LITERACY PROCEDURES

Agree on: October 2019

Review: October 2020

Literacy Lead: Maria Cerepanova

Literacy Policy

Writing Curriculum

Intent: At Frome Vale Academy, spelling, punctuation and grammar is an integral part of creative writing, where SPaG motivates and inspires pupils. Teachers demonstrate the application of spelling and grammar rules through the use of appropriate terminology, which is embedded and purposeful. Children are able to confidently use spelling, punctuation and grammar rules to improve the quality of their writing, creating an impact on the reader. Children can use the appropriate terminology as a tool to discuss choices and manipulate language confidently and powerfully, with the genre, purpose, style and audience in mind.

In writing, there is an emphasis on self-evaluation and developing pupils' ability to assess their own work through revising and editing. Children consistently know what to do to improve their writing. They can identify where they have been successful and why.

Implementation: Modelling and discussing various styles and pieces of writing is frequent and focuses on the actual use of grammar in real examples of writing, including professionally produced pieces, realistic examples produced by the teacher, live drafts and pupils' writing. Teachers provide a model of writing which children can attempt to emulate and tailor their writing to the needs and interests of the class. Teachers develop vocabulary and grammar in a meaningful way, by placing words and features which children are learning into context, so that children learn vocabulary directly and indirectly, with repetition and multiple exposures. Teaching sequences therefore are progressive, reflect pupils' current needs and have clear fiction and non-fiction outcomes.

Impact: At Frome Vale Academy, we strive to give our children the best life chances. The impact of our writing curriculum will be that all children have had the best opportunity to master writing across various genres, on a variety of subjects. As authors, they will be able to adapt their style and language to suit various audiences and purposes.

Reading Curriculum

Intent:

At Frome Vale Academy, we celebrate reading across all years and see it as one of the main foundations in a child's learning. In addition to this, we see that both fluency and enjoyment in reading are an integral part of a child's academic progress and success. We value reading as a key life skill, and are dedicated to enabling our pupils to become lifelong readers.

At Frome Vale Academy it is our intention that our reading curriculum covers the key skills needed to become a great reader - understanding inference, retrieval of information, authorial intent, understanding of text layout to name a few. We put a high level of thought into the range of texts our children read, both within guided reading sessions and as independent readers, as our school encourages the use of a wide range of exciting and interesting vocabulary to develop our children's understanding and communication skills. The curriculum aims to provide reading opportunities (fiction and non-fiction) linked to topic learning in all year groups.

Implementation

Our school environment reflects this intent through engaging library and reading spaces being developed across the school. All children from Reception to Year 6 choose a reading book to take home and this reading book is changed weekly. Children who are not yet 'free readers', will work through our school reading scheme – these are levelled books which match the children's current reading age. We expect family at home to read these books with their child daily and make comments in their child's reading record. Each classroom will have a selection of books in their classroom which are directly linked with the class topic and books suitable for their reading age. This offers opportunities for the children to apply their reading skills across the curriculum. This is a comfortable place for children to read throughout the day.

Phonics is taught daily throughout Reception and Year 1 to develop phonological awareness, early reading and speaking and listening skills. Our Phonics delivery is in line with the government's 'Letters and Sounds' guidance to provide high quality teaching of these skills. As part of this, children have daily phonics sessions, where they participate in speaking, listening and spelling activities that are matched to their developing needs. The teachers draw upon observations and continuous assessment to ensure children are stretched and challenged and to identify children who may need additional support. Children work through the different phases, learning and developing their phonics sounds and knowledge.

KS1 and KS2 children take part in daily whole-class Guided Reading lessons, where children are exposed to a range of different texts and can demonstrate their understanding and thinking behind these. A strategic and progressive approach to the teaching of reading is in place, with reading comprehension skills being taught explicitly in all year groups. We use formative assessment purposefully, ensuring that it supports teaching and learning and promotes progress for all children.

Impact:

Attainment in reading is measured using the statutory assessments at the end of Key Stage One and Two. Attainment in phonics is measured by the Phonics Screening Test at the end of Year 1.

We measure the impact of our curriculum through the following methods:

A reflection on standards achieved against the planned outcomes;

Review pupil response to the questions and learning provided;

Pupil discussions and conferences about their learning;

Book scrutiny of pupils' learning across the school demonstrating the depth of understanding, progression and challenge and the tracking of standards across the curriculum.

Through the teaching of systematic phonics, our pupils become competent readers by the end of Key Stage One. This way, children can focus on developing their fluency and comprehension as they move through the school.

