English Policy

2023 2025

BENTLEY NEW VILLAGE PRIMARY SCHOOL

HEADTEACHER: VICTORIA SIMMONS

**ENGLISH POLICY**

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| **PERSON RESPONSIBLE FOR POLICY: APPROVED: SLT** | **Literacy Leader** |
| **DATE: January 2023** |
| **SIGNED:** | **Rachel Emery (Strategic lead)**  **Sarah Harrison (Reading Lead)** |
| **TO BE REVIEWED:** | September 2025 |

**OUR SCHOOL VISION**

Together, we will create a calm and welcoming learning environment and work together to secure success for all. We will strive to create a safe, caring, supportive and inclusive school.

Our school will equip its pupils with the skills that society and the local community demand and so we will value the skills and learning that children need in order to look after themselves, their families, their health, their mental well-being and their bodies. We will strive to teach the whole child and create life-long learners and pro-active citizens.

**ETHOS**

We believe that:

1. All children can learn. All staff and children are able to recognise the value of learning.
2. *All staff*, working at New Village, will have consistently high expectations of children’s learning potential, attitudes and behaviour and take corporate responsibility for ensuring these in, and around, school.
3. Learning takes place in *all areas* of our school and through the *entire*learning day - inside and outside of the classroom.
4. Children should be taught how to learn; learning how to be an outstanding learner.
5. Consistently challenging, dynamic, engaging and empowering teaching leads to outstanding learning, resulting in a school where *every* child’s potential is realised.
6. *All staff* will value *every child’s contribution* to the school and strive to create a learning environment that brings out the full potential in all.
7. Rigorous, continuous monitoring, thorough and informed evaluation and accurate analysis of *all the elements* of teaching, is essential in ensuring high-level teaching and learning.
8. Learning at New Village will produce and enhance a learning skills-set that will be lifelong; we will actively promote this for every child and for all staff.
9. New Village School will demonstrate its commitment to quality teaching and learning through its dedication to *continuous professional development* for all staff; recognising and exploiting all opportunities to enhance its workforce and the learning environment.
10. All children will be encouraged to develop as individuals.  Their creativity, talents, differences and uniqueness.

**OUR SCHOOL VALUES**

**Determination – Resilience – Tolerance – Cooperation – Creativity – Curiosity**

**Curriculum Mandate**

Our New Village curriculum will offer equitable opportunities for all pupils to access a curriculum that is rich in knowledge, experiences, understanding and language that represent the best of humankind.  Whilst instilling in our learners a knowledge, understanding and appreciation of how to take responsibility for their physical and mental wellbeing.  Through the curriculum, children are exposed to diversity through celebrating, studying and appreciating differences and similarities.  We recognise the importance of language in school and throughout life and enrich the curriculum with opportunities to develop vocabulary, speak in different contexts, read quality texts and learn to be active listeners.  Our curriculum contributes effectively to building a self-regulating, self-motivated individual who consistently demonstrates the New Village key values when faced with challenge because we know what challenges us changes us

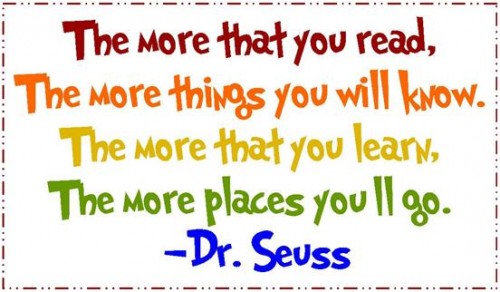
English Learning Walls

**ENGLISH LEARNING WALLS**

**Non Negotiables**

* **English learning walls should be backed in yellow with a blue border in KS1 and KS2. In EYFS (F2) hand-written, vocabulary words from the reading text will be displayed on a hessian background, to match the backing of all EYFS displays.**
* **Vocabulary displayed will be in the format of the New Village Vocabulary triangle.**
* **In KS1, the relevant skills being taught will be displayed and on occasions: audience, genre and purpose will be discussed and displayed.**
* **In KS2, Audience, genre and purpose are to be displayed on the working wall and are to be known to the children, as part of the integrated lesson sequence.**
* **An enlarged, displayed example of the text type being taught will be included on the learning wall. This is a printed example, which is appropriate for the age of children in that year group. Enlarge to a minimum of A3. Highlighted features, which are expected, will be included.**
* **A sample of modelled writing should be displayed. This is the modelled writing activity, hand-written by the teacher, with the children. Add this to the classroom washing line.**
* **Spelling focus rules are to be displayed on the working wall each week.**

