul style="list-style-type: none">• Instructions• Posters• Leaflets• Comic Strips							
Working within Year 4	<ul style="list-style-type: none">• Writes narratives with clear beginning, middle, end and with a clear plot.• Writes with detail in narrative writing: setting; character• Uses paragraphs to organise ideas.• Uses relevant tenses throughout the piece of writing mostly accurately.• Uses correct standard English verb mostly accurately e.g. ‘we were’ rather than ‘we was’.• Uses full range of punctuation: Capital letters, full stops and pronoun ‘I’; Question marks; Commas for lists; Apostrophes for singular possession in nouns e.g. the girl’s name; Inverted commas at beginning and end of speech (not always consistent)• Beginning to expand noun phrases with modifying adjectives e.g. the strict teacher with curly hair.• Beginning to choose noun and pronouns appropriately for cohesion and avoiding repetition.• Spelling of common words is mostly accurate.• Uses some fronted adverbials, sometimes using commas.• Handwriting is legible and sometimes joined.							
Working at expected level for end of Year 4	<ul style="list-style-type: none">• Write for a range of purposes and audiences with ideas that are usually sustained, well-paced and logical.• Selects appropriate grammar and vocab to match purpose and audience for their writing.• Drafts and writes work that excites the reader using adjectives and other descriptive methods: setting; character; plot• Spell Y3 and Y4 words accurately including homophones and uses dictionary to check spelling.• Uses punctuation always correctly: (Capital letters and full stops always accurate); Apostrophe for possession singular e.g. girl’s name; Apostrophes for plural possession e.g. girls’ names; Use inverted commas and other punctuation to indicate direct speech e.g. The conductor shouted, ‘Sit down!; Comma at the end of an adverbial phrase• Uses paragraphs to organise writing so blocks of text flow and ideas grouped together.• Organises non-fiction work with headings and sub headings.• Uses verbs accurately to ensure the tense is correct.• Uses a range of pronouns and nouns to aid continuity and avoid repetition.• Uses adverbial phrases at the start of the sentence e.g. Later that day, I heard the bad news.• Uses correct standard English verb accurately e.g. ‘we were’ rather than ‘we was’.• Handwriting - uses some diagonal and horizontal strokes to join, letters same size, spaced correctly.							
Working at Greater Depth	<ul style="list-style-type: none">• Writes a range of narratives and non-fiction that are well structured and well-paced, engaging the reader and showing an understanding of audience.• Uses some clauses in their writing to add detail.• Tense is maintained accurately throughout every piece of writing.							

	<ul style="list-style-type: none">• Uses apostrophes for singular and plural possession as well as irregular e.g. children's• Uses exciting vocabulary above expected for their year group.• Punctuation always used accurately including the plural and possessive apostrophe.• Uses expanded noun phrases with the addition of ambitious adjectives and prepositional phrases.
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Year 5 LTP	Autumn			Spring		Summer		
	Autumn 1	Autumn 2		Spring 1	Spring 2	Summer 1	Summer 2	
Text or stimulus	Superheroes	Voices in the Park	Story Openings	King Kong	Harry Potter	Romeo & Juliet	Kensuke's Kingdom	Shackleton's Journey
Writing Outcome	Character description Newspaper report	Diary entry Description	Setting Description Character Description Action Opener Dialogue Opener	Writing to summarise Persuasive writing	Character description Diary entry Narrative	Writing to summarise Persuasive writing	Letter Writing Narrative Diary entry	Speech Writing Diary entry
Non-fiction writing linked to other subjects	<ul style="list-style-type: none"> Posters Non-chronological report Leaflets Comic Strips 							
Working within Year 5.	<ul style="list-style-type: none"> Writes for a range of purposes and audiences (ideas usually sustained, well-paced and logical.) Selects appropriate grammar and vocab to match purpose and audience for their writing. Beginning to use dialogue to convey character and advance action. Describe with some awareness of reader: Setting; Character; Atmosphere Sets out work using: headings Paragraphs are organised in chronological order, some transitions may be awkward. Uses full range of punctuation: Full stops, capital letters; Question marks; Commas in a list; Commas to mark adverbial phrases; Apostrophes for contraction and possession; Speech punctuation- inverted commas Uses some relative clauses with support and modelling. Uses some adverbs and model verbs to indicate degrees of possibility e.g. surely, perhaps, should. Spells some complex homophones correctly. Spells some words from Y5/6 spellings. Handwriting - legible, fluent. 							
Working at expected level for end of Year 5	<ul style="list-style-type: none"> Spells some words correctly from Y5/6 statutory spelling list incl. prefixes and suffixes Writes with correct structure showing awareness of audience, using appropriate vocabulary. Writes descriptive pieces with awareness of audience to show character and personality/mood; Setting; Character; Atmosphere Uses words to build cohesion within writing: Time connectives e.g. then, after that, this, firstly ;Time adverbials e.g. later, firstly; Place adverbials e.g. nearby; Pronouns Sets out work correctly using: Bullet points; Underlining Uses the correct tense throughout the piece of writing Uses punctuation from lower KS2 accurately: Commas - to clarify meaning and avoid ambiguity; Brackets to indicate parenthesis; Dashes to indicate parenthesis; commas to indicate parenthesis Adds information to sentences: using relative clauses starting with who, which, where, when, whose; Using subordinate clauses accurately punctuated Able to indicate degrees of possibility using: adverbs e.g. perhaps, surely; modal verbs e.g. might, should, will, must Handwriting – legible, correctly shaped letters, fluent when writing at speed. 							
Working at Greater Depth.	<ul style="list-style-type: none"> Consistently produce sustained and accurate writing in narrative and non-fiction with appropriate structure, organisation and layout devices for a range of audiences and purposes. Describe settings, characters and atmosphere with carefully chosen, ambitious vocabulary to enhance mood, clarify meaning and create pace. Use speech within narrative of writing with correct speech punctuation. Punctuation always used accurately – including commas to clarify meaning, range of parenthesis. a range of conjunctions and phrases used between sentences Relative clauses that begin with a relative pronoun Linking ideas across paragraphs Spells most words correctly from 5/6 spelling list including verb prefixes and suffixes and most complex homophones accurately e.g. affect/effect, practice, practise. 							