We firmly believe that reading is the key to all learning and so the impact of our reading curriculum goes beyond the results of the statutory assessments. By the time children leave Frome Vale Academy, they are competent readers who can recommend books to their peers, use their skills to read across the curriculum, have a thirst for reading a range of genres and participate in discussions about books. They are able to evaluate an author's use of language and the impact this can have on the reader.

We are Public Speakers

We recognise the key role oral language has in teaching and learning and how children's understanding and imagination can be engaged and fostered by discussion and interaction. At Frome vale Academy we want to develop as fully as possible each child's competence, confidence and enjoyment in speaking and listening.   Teachers consider the four aspects of speaking and listening when planning and look for opportunities in all curriculum areas to support children's development.

- **Speaking**: being able to speak clearly and to develop and sustain ideas in conversation.
- **Listening**: developing active listening strategies and critical skills of analysis.
- **Group discussion and interaction**: taking different roles in groups and working collaboratively.
- **Drama**: improvising, working in role, scripting and performing, and responding to performances.

The Power of Reading teaching sequences provide teachers with a range of techniques to raise confidence and enjoyment, and improve communication skills whilst both exploring and composing texts. Teaching approaches (details of which can be found on the website http://por.clpe.org.uk/teaching-approaches) include;

- Drama and role play – hot seating, mime, freeze framing, conscience alley, performance
- Role on the wall – considering a character's feeling, responses etc.

- Reader's theatre
- Debate and argument
- Story telling
- Reading aloud

We are Readers

Phonics

We begin the process of learning to read in the Early Years Foundation Stage, where we believe that the systematic teaching of phonics is the fastest and most effective way of getting young children to start reading. The Early Learning Goals provide the basis for planning reading with discrete phonic directly taught throughout the Foundation Stage. By the end of Reception, it is our expectation that all children can blend sounds and that the vast majority will be reading simple books. In Early Years Foundation Stage, the focus of writing is using phonics to write simple sentences with basic punctuation.

As children move into Key Stage 1, we continue to teach discrete phonic sessions which are based around the Letters & Sounds programme. During these sessions we aim to group children according to their developmental need through the different phases. By the end of Year 2, it is our expectation that the vast majority of children will be fluent readers and will no longer need explicit phonics teaching for reading.

For those children who are not at the expected level by the end of Year 2, class teachers will work with the SENCo to provide intervention activities.

In Year 1, children are assessed termly to track their progress towards the Year 1 phonics test.

Home Reading

In EYFS, KS1 and KS2, children take home a reading book based on their reading level. The children change their books regularly and select their own reading book, which is recorded in their Reading Log. We encourage children to read each evening at home with their families and to make comments in the reading log books. Teachers should aim to have a short 1:1 reading session with a child per fortnight and should record this in their reading records. Comments should say what you enjoyed about the reading and what they need to work on, e.g. 'I enjoyed the way you used your voice when different characters were speaking'. To encourage children to read regularly at home there is a whole school celebration display in the school Library.

Reading for Pleasure

Each class has a designated Reading Corner which is an engaging environment to stimulate and engage children. Teachers organise the use of this within their own classrooms. There is also a large selection of fiction and non-fiction books for children to access in the library area and a designated area for KS2 Free Readers. We promote reading through display, a termly FVAl Book Fair and our annual World Book Week.

We are Readers

KS2 Expectations

1 – 1.30
1:1 Reading time: This time is for teachers to do 1:1 reading with children and sign logs. (ticks for positives, arrows for next steps for parents to be aware of) The rest of the class complete: Reading tasks related to the KS2 domains based on their independent reading or class reading – these are to be recorded/kept for evidence for each child in GR books and to have one of the following objectives clearly displayed along with the date: **Long Date**   **We are learning to explain the meaning of words in context.**   **2a – give / explain the meaning of words in context** **2b – retrieve and record information / identify key details from fiction and non-fiction** **2c – summarise main ideas from more than one paragraph** **2d – make inferences from the text / explain and justify inferences with evidence from the text**

2e – predict what might happen from details stated and implied
2g – identify / explain how meaning is enhanced through choice of words and phrases

Learning task examples:

Character review, Book review, a pre-read task, vocabulary work, prediction etc.
Please see *Primary English Education Consultancy* document for KS1 and KS2 for examples.