Reading



**AIMS**

The aims of the Reading Policy are to:

* present the reading ethos of the school which will be upheld by all stakeholders and be at the heart of all we do
* create a high-expectations culture within which reading is taught
* share a framework and common approach for teaching, learning and assessment to ensure quality teaching for *all* pupils
* present the expectations and responsibility for all stakeholders in order to improve pupil outcomes in reading
* allow for clear and accurate monitoring of pupil progress and attainment
* create a consistent, passion of reading throughout school to lead to life-long interest

**NEW VILLAGE READING ETHOS**

At New Village, we believe that reading is *key.*

A child who can read has the *key* to life and to the world we live in; with all its wonders, opportunities and experiences.

At New Village, we strongly believe every child to be a reader and to develop a life-long love of reading and learner.

**Our core aims when teaching children to read are to:**

* **Build confident readers by allowing children to develop and succeed in a supportive and celebratory learning environment**
* **Create fluent and accurate readers with good reading stamina and speed**
* **Develop children’s language skills, expand and enrich their vocabulary and encourage a love of the English language**
* **Create reflective, comprehending and thoughtful readers who think about the meaning, understand the purpose and consider the impact of the literature they read**
* **Use assessment for learning to plan teaching next steps in order to meet the needs of the learners**
* **Allow children to mirror characters of settings to develop the children in our school.**

**What reading looks like at Bentley New Village**

|  |  |  |
| --- | --- | --- |
| **In EYFS** | **In KS1** | **In KS2** |
| **A mixture of fiction and non-fiction. Poetry is covered throughout the fiction texts with rhyme and rhythm.**  P4C – a hook into a weekly text Explicit vocabulary sessions Retrieval sessions Fluency development Towards the end of the year, read and retrieve independently. | **A mixture of fiction, non-fiction and poetry.**  A focused lesson using planned activities to promote accuracy and fluency when reading  Vocabulary session A comprehension session.  Assessment for learning sessions to address errors and misconceptions  There is a focus to begin with on modelling the skills to answer the different questions styles. When the children are ready, they will move to work more independently on the questions provided. All children access a text that is appropriate to their reading level. | **A mixture of fiction, non-fiction and poetry.**  A focused lesson using planned activities to promote accuracy and fluency when reading  Vocabulary session A comprehension session.  Assessment for learning sessions to address errors and misconceptions  There is a focus to begin with on modelling the skills to answer the different questions styles. When the children are ready, they will move to work more independently on the questions provided. All children access a text that is appropriate to their reading level. |

**NEW VILLAGE READING NON-NEGOTIABLEs**

* **All children will have a reading book and a reading record that they are able to read in school and at home. The reading book will be accessible but offer challenge at the child’s level**
* **Children will be read to each day by an enthusiastic, animated adult who inspires a love of reading**
* **Children will read every day and be exposed to, and have access to, a wide range of high-quality texts and genres from a wide variety of authors and eras**
* **All literature will be used as a tool to enrich and expand pupils’ vocabulary, to explain words, phrases and meanings, and to facilitate pupils’ exposure to higher-level vocabulary**
* **Children will be taught to read following the school’s reading framework. New Village follow Read, Write Inc.**
* **Through the curriculum and the school’s reading framework, children will be taught to be readers: to comprehend what they have read, to infer meaning and deduce connotations, to interpret information, make predictions and establish the meaning and impact of words and phrases.**
* **Children will review and edit their own work and make corrections.**
* **Staff will ensure they are aware of common misconceptions within the class and plan lessons accordingly to address this**
* **Pupils work will be chronologically ordered, have a date and learning objective follow the agreed reading scheme**
* **Children will be taught to access reading tests and National Tests and will be supported to build their confidence in doing so. Summative reading assessments will take place termly.**
* **All classrooms will have a reading bookshelf to inspire children to read, with high quality reading materials available.**
* **All classrooms will have a Literacy Learning Wall**
* **Vocabulary will be displayed on the New Village Vocabulary triangle.**