Year 6 LTP	Autumn			Spring		Summer	
	Autumn 1		Autumn 2	Spring		Summer 1	Summer 2
Text or stimulus	Cluedo	A Series of Unfortunate Events: The Bad Beginning	Settings	Goosebumps: The Night of the Living Dummy	Skellig		Dracula
Writing Outcome	Crime Report Character Description Newspaper Report	Character Description Diary Entry Letter Writing	Setting Descriptions	Character Description Narrative	Setting Description Diary Entry Narrative Character Description Letter Writing		Diary Entry
Non-fiction writing linked to other subjects	<ul style="list-style-type: none">• Non-chronological report• Balanced argument• Formal letter writing• Leaflets• Comic strips						
Working within Year 6	<ul style="list-style-type: none">• Write for a range of purposes• Use paragraphs to organise ideas• In narratives describe: Settings; Characters• In non-narrative writing use simple devices to structure the writing and help the reader (headings, bullet points, sub headings, text boxes, labelled diagrams)• Use mostly correctly: Capital letters; full stops; question marks; commas for lists; apostrophes for contractions• Spell most words correctly (years 3 and 4)• Spell some words correctly (years 5 and 6)• Produce legible handwriting						
Working at expected level for end of Year 6	<ul style="list-style-type: none">• Write effectively for a range of purposes and audiences selecting language that shows a good awareness of the reader (1st person in a diary, direct audience address in instructions and persuasive writing)• In narratives describe: settings; characters; atmosphere• Integrate dialogue in narratives to convey character and advance the action• Mainly accurately select vocabulary and grammatical structures that reflect what the writing requires: using contractions in dialogue, informal writing; using passive verbs to affect how information presented; modal verb to suggest degrees of possibility• Use a range of devices to build cohesion: conjunctions; adverbials of time and place; pronouns; synonyms; rule of three; ellipsis• Use verb tenses consistently and correctly throughout their writing• Use the range of punctuation taught at KS2 mostly correctly: colon in a list; commas; inverted commas for speech; punctuation for parenthesis; apostrophes for possession• Spell most words correctly (yr 5 and 6) and use a dictionary to check spellings of uncommon or ambitious words• Main legibility in joined handwriting when writing at speed						
Greater Depth	<ul style="list-style-type: none">• Write effectively for a range of purposes and audiences selecting the appropriate form and drawing independently on what they have read as models for their own writing• Distinguish between the language of speech and writing and choose the appropriate register• Exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to do this (impersonal)• Use the range of punctuation taught at KS2 correctly and when necessary precisely to enhance meaning and avoid ambiguity: semi-colons; dashes; hyphens; colons						