1.30 – 2.00

Whole class:

Cracking comprehension/Headstart /Pixl or
Differentiated reading questions to be answered in books (KS2 question stems to be used)

There will be 2/3 recorder pieces per week, with teachers spending approximately 2 sessions per week to introduce the text, unpick the vocabulary and answer retrieval and inference questions verbally. Please refer to the Sample Timetable at the bottom of the document.

KS1 Expectations

KS1- 1-1.40
Guided Group
Written comprehension group
or
Sharing a text (differentiated)

The rest of the class complete:
Reading tasks related to the KS1 domains based on their independent reading or class reading – these are to be recorded/kept for evidence for each child in GR books and to have one of the following objectives clearly displayed along with the date e.g.:
Monday 15th July 2019

We are learning to draw on knowledge of vocabulary.

  1a   draw on knowledge of vocabulary to understand texts
  1b   identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information
  1c   identify and explain the sequence of events in texts
  1d   make inferences from the text
  1e   predict what might happen on the basis of what has been read so far

This is to include written comprehension when children are ready for that level of independent work.

Guided Reading timetables/planning kept in the planning folder

Reading resources used at FVA:

Pixl Therapies (KS2 mainly)

Headstart (Y1 – Y6)

Cracking Comprehension (KS2)

Testbase (Y1 – Y6)

Non-fiction text (history, geography, science link)

Class texts and chapter books stored in the Literacy room upstairs

PM levelled book packs

https://www.onceuponapicture.co.uk/

We are Writers

PLANNING

FVA Long Term Planning of Writing will identify:
- **A quality text** for each half term
- An **'ignition' activity** (hook, wow) planned as an opening experience
- A **main fiction** and **non-fiction outcome** each half term
- **Incidental writing opportunities** to apply and practise skills
- A celebration/**showcase** opportunity at the end of each term (parents, assemblies, theme day etc.)

Short term unit planning:

- Will be based on assessment
- Will be flexible
- Lesson structure will vary depending on need and focus
- Effective use of guided work
- Editing is included in the sequence
- Relevant (for all) skills teaching based on quality texts
- Sequencing with Intent and Impact
- Will follow the planning phases represented below for both Fiction and Non-fiction outcomes

The Current Sequence of Writing – Planning Phases

Book:
Fiction outcome/non-fiction outcome:

Phase 1	Phase 2	Phase 3
Audiences and purpose	Identifying language features	Planning
Working Walls	Identifying organisational features	Oral rehearsal of writing
Opening Experiences	Exploring key events, themes, characters	Modelled/shared writing
Oral Storytelling	Grammar	Independent writing
Reading and immersion in text	Analysing author's styles, writer talk	Revising/Editing
Speaking and listening		Feedback
Engaging with the text		
Grammar and skills		
Incidental writing opportunities		

- Will be based on assessment

- Needs to be flexible
- Lesson structure varies depending on need and focus
- Effective use of guided work
- Discrete grammar teaching using revisit, teach, practice, and apply
- Skills teaching based on quality text (application across the curriculum)

Planning Formats

- Every class should have a yearly overview for each subject (in one table)
- Each literacy lesson requires a plan with the Frome Vale essentials.
- The lesson plan should reflect:
  - WALT (Intent)
  - Steps to success differentiating using: Giving it go, got it and flying (Implementation)
  - Key questions
  - Guided group work with Target children
  - Impact

Teachers use high quality text as the foundation for their literacy planning. We also subscribe to and can use the Power of Reading materials written by https://www.clpe.org.uk. They provide teaching sequences and recommend age appropriate quality texts for use with different year groups. . Teachers plan learning on the school planning format with reference to the requirements of the 2014 National Curriculum Framework for Literacy.   A range of different styles is encouraged including whole class teaching, shared reading and writing, targeted guided group work, both collaborative and individual activities in response to the teaching and learning needs required to move children on. Teachers will use their professional judgement to determine the activities, timing and organisation of the lesson to suit its objectives and the individual child, ensuring that planning reflects the age related expectations of their year group.

THE MARKING OF WRITING

Guided Group = **G –** marked as you go along with Verbal Feedback.

Independent Secure = needs to be marked according to the policy below

Tomorrow's Group = **Tomorrow's G** – won't be marked, but must be picked up the next day and recorded as **G**

Supported = **S** indicated where additional support is given.

Summative comment:

The success of a piece of work is judged against the objective of the lesson and should be clear and specific:
e.g We are learning to write a diary extract.
✔ Well done, you have used personal pronouns.
Not 'Excellent work'

Formative comment:

Feedback comments must be constructed to require response by pupils, at an appropriate level of challenge, and such tasks must be completed by pupils. Children are to use a green pen to respond to feedback.

This comment does not necessarily need to be linked to the objective, but rather what the child needs to do to move their writing on.
At an earlier stage in their writing, no matter what year group the child is in, the fundamentals need to be addressed before anything else. These are for example:

- Capital letters at the start of sentences.

- Capital letters for proper nouns.
- Verb tense.
- Full stops at the end of sentences (no comma splicing).
- High frequency words.
- Letter formation – including heights of letters.
- Finger spaces.

This may look like:
-> Go back and check you have used capital letters correctly and edit your work.
->Correct all underlined words in your work.

Teachers need to use their professional judgment of how many formative comments they make but it should not exceed three.
In years 1-4 teachers are expected to use the following to show where these mistakes have been made in the writing:
V: verb tense
CL: capital letter
FS: full stop
SP: spelling
FSP: finger space

H:handwriting (letter formation)
M: missing word
L: start a new line for speech
//start a new paragraph
VF: Verbal Feedback

In year 5 and 6, teachers will ma

Use of individual target cards:

Once the fundamentals have been addressed, targets cards can be used to identify next steps. These should be dated and developmentally appropriate. Target cards need to be updated **at least** twice a term, adding 1 or 2 new targets each time.

In the Foundation Stage, developmental marking process maybe exemplified through observational assessment made by adults and then verbal feedback and discussion recorded and noted down. This will be recorded in pupils' learning journeys, and as the Foundation year progresses directly onto recorded work as appropriate.

Guided group work will be marked with a summative and a formative comment with children present, and responding to feedback with adults' support.

DIFFERENTIATION PROCERDURES
This needs to be evident all the time in tasks/questioning/books

The following language will be used:

- Giving it a go (feeling unsure)
- Got it (feeling confident)
- Flying (challenging work)

Children can self-select or be guided and all work needs to be precisely pitched to children's needs.

Children could be:

- Doing a different task at the start of a lesson
- Practising different skills identified from assessments.
- All children from Y1-Y6 have a toolbox of resources to help them with their independence. These will be adapted and evolved by teachers and children, in order to match individual needs.

GRAMMAR AND SPELLING

We believe that a sound understanding of grammar will lead to an improved understanding of English and how the written and oral language works. Grammar is taught in line with the objectives in the new curriculum. We believe that the teaching of grammar should, as far as possible, feed into the writing activity that the children are undertaking and that lesson starters provide a daily opportunity to develop knowledge and understanding. We aim to teach grammar in different ways, i.e. through games, quizzes, interactive games, feedback, use of target cards, and some formal teaching. Children are taught and encouraged to use the correct grammatical terminology from EYFS onwards.

All teachers follow the expectations set by the spelling guidance within the New Curriculum 2014. In Early years Foundation Stage and Year 1 and 2, spelling will be taught and monitored daily through discrete phonic lessons. In Key Stage 2, the teaching of spelling is organised by the class teacher and based around the 'No Nonsense!' spelling materials as spellings are taught according to spelling patterns and with reference to the 'tricky words' list for Y3/4 and Y5/6. Teachers follow the half termly scheme of work which should be printed off and annotated and dated to show progress and coverage.

No Nonsense Spelling teaching

- **Suggested time** 10.10 – 10.40 (30min) every day

	Learning	Book
Monday	2 pieces of learning recorded in books. 2 learning sessions using other strategies (chalk, water, spelling games etc.)	No Nonsense spelling journal (handwriting lines) – A5 (purple)
Tuesday		
Wednesday		
Thursday		
Friday	Spelling Test	Spelling test book

Teachers are to implement 'No Nonsense Spelling' programme strategies in Spelling lessons and teach from the provided sequence where appropriate, using either the statutory or personalised spelling list where age related expectations haven't been met.

Teaching sequence
Revise
Activate prior knowledge
Revisit previous linked learning
Teach
Introduce the new concept
Explain
Investigate
Model
Practise
Individual/group work
Extend/explore the concept independently
Investigate
Generalise
Apply/Assess
Assess through independent application
Explain and demonstrate understanding

Recording: Spelling learning is recorded in Spelling Journal books, which have handwriting practice lines. Pupils write a long date each time they record their learning in books (twice a week + once in their spelling books).
By integrating activities for handwriting, the benefit of making a spelling activity kinaesthetic is secured. The pupil acquires the physical memory of the spelling pattern as well as the visual.