**PROMOTING A LOVE OF READING**

**TEACHING READING AT NEW VILLAGE**

At New Village, we not only teach children to read but to also enjoy reading and to be able to access the assessments. All children will have the opportunity to access a range of fiction and non-fiction which provide a suitable challenge for their age range.

The teaching of reading follows a program of delivery from Year 1 to Year 6 that is adhered to in all classes week on week. Teaching and learning also takes into account the information teachers take from pupil observations, marking, formative assessment, summative assessments and question level analysis

**TALK PARTNERS**

*All* lessons will provide opportunities for children to work with a talk partner to discuss, develop and refine their answers and to allow them to challenge and question their peers’ answers and responses. Talk partners also allow constructive review of own and others’ learning and allows children to make amendments and edits to improve. The teacher will use talk partners to ascertain the quality of learning taking place. When using talk partners, children are to have a role and a goal to provide purposeful speaking and listening using the objectives from communication matters.

**ESSENTIAL LANGAUGE**

There is an agreed list of ‘essential’ language that all staff will use when teaching. This ensures that there is consistency in the language that all staff use across the school and allows pupils to develop and deep understanding of the essential language of reading

**MARKING AND FEEDBACK**

All marking and feedback will be timely and support the pupil moving their learning forwards

Teacher marking will follow the school’s marking policy

**READING AT HOME**

Children are asked to read at home on at least 3 occasions per week.

Parents are asked to sign the reading diary to allow teachers to see that the children have read and have comments from parents about reading progress.

Children will achieve a dojo for completing the reading at home.

Children are expected to bring their school books and reading record daily.

Phonics

At Bentley New Village Primary, we strive to teach children to read effectively and quickly using the Read Write Inc. Phonics programme (RWI) which includes teaching synthetic phonics, sight vocabulary, grapheme-phoneme correspondence as well as decoding and encoding words and accurate letter formation.

**Aims**

Using the RWI Scheme, to teach children to decode and then read, we aim to teach children from Early Years up to Year 2 to:

* apply their phonic knowledge and skills as the route to decode words.
* respond speedily with the correct sound to graphemes (letters or groups of letters) for all common 40+ phonemes.
* read accurately by blending sounds in unfamiliar words that contain the Grapheme Phoneme Correspondences (GPCs) that they have been taught.
* read common exception words, noting unusual correspondences between spelling and sound.
* read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings.
* read words of more than one syllable that contain taught GPCs.
* read words with contractions and understand that the apostrophe represents the omitted letter(s).
* accurately read aloud books, that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words.
* reread books to build up their fluency, accuracy and expression and hence develop confidence and enjoyment of reading.
* read most high-frequency regular words quickly and accurately, without overt sounding and blending; only needing to sound out unfamiliar words.
* spell words containing each of the 40+ phonemes by segmenting the sounds in words.
* spell common exception words correctly.
* add prefixes and suffixes to previously taught words.
* spell effortlessly, and with confidence, so that all their focus when writing can be directed towards composition.
* make phonetically plausible attempts to spell words correctly.
* select the correct GPC for words that contain sounds that have more than one GPC – e.g. ay, ai, a-e etc.
* form each letter correctly, using RWI letter formation rhymes to encourage correct entry and exit points, orientation and letter size.

At Bentley New Village, these skills are embedded within daily RWI lessons. By focussing on the teaching of reading in the Early Years and KS1, using a synthetic phonics scheme, children learn to read unfamiliar printed words by blending (decoding) and speedily recognise familiar printed words by sight. We want all children to enjoy and experience early success in learning to read. We are committed to developing children’s love of reading and to help them to acquire knowledge and to build on what they already know. We understand that learning to read and write, alongside proficient language development, is the key to allowing children access to the academic curriculum. Furthermore, fluency of reading is also a key indicator for future success in further education, higher education and employment.

**RWInc Lessons**

Pupils are taught within small homogenous groups, across year groups, which reflect their performance in RWI phonics assessments. We make sure that pupils read books that are closely matched to their increasing knowledge of phonics and ability to read ‘tricky words’; so they experience early reading success and gain confidence that they are readers.

RWI teachers have all the RWI resources needed to teach RWI, and they follow detailed lesson plans. This ensures the consistency of the teaching of reading, in every RWI lesson, irrespective of the RWI reading teacher. Teachers attend regular in-house CPD sessions, where they learn about pedagogical changes, new RWI resources and to observe and practice specific parts of the teaching process.

**Assessment**

Regular assessment ensures that pupils are taught in homogeneous groups which match their phonic knowledge and reading level. Pupils making speedy progress move groups quickly. Those pupils making steady progress continue at an appropriate pace matched to their reading level. Those pupils making slower progress are usually taught in smaller groups and generally receive additional small group or one-to-one intervention.

We assess all pupils from Reception to Year 2 using RWI Assessment materials. We use this data to assign them to their correct RWI Group and to identify if they need to have any additional support. This provides a good indication of their progress relative to their starting points. We track the phonic progress that pupils make from Reception to Year 2 and, at the end of Year 1; we evaluate pupils’ acquisition of GPCs and decoding skills using the Phonics Screening Check (PSC). This ensures that we can maintain high standards in the teaching of the early stages reading in EYFS (using the Reading statements in the EYFS Profile), in Year 1 (using the PSC materials) and in Year 2 (using the statutory KS1 Reading assessment materials). Pupils in KS2 that are still acquiring word reading skills, continue to be part of the RWI program.

**EYFS**

Teaching and Learning Daily Nursery RWI lessons start during the spring term. Children have a short phonics input session, where they are taught two new Set 1 sounds per week, and they also review previously taught sounds every day. Pupils practice Fred talk, to develop decoding skills, and they learn to write the corresponding graphemes for the sounds they have been taught. Children also write simple CVC words, using their GPC knowledge to assist them. Towards the end of the summer term, there is an increase in the phonics focus during daily literacy lessons, where children are encouraged to hear and write the initial and final sounds in words. Reception RWI lessons start immediately after Reception teachers have completed their Baseline Assessment. Children are organised into RWI Groups based on their phonic knowledge, ability to orally blend taught phonemes and read simple CVC words. This ensures the correct level of support, challenge and progression in the teaching of reading in Reception.

**KS1 and 2**

Daily KS1 RWI lessons commence at the start of the academic year; children are grouped by their phonic knowledge as well as their reading accuracy, fluency and comprehension. Five RWI lessons are taught every week and each lesson lasts for approximately 50 minutes. Both the Reception and KS1 RWI lessons start with a 10-minute phonics input session, where new sounds are taught, or previously taught sounds are reviewed. Pupils learn how to apply their grapheme/phoneme knowledge to read real simple words – initially sounding out these words and then progressing onto speedy reading of real words – and alien (pseudo) words. They also learn how to read irregular words and multisyllabic words.