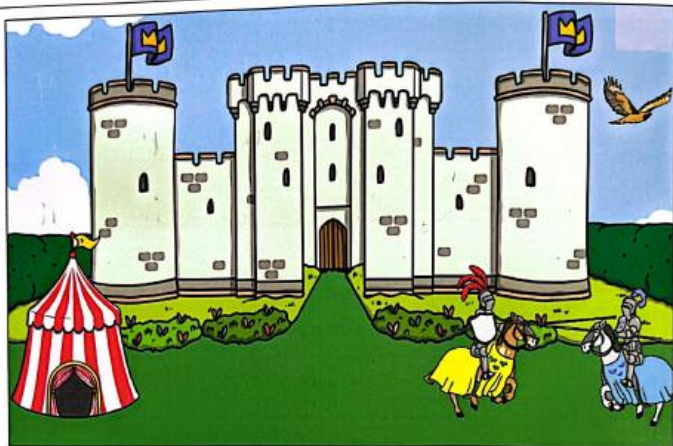
Assessment

Children complete at least one **extended piece of writing** in every taught unit, which is assessed by their class teacher against the expectations for the year group. This allows them to effectively analyse each child's strengths and weaknesses, enabling teachers to adapt teaching for the class or an individual child. Termly, an extended piece of writing is assessed and **moderated** by all year group staff, ensuring that judgements are consistent and that teacher's expectations are in line. This also provides a further opportunity for teachers to support one another to ensure consistently high standards are aspired to for all children. In addition to this, every child's writing is moderated by **senior members of staff**, ensuring that senior staff members are directly involved in the process of assessing writing. This knowledge forms part of the basis for progress meetings, which all teaching staff take part in termly. Children know that their writing will be viewed by a number of adults and take pride in ensuring that their work is presented in a way that acknowledges this.

Exemplary examples of a piece of writing for a child that is working both at an expected and at greater depth level have been produced for each year group. These aid teachers in making accurate judgements.

W/C 22.5.23 IW

REC, Literacy: Write sentences that can be read by others.



My castle is white
and brown. ✓ The castle
has a blue and yellow
flag. ✓ The castle has a
^{drawbridge} footbridge to ^{protect} protect it from
bad people. ✓



EYFS – expected

What happened to the dragon Next...



The knight wins
and defeated the
dragon. The knight steps
on the dragon.
The knight goes into
the castle. The knight
leaves the dragon on
the ground.

EYFS – greater depth

Daniel's Disgusting Medicine



Once there was a kind, little boy called David. He had bright, brown eyes and short, dark hair. He liked doing work, but he didn't like his unkind, horrid teacher, Mrs Grumble. ✓

One dark, damp day Daniel wanted to get revenge on his annoying, uptight teacher. He decided to make a disgusting, runny medicine. Carefully he threw some shampoo, lipstick, brown paint and even some mashed carrots! The next morning he got up very early for school. When he was at school he put the medicine in the teacher's cup. Silently he went into the line on the side of the classroom. Later he went in, Mrs Grumble drank the medicine and the children were shocked that Mrs Grumble went giant and went back to her normal size.

Rachel's magical medicine



Every morning when Rachel woke up she would sweat nervously because she would always worry that even Mamma would boss her around. Mamma was ^{angrily} a teenager and when Mamma or Dad weren't looking he would break her toys that would make her cry. If Rachel didn't cry he would break her favourite toys and throw them in the bin. Then Rachel had a brilliant idea. She would make him a disgusting medicine but disguise it as a cup of hot chocolate with lots of yummy marshmallows in.

The next morning at breakfast Rachel started to collect unusual ingredients for the medicine. She snuck up to Marny's cup of hot chocolate and quickly swapped it with her magical medicine. Then when ^{bossy} Marny saw the hot chocolate he grabbed it and drank it all. Immediately Marny fell into a deep sleep and dreamt about him turning into a kind, helpful teenager. ✓

Mina's diary

Thursday 18th May 2023

Wow! What an incredible day! I still can't believe what Michael had been hiding in his garage all this time. Honestly, I never even knew such thing could exist in this world, but I was completely wrong. His name was Shellig, quite a weird name I think.

Michael seemed nervous as we were preparing to go in. He was sort of 'jiggling' about as if there was a spider in his hair, or something like that. He seemed worried and was scared that I wouldn't see what he would see. But he is my friend and I trust him. I could feel it in my heart before I entered the garage that this would be life changing.