Assessment
Pupils' learning is assessed throughout the programme. The 'Apply' part of the sequence
regularly includes assessment activities to identify if pupils have learnt the key concept
taught. In addition, pupils have a spelling test every Friday. These activities include:
- Testing – by teacher and peers

- Dictation
- Explaining
- Independent application in writing
- Frequent learning and testing of statutory and personal words.

Spelling Journal

Developing the use of spelling journals support both teachers and pupils in many ways. They enable:

- pupils to take responsibility for their spelling learning
- pupils to refer back to previous learning
- teachers to see how pupils are tackling tricky bits of spelling
- teachers and pupils to discuss spelling with parents and carers

Working Wall

Each classroom has a small area of display space that can reflect current teaching focuses and provide support for pupils' spelling as they write. GPC charts, reminders of common spelling patterns or conventions and tricky words to remember could be part of a working wall for spelling.

Spelling at home

Learning at home needs to be an extension of the practice in school. Teachers encourage this by:

- limiting the number of words to five or less per week to ensure success and deeper learning
- making sure pupils and parents have access to the range of learning strategies which have been taught in school, to use in home learning
  - assessing spellings in context, for example: learning spellings in a given sentence,
  - generating sentences for each word, assessing through unseen dictated sentences
  - keeping an ongoing record of words learnt and setting very high expectations of correct application in writing once a word has been learned.

GRAMMAR

Teaching frequency and expectations

- There will be a grammar and spelling element present in most FVA literacy lessons, through modelled expectations, shared writing and questioning.
- A discrete grammar lesson will be taught at least **once a week**. This could be taught during a Literacy lesson slot or another afternoon slot could be utilised, if chosen by the class teacher.

Recording

- All learning concerning Grammar and Punctuation will be recorded in Literacy books using FVA presentation and layout expectations (Full date underlined, miss a line, 'We are learning to…' sentence underlined)

Teaching sequence

- Teaching will include National Curriculum elements that need to be covered in particular year groups (see NC Vocabulary, Grammar and Punctuation Appendix)

- Use the 'subject knowledge' section from No Nonsense Grammar, which explains the basic grammatical elements and constructions as well as the punctuation and cohesion required by the National Curriculum.

- Teachers and pupils will use the relevant and accurate terminology to enabling them to discuss their writing (see NC Vocabulary, Grammar and Punctuation Appendix and Glossary Appendix)

- Teachers will use No Nonsense Grammar (available on the shared drive) to plan discrete sessions or as a resource for planning elements of Literacy sequences.

- Use The Power of Reading teaching sequence and the application of Vocabulary, Grammar and Punctuation from the National Curriculum as a teaching and planning resource for the holistic teaching of grammar and punctuation in Literacy lessons. See an example from 'Fly, Eagle, Fly!' below.

Use and Application of Vocabulary, Grammar and Punctuation from the National Curriculum year 3 and 4 programme of study:

- The thoughtful use of language interspersed with dialogue as well as the incorporation of features and structures commonly used in traditional tales provide a good model of language. This can be used as a basis to explore a number of the grammar based requirements of this primary phase as stipulated in the 2014 National curriculum. The extract below, for example highlights effective use of a range of grammatical devices including the use of:
    - prefixes*
    - expressing time using conjunctions**
    - paragraphs
    - apostrophes to mark possession and indicate if the word is a plural***
    - fronted adverbials****

Extract 1
- For there, on a ledge of rock, close enough to touch, he saw the most unusual* sight – an eagle chick, hatched from its egg a day or two before and then** blown from its nest by the terrible storm.

Extract 2
- The farmer's*** children helped his friend catch the bird.
- It was fairly heavy but he lifted it above his head and said, "You are not a chicken but an eagle. You belong not to the earth but to the sky. Fly, Eagle, fly!"
- The bird stretched out its wings*** as the farmer and his family had seen it do before. But it looked about, saw the chickens*** feeding, and jumped down to scratch with them for food.
- "I told you it was a chicken," the farmer said, and he roared with laughter.

Extract 3
- 'The first light crept into the sky as they began to climb the mountain. Below them they could see the river snaking like a long, thin ribbon through the golden grasslands, the forest and the veld, stretching down towards the sea. The wispy clouds in the sky were pink at first****, and then began to shimmer with a golden brilliance.'

Assessment

- Spelling, Grammar and Punctuation will be assessed in <u>Terms 1, 3 and 5 in Years 3-5</u>
- In years 3, 4 and 5 teachers will use Pixl GPS Papers 1 and 2
- Assessments will be conducted during Assessment weeks, along with other assessment papers
- Marks will be entered using Pixl spreadsheets and QLA analysis is to be used for future planning and teaching

- In Years 2 and 6 SPAG is to be assessed in terms 1, 2, 3 and 4
- In years 2 and 6 teachers will use KS1 and KS2 practice papers for assessment and planning

Targets

- Specific year group related or developmentally appropriate targets will be set and added to pupils' individual target cards

HANDWRITING

In Early Years Foundation Stage, children practise manipulative skills in order to prepare them for writing. They are taught to hold a pencil effectively and form recognisable letters. Triangular pencil grips are available for any children who would benefit from them. In Reception and Year 1, teachers will model basic shapes for handwriting in conjunction with daily phonics teaching.

In Key Stages 1 and 2, teachers organise handwriting sessions which model the formation of letters and letter joins for the children to practise. From Year 2 onwards, or as appropriate, a joined script is modelled.

See Appendix for Lower Case Cursive Style

Pen licenses are available for children whose script is of an appropriate standard. Our aim is that the majority of pupils in Year 6 are writing in pen in a neat, fluent style. Whenever possible, teachers should ensure that writing in the classroom e.g. marking in books, mirrors the agreed style and provides a model for the children to aspire to. At Frome Vale Academy we subscribe to www.letterjoin.co.uk, an on-line resource for teaching cursive handwriting. It provides teachers with interactive animations to demonstrate letter formation and joins and can generate worksheets.

ASSESSMENT

Reading

- In the EYFS, children's achievements are ongoing and are assessed against the Early Learning Goals. Assessment for Learning is established in all teaching and formative assessment occurs daily through oral feedback. Children will be assessed on PM Benchmark in terms 2, 4, 6.
- Summative Assessment Requirements –
  - ➢ Year 1 children are assessed using teacher assessments made during one to one and guided reading activities. They also complete the phonics screening test in June each year and take a mock test in terms 1,2,3,4 and 5. PM Benchmarking is also used and recorded to check progress through book levels terms 1, 2, 4, 6.

  - ➢ Year 3, 4 and 5 are assessed using teacher assessments made during one to one and guided reading activities. PM Benchmarking is also used and recorded to check progress through book levels terms 2, 4, 6. Formal testing and analysis of individual progress will take place at the end of each term using Pixl assessments.

  - ➢ Formal testing and analysis of individual progress will take place at the end of each term using Pixl and past papers for Year 2 and 6. These are used as a tool to inform class teachers' planning and identify strengths and areas for development.

Writing

- In the EYFS, children's achievements are ongoing and assessed against the Early Learning Goals. All teaching staff use AFL techniques in each lesson and formative assessment occurs daily.
- Summative Assessment Requirements –
  - ➢ Year 1 to Year 6 teachers plan a range of writing opportunities, both fiction and non-fiction. These are assessed against the age related expectations of each year group at the end of each half term and this is recorded on SIMs. Key Essentials for Writing document will be used to inform the assessment and further planning. Teachers analyse the progress and attainment of individual children and vulnerable groups and this is discussed with SLT during pupil progress meetings.

MONITORING

The Subject Leader should be responsible for improving the standards of teaching and learning in Literacy through monitoring and evaluating Literacy:

- Taking the lead in policy development designed to ensure progression and continuity of English throughout the school
- Providing support for colleagues in their development of planning and implementation of the scheme of work
- Providing support in assessment and ensuring Pixl is used effectively to ensure progress

- Assisting in the monitoring of progress and standards in English, taking responsibility for the purchase and organisation of central resources for English and keeping up to date with developments in English education, disseminating information to colleagues as appropriate
- Alongside the SLT, analysing data and monitoring teaching and learning. Using this information the subject leader will identify priorities and set appropriate targets. They should plan and deploy resources accordingly to meet these targets.

EQUAL OPPORTUNITIES

All children are provided with equal access to the English curriculum. We aim to provide suitable learning opportunities regardless of gender, ethnicity or home background.

MONITORING AND REVIEW

It is the responsibility of those working in Frome Vale Academy to follow the principles stated in this policy. The Principal and Subject Lead will carry out monitoring on Literacy as part of the whole school monitoring schedule.