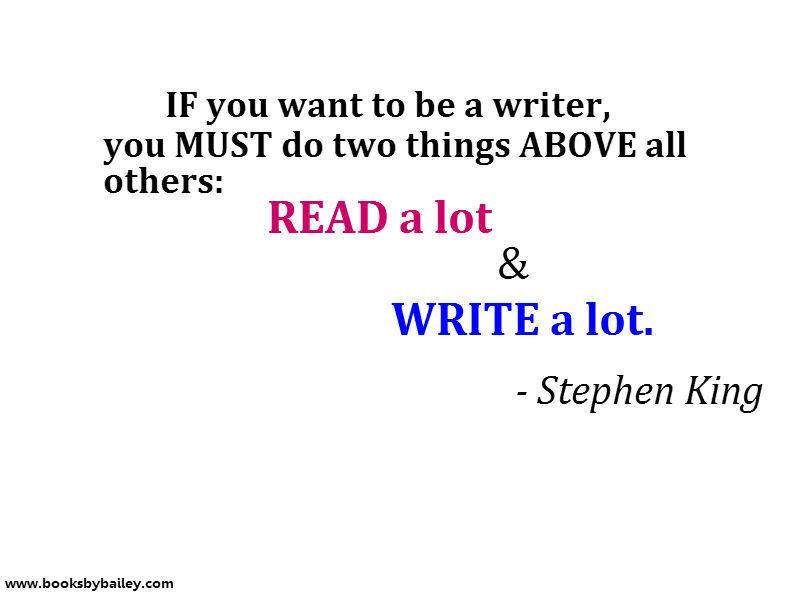
**Talk Partners**

We teach pupils to work effectively with a partner to explain and consolidate what they are learning. This provides the teacher with opportunities to assess learning and to pick up on difficulties, such as pupils’ poor articulation of sounds, or problems with blending or alphabetic code knowledge. Teachers demonstrate their enthusiasm and passion in the program, and this has a very positive impact on the teaching and learning environment.

**Role of the Subject Leader**

The RWI Reading Leader oversees the assessment of all Reception & Key Stage 1 pupils, reviews assessment data to organise pupils to the correct RWI groups, Assigns RWI teachers to RWI groups, ‘Drops in’ on RWI groups to give advice and to informally check that pupils are in the correct groups through learning walks and scrutiny of work. Where necessary, models lessons, team-teaches and coaches existing and new staff. Organises RWI Development Days, led by our RWI consultant trainer, where the teaching of RWI at Bentley New Village is reviewed and assessed. The RWI trainer also coaches staff, supports RWI intervention teachers, updates the RWI Lead on new practices and helps the RWI Lead to create a plan of action to help develop the teaching of reading.

Writing



**AIMS**

The aims of the Writing Policy are to:

* present the writing ethos of the school which will be upheld by all stakeholders and be at the heart of all we do
* create a high-expectations culture within which writing is taught
* share a framework and common approach for teaching, learning and assessment to ensure quality teaching for *all* pupils
* present the expectations and responsibility for all stakeholders in order to improve pupil outcomes in writing
* allow for clear and accurate monitoring of pupil progress and attainment

**The National Curriculum**

The programmes of study for writing at key stages 1 and 2 are constructed similarly to those for writing:

* transcription (spelling and handwriting)
* composition (articulating ideas and structuring them in speech and writing)

It is essential that teaching develops pupils’ competence in these 2 dimensions. In addition, pupils should be taught how to plan, revise and evaluate their writing. These aspects of writing have been incorporated into the programmes of study for composition.

Writing down ideas fluently depends on effective transcription: that is, on spelling quickly and accurately through knowing the relationship between sounds and letters (phonics) and understanding the morphology (word structure) and orthography (spelling structure) of words. Effective composition involves articulating and communicating ideas, and then organising them coherently for a reader. This requires clarity, awareness of the audience, purpose and context, and an increasingly wide knowledge of vocabulary and grammar. Writing also depends on fluent, legible and, eventually, speedy handwriting.

**TALK PARTNERS**

All lessons will provide opportunities for children to work with a talk partner to discuss, develop and refine their planning and writing and to allow them to challenge and question their peers’ ideas and compositions. Talk partners also allow constructive review on their own and others’ learning and allows children to make amendments to edits and improve. The teacher will use talk partners to ascertain the quality of learning taking place

**ORACY**

Within the teaching sequence, the children will spend at least one day working on oracy and the children will use these lessons to develop their vocabulary and learn new vocabulary. This will ultimately result in improved writing assessments.

**MARKING AND FEEDBACK**

All marking and feedback will be timely and support the pupil moving their learning forwards.