As we carefully stumbled into the garage, a wave of starch hit us. Was something dead in there? Was something alive other than Shellig? I began to tremble, but Michael held my hand and assured me that everything would be alright. The secret keeper switched his torch on and shone it in a corner. "Again?" he squeaked. I stifled a cry and I held Michael's hand even tighter, he understood me and pulled me closer.

Once I had the guts to talk to Shellig, I asked him, "Who are you?" he replied saying "Mr had enough of you." I don't get why he was so

Year 6 – expected

Tuesday 16th May 2023

Mina's diary

Dear Diary,

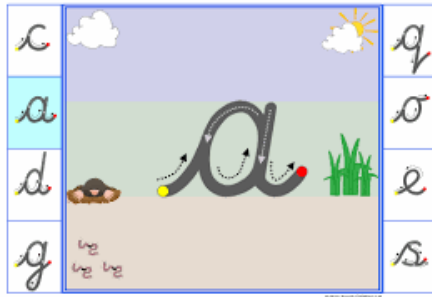
Wow! what a day! I just found out a secret about Michael and his house and wow! I can't believe what he had been keeping in his garage, honestly. When Michael showed me what was there, I knew for sure that he trusted me just like I trust him. ✓

Outside his garage, Michael seemed nervous. He wasn't sure if what was the truth or a figment of his imagination. "I'm not sure you'll see what I see." I could sense he was uncomfortable, so I held his hand to let him know that I was there. "I'll see whatever you see." I reassured him, and it worked, as before I knew it, Michael was preparing us to enter. He grabbed a basket of brown ale and a few capsules of cod liver oil. He handed them to me and boy did they stink! They smelt like putrid, decaying fish. Holding my nose, Michael led me inwards.

As we staggered into the musty, unventilated garage, I was nervous. The suspense was killing me. Finally, a voice broke the silence. The voice was small and squeaky, timid yet confident and bold at the same time. We plunged further, under the broken timber over the rotten tea chests, squeezing through any gap we could find, high or low. My mind was whizzing and whirring, my questions racing in my mind. Who was it that spoke? What did this have to do with the secret? ✓ As we edged closer, I felt my heart racing. I couldn't wait to find out the secret.

Year 6 – greater depth

Handwriting



Handwriting is taught discretely in order to ensure that letters are formed correctly and increasingly fluently. Teachers use the **Teach Handwriting** scheme to ensure that a systematic approach is taken to letter formation. When letters are initially introduced in EYFS, children are taught **continuous cursive handwriting**. Children are taught to join their handwriting from Year 2 onwards and this skill is carefully taught in order to promote fluency. In every year group, children are encouraged to take pride in the presentation of the work that they produce, raising the profile of written work.

Spelling

From Year 1 onwards, children take part in **weekly** spelling tests. Teachers utilise the national curriculum in order to ensure that the children are practising and learning words with **noteworthy spelling patterns** while also developing their vocabulary. All spelling words are sent home with the children every week to involve families with this aspect of learning.

Intervention Strategies

Children who are not meeting age-related expectations are targeted for specific interventions, which can target any of the curriculum areas relating to English, including speaking and listening. These take place both before and during school time and are carefully planned to address specific gaps in or barriers to learning. Every year group completes an action plan, which records each child's requirements and these are evaluated termly. Any children who did not pass their phonics screening check, as well as children with SEN and pupil premium children, are specifically targeted for additional intervention, alongside other children who require further support. Subject leaders monitor these interventions to ensure that the bottom 20% of year groups are effectively catered for in intervention groups.



Impact

Children who leave Launde Primary School will:

- Speak clearly and confidently with an awareness of the views of others.
- Listen intently and be able to summarise what they have heard, responding accordingly.
- Be able to speak appropriately in a range of situations and settings, with consideration of the physical, linguistic and social aspects of speaking and listening.
- Have a well-developed vocabulary to use in written work and when speaking.
- Be confident to reason and articulate their thoughts.
- Be fluent, independent readers who are enthusiastic about reading.
- Be critical readers, equipped with abundant strategies in order to understand words, sentences and whole texts.
- Be articulate writers, who are able to write creatively for a range of purposes and audiences.
- Have fostered the enjoyment of writing.
- Be able to independently plan, draft and edit their written work.
- Have developed the resilience to write for an extended period of time.