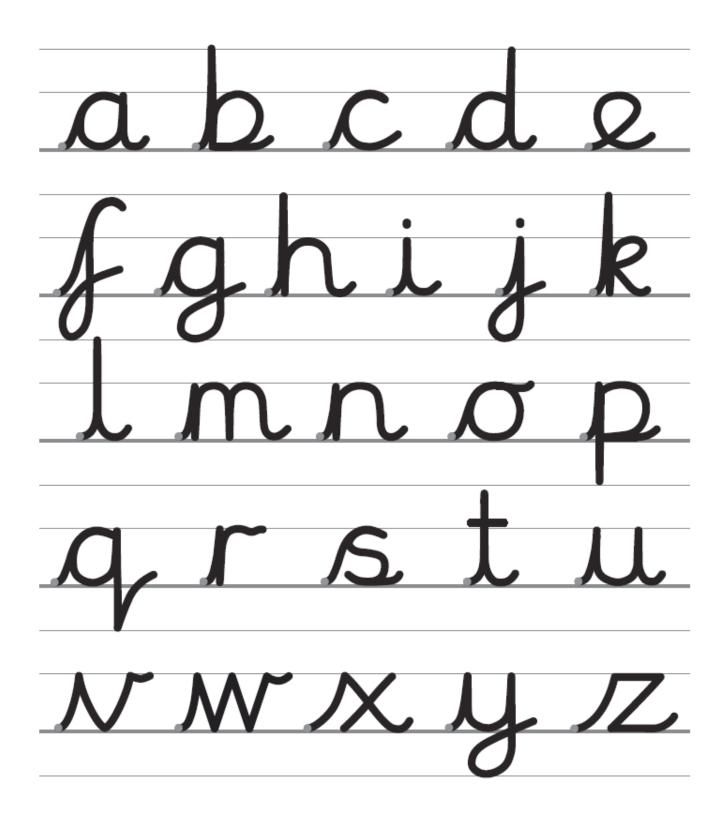This policy will be reviewed on an annual basis.

Maria Cerepanova
September 2019

Appendix
Lower Case Letter Formation Example
Key Essentials Document for Writing
KS1 and KS2 Guided Reading question stems
Phonics Progress Sheet
Whole-School Writing Plan
Whole-School Genre Progression

Letters and Sounds: Phonic progress tracking sheet

Year group:	Class:	Teacher / practitioner:

Progression

<table>
<tr>
<td rowspan="6" style="writing-mode: vertical-lr">Phase 1 continuous through Phase 2 – 6

Show awareness of rhyme and alliteration. Distinguish between different sounds in the environment and phonemes. Explore and experiment with sounds and words.</td>
<td colspan="2">

Phase 6 (Year 2)

Working on: Recognising phonic irregularities; becoming more secure with less common grapheme-phoneme correspondences. Applying phonic skills and knowledge to recognise and spell an increasing number of complex words.
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Phase 5 (Year 1)

Working on: Reading phonically decodable two-syllable and three-syllable words; using alternative ways of pronouncing and spelling the graphemes corresponding to the long vowel phonemes; spelling complex words using phonically plausible attempts.
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Phase 4 (Reception/Year 1)

Working on: Segmenting adjacent consonants in words and apply this in spelling; blending adjacent consonants in words and applying this skill when reading unfamiliar texts.
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Phase 3 (Reception)

Knowing one grapheme for all 43 phonemes
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Working on: Reading and spelling a wide range of CVC words using all letters and less frequent conson[...] some long vowel phonemes.

Graphemes: ear, air, ure, er, ar, or, ur, ow, oi,

ai, ee, igh, oa, oo

Working on: Reading and spelling CVC words using a wider range of letters,

short vowels, some consonant digraphs

and double letters.

Consonant digraphs

ch, sh, th, ng

Working on: Reading and spelling CVC words using letters and short vowels. Letter progression

Set 7: y, z, zz, qu

Set 6: j, v, w, x
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Phase 2 (Reception) Working on: Using common consonants and vowels. Blending for reading and segmenting for spelling simple CVC words; knowing that words are constructed from phonemes and that phonemes are represented by graphemes. Letter progression:

Set 5: h, b, f, ff, l, ll, ss

Set 4: ck, e, u, r

Set 3: g, o, c, k

Set 2: i, n, m, d

Set 1: s, a, t, p
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Phase 1 (seven aspects) Working on: Showing awareness of rhyme and alliteration, distinguishing between different sounds in the environment and phonemes, exploring and experimenting with sounds and words and discriminating speech sounds in words. Beginning to orally blend and segment phonemes.
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Cursive Lower Case Letters

a b c d e

f g h i j k

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Frome Vale Academy Writing Curriculum Year 1 – Year 6