Marking will follow the school’s marking policy

**NEW VILLAGE WRITING NON-NEGOTIABLES**

* **All children will be given the opportunity to experience text mark and write in a range of genres and text types**
* **Oracy will be a focus of the writing sequence and used to facilitate imaginative and engaging writing. Extending and developing vocabulary will remain key.**
* **The BNVP step by step teaching sequence will be followed when teaching writing and will result in an edited and reviewed piece of writing**
* **When the children are completed unaided pieces of writing, the writing assessment grid will be used to make a judgement of strengths and areas for further development.**
* **Pink highlighter will be used by the adult to identify areas for development; a green highlighter will be used to identify strengths within the pupils’ writing based on the assessment grids**
* **Assessment will be moderated in a range of forms, including teacher assessed, year group moderated, phase, whole school.**
* **All classrooms will have a Literacy Learning Wall**
* **A ‘Writer of the month’ will be chosen by each class teacher and their work will be celebrated in a central area in school.**

**TEACHING WRITING AT NEW VILLAGE**

At New Village, we teach children to write using a range of fiction and non-fictional pieces and different genre. All children will have the opportunity to access a range of fiction and non-fiction in reading and we wish to apply their knowledge from reading to their written pieces. Children will be challenged according to their individual ability.

The teaching of writing follows a program of delivery from Year 1 to Year 6 that is adhered to in all classes week on week. Teaching and learning also takes into account the information teachers take from pupil observations, marking, formative assessment, summative assessments and question level analysis.

Prior to teaching the unit of writing, the audience, purpose, genre and speaking focus must be decided and documented on the planning document.

KS1:

**Step 1:** Read an example of the genre being studied. Then collectively use text mark to find the language and layout features. Children to then use a grammar feature isolated and have a practise writing applying the grammatical feature.

**Step 2:** Oracy focus- Children are to complete drama activities, such as: freeze frame, decorate the room and enter, being reporters, conscience tunnel, talk for writing text map, hotseating, counters for discussion. The purpose of this lesson, is to develop vocabulary skills and aid children with more understanding into the genre.

**Step 3:** Shared write following expectation of the genre, use the skill that has been taught in the last two days. Children to then carry on writing from the shared write.

**Step 4:** Children to have a go at writing the genre independently with scaffolds.

**Step 5:** Edit and improve session before teacher mark.

KS2:

**Step 1:** Read an example of the genre being studied. Then, use a text mark to find the language and layout features. Children will then annotate the text to explain what it is that they found.

**Step 2:** Focus on oracy- Children are to complete drama activities, such as: freeze frame, decorate the room and enter, being reporters, conscience tunnel, talk for writing text map, hot-seating, counters for discussion. The purpose of this lesson, is to develop vocabulary skills and aid children with more understanding into the genre.

**Step 3:** Practise Writing session – the teacher will show the children how to write and will speak out the process to the children to demonstrate clearly the process of writing for the specified genre. The children will then have an independent practise using a different content.

**Step 4**: Practise Writing session two-the teacher will continue their practise write clearly modelling their thoughts and processes out loud, children then to continue there’s from the day before.

**Step 5:** Shared Writing session – together the class will work with the teacher to compose the next paragraph of writing. Planning notes will be provided and children will be steered to use the grammatical features asked of them within the assessment document.

**Step 6:** Planning session, children to plan their independent write

**Step 7:** Children will be asked to write their own piece of writing using their planning sheet

**Step 8:** Edit and improve the piece of writing. Read through with a partner, checking for sense and accuracy. Children are to work in well matched pairs to improve their work. Spellings are to be checked and other words are to be up-levelled using dictionary and thesaurus skills.

**Step 9:** Teacher to mark using school’s marking policy

**Step 10:** Children to make any needed revisions from teacher marking.

### PROGRAMMES OF STUDY

### Year 1 Writing

Pupils should be taught to:

* spell:
* words containing each of the 40+ phonemes already taught
* common exception words
* the days of the week
* name the letters of the alphabet:
* naming the letters of the alphabet in order
* using letter names to distinguish between alternative spellings of the same sound
* add prefixes and suffixes:
  + using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs
  + using the prefix un–
  + using –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest]
* write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far

**Writing - composition**

Pupils should be taught to:

* write sentences by:
* saying out loud what they are going to write about
* composing a sentence orally before writing it
* sequencing sentences to form short narratives
* re-reading what they have written to check that it makes sense
* discuss what they have written with the teacher or other pupils
* read their writing aloud, clearly enough to be heard by their peers and the teacher

**Writing - vocabulary, grammar and punctuation**

Pupils should be taught to:

* develop their understanding of the concepts set out by:
  + leaving spaces between words
  + joining words and joining clauses using ‘and’
  + beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark
  + using a capital letter for names of people, places, the days of the week, and the personal pronoun ‘I’
  + learning the grammar for year 1
  + use the grammatical terminology in English in discussing their writing

### Year 2 Writing

In writing, pupils at the beginning of year 2 should be able to compose individual sentences orally and then write them down. They should be able to spell many of the words covered in year 1 correctly. They should also be able to make phonically plausible attempts to spell words they have not yet learnt. Finally, they should be able to form individual letters correctly, establishing good handwriting habits from the beginning.

It is important to recognise that pupils begin to meet extra challenges in terms of spelling during year 2. Increasingly, they should learn that there is not always an obvious connection between the way a word is said and the way it is spelt. Variations include different ways of spelling the same sound, the use of so-called silent letters and groups of letters in some words and, sometimes, spelling that has become separated from the way that words are now pronounced, such as the ‘le’ ending in table. Pupils’ motor skills also need to be sufficiently advanced for them to write down ideas that they may be able to compose orally. In addition, writing is intrinsically harder than reading: pupils are likely to be able to read and understand more complex writing (in terms of its vocabulary and structure) than they are capable of producing themselves.

**Writing - transcription**

**Spelling**

Pupils should be taught to:

* spell by:
* segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly
* learning new ways of spelling phonemes for which 1 or more spellings are already known, and learn some words with each spelling, including a few common homophones
* learning to spell common exception words
* learning to spell more words with contracted forms
* learning the possessive apostrophe (singular) [for example, the girl’s book]
* distinguishing between homophones and near-homophones
* add suffixes to spell longer words including –ment, –ness, –ful, –less, –ly
* apply spelling rules and guidance
* write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far

**Writing - composition**

Pupils should be taught to:

* develop positive attitudes towards and stamina for writing by:
* writing narratives about personal experiences and those of others (real and fictional)
* writing about real events
* writing poetry
* writing for different purposes
* consider what they are going to write before beginning by:
* planning or saying out loud what they are going to write about
* writing down ideas and/or key words, including new vocabulary
* encapsulating what they want to say, sentence by sentence
* make simple additions, revisions and corrections to their own writing by:
* evaluating their writing with the teacher and other pupils
* rereading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form
* proofreading to check for errors in spelling, grammar and punctuation (for example, ends of sentences punctuated correctly)
* read aloud what they have written with appropriate intonation to make the meaning clear

**Writing - vocabulary, grammar and punctuation**

Pupils should be taught to:

* develop their understanding of the concepts set out by:
* learning how to use both familiar and new punctuation correctly
* including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)
* learn how to use:
* sentences with different forms: statement, question, exclamation, command
* expanded noun phrases to describe and specify [for example, the blue butterfly]
* the present and past tenses correctly and consistently, including the progressive form
* subordination (using when, if, that, or because) and co-ordination (using or, and, or but)
* the grammar for year 2
* some features of written Standard English
* use and understand the grammatical terminology in discussing their writing

### Year 3 and 4 Writing

Pupils should be able to write down their ideas with a reasonable degree of accuracy and with good sentence punctuation. Teachers should therefore be consolidating pupils’ writing skills, their vocabulary, their grasp of sentence structure and their knowledge of linguistic terminology. Teaching them to develop as writers involves teaching them to enhance the effectiveness of what they write as well as increasing their competence. Teachers should make sure that pupils build on what they have learnt, particularly in terms of the range of their writing and the more varied grammar, vocabulary and narrative structures from which they can draw to express their ideas. Pupils should be beginning to understand how writing can be different from speech. Joined handwriting should be the norm; pupils should be able to use it fast enough to keep pace with what they want to say.