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 1	**Text:** Beegu, MAMOKO **Ignition:** Stage a spaceship crash **Main Fiction outcome:** Narrative - retold **Main non-fiction outcome:** Recount **Incidental writing opportunities:** Character descriptions Setting Descriptions Posters Descriptions Recount **Showcase:**	**Text:** The Snail and the Whale **Ignition:** **Main Fiction outcome:** Narrative - innovated **Main non-fiction outcome:** non-chronological report (animals - science link) **Incidental writing opportunities:** Description – character and setting Diary Poetry **Showcase:** Assembly	**Text:** Traction Man is here **Ignition:** **Main Fiction outcome:** Narrative - innovated **Main non-fiction outcome:** Instructions **Incidental writing opportunities:** Character descriptions, Poster **Showcase:** Superhero Dress – up day	**Text:** Lila and the Secret of Rain **Ignition:** **Main Fiction outcome:** Narrative – innovation/ invention **Main non-fiction outcome:** non-chronological and chronological reports **Incidental writing opportunities:** Description, recounts, reports, information texts **Showcase:** African Art Exhibition	**Text:** The Tin Forest or The Lonely Beast **Ignition:** **Main Fiction outcome:** Narrative – innovation/invention **Main non-fiction outcome:** Instructions (how to grow/plant a sunflower) **Incidental writing opportunities:** Description Poetry Diary Recount Pamphlet **Showcase:** Plant Sale	**Text:** The Story Tree (Monkey-see, Monkey-do) **Ignition:** **Main Fiction outcome:** Narrative – innovation or invention **Main non-fiction outcome:** Non-chronological report (jungles) **Incidental writing opportunities:** recounts, comparisons, posters, descriptions **Showcase:**
Year 2	**Week 1/2** Mr Wolves Pancakes. Narrative (settling into Year 2 – children re-tell the story). ---------**Text**------------- Katie in London -------**Ignition**----------- Look at photo's/videos of London. ----------------------------- **Main fiction outcome**	---------**Text**------------ Emily Brown and the Thing. -------**Ignition**---------- Going to the forest and making potions. Walk looking at trees or making own puppets of Stanley. ----**Fiction outcome**-- Changed story ----**Incidental writing**	----------**Text**------------ The Princess and the White Bear King. ------**Ignition**---------- Making gold crowns for the Princess. ---**Fiction outcome**--- Changed story ----**Incidental writing opportunities**--------- Diary entry in character as the princess. New character description Setting description.	**The Sweetest Song** Setting descriptions non-chronological report Narrative	-----------**Text**---------- The Frog Prince --------**Ignition**-------- Art activity around frogs and castles. ---**Fiction outcome**--- Changed narrative ----**Incidental writing opportunities**--------- Diary entry Character description Setting description Non-fiction – creating pamphlets and writing up investigations.	----------------**Text**------------ ---- The adventures of the Egg Box Dragon. ------------**Ignition**------------- -- Children make their own dragon either at home or first two days back. --------**Fiction outcome**----- ---- Narrative – Changed story. ----**Incidental writing opportunities**--------- Instructions Formal letter of invitation

	Changed story --------------------------- **Incidental writing opportunities** Character description Setting description -----Showcase-----	opportunities--------- Instructions for potions New character description Setting description ----Non Fiction------- Florence Nightingale Report. ------Showcase--------	**Animal Atlas of the World and Kingfisher World Atlas** Non-fiction – non-chronological and chronological reports		(diaries; as both growing in class…) Recount	**Non fiction outcome----------** Explanations ----------Showcase--------------- Invite parents in to Egg Box Dragon's and other work. Children will invite parents with the letters they have written and members of CLF staff.
Year 3	**Text:** Fairs Fair by Leon Garfied **'Ignition' activity:** **Main fiction outcome:** Alternative story ending **Main non-fiction outcome:** Instructions (The GE) **Incidental writing opportunities:** setting and character descriptions, instructions, Diary Entry **Showcase:**	**Text:** Oliver Twist **'Ignition' activity:** Victorian Street Games **Main fiction outcome:** Diary, Innovated Narrative **Main non-fiction outcome:** Non-chronological report **Incidental writing opportunities:** characterisation, description, diary, dialog **Showcase:**	**Text:** The Frog Prince Continued **'Ignition' activity:** **Main fiction outcome:** Innovated narrative **Main non-fiction outcome:** Persuasion **Incidental writing opportunities:** characterisation, setting description, information