Pupils’ spelling of common words should be correct, including common exception words and other words that they have learnt. Pupils should spell words as accurately as possible using their phonic knowledge and other knowledge of spelling, such as morphology and etymology.

**Writing - transcription**

**Spelling**

Pupils should be taught to:

* use further prefixes and suffixes and understand how to add them
* spell further homophones
* spell words that are often misspelt
* place the possessive apostrophe accurately in words with regular plurals [for example, girls’, boys’] and in words with irregular plurals [for example, children’s]
* use the first 2 or 3 letters of a word to check its spelling in a dictionary
* write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far

**Writing - composition**

Pupils should be taught to:

* plan their writing by:
* discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
* discussing and recording ideas
* draft and write by:
* composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures
* organising paragraphs around a theme
* in narratives, creating settings, characters and plot
* in non-narrative material, using simple organisational devices [for example, headings and sub-headings]
* evaluate and edit by:
* assessing the effectiveness of their own and others’ writing and suggesting improvements
* proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
* proofread for spelling and punctuation errors
* read their own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear

**Writing - vocabulary, grammar and punctuation**

Pupils should be taught to:

* develop their understanding of the concepts by:
* extending the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although
* using the present perfect form of verbs in contrast to the past tense
* choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
* using conjunctions, adverbs and prepositions to express time and cause
* using fronted adverbials
* learning the grammar for years 3 and 4
* indicate grammatical and other features by:
* using commas after fronted adverbials
* indicating possession by using the possessive apostrophe with plural nouns
* using and punctuating direct speech
* use and understand the grammatical terminology accurately and appropriately when discussing their writing and reading

**Year 5 and 6 Writing**

Pupils should be able to write down their ideas quickly. Their grammar and punctuation should be broadly accurate. Pupils’ spelling of most words taught so far should be accurate and they should be able to spell words that they have not yet been taught by using what they have learnt about how spelling works in English.

During years 5 and 6, teachers should continue to emphasise pupils’ enjoyment and understanding of language, especially vocabulary, to support their reading and writing. Pupils’ knowledge of language, gained from stories, plays, poetry, non-fiction and textbooks, will support their increasing fluency as readers, their facility as writers, and their comprehension. As in years 3 and 4, pupils should be taught to enhance the effectiveness of their writing as well as their competence.

### Writing - transcription

#### Spelling

Pupils should be taught to:

* use further prefixes and suffixes and understand the guidance for adding them
* spell some words with ‘silent’ letters [for example, knight, psalm, solemn]
* continue to distinguish between homophones and other words which are often confused
* use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in [English appendix 1](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/239784/English_Appendix_1_-_Spelling.pdf)
* use dictionaries to check the spelling and meaning of words
* use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary
* use a thesaurus

**Writing - composition**

Pupils should be taught to:

* plan their writing by:
* identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
* noting and developing initial ideas, drawing on reading and research where necessary
* in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed
* draft and write by:
* selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
* in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action
* précising longer passages
* using a wide range of devices to build cohesion within and across paragraphs
* using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]
* evaluate and edit by:
* assessing the effectiveness of their own and others’ writing
* proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
* ensuring the consistent and correct use of tense throughout a piece of writing
* ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register
* proofread for spelling and punctuation errors
* perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear

### Writing - vocabulary, grammar and punctuation

Pupils should be taught to:

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

**Handwriting at Bentley New Village**

* Handwriting is to be a key focus when the modelled, shared and paired writing is being taught and marked.
* All pupils will be taught to write with the cursive style and will be expected to display leaders and exit strokes.
* Children will write with a pencil and then when their joins are nearing perfect, they will be promoted to writing with a blue biro across all subjects on the proviso that their handwriting continues to show consistency.

**Handwriting expectations at Bentley New Village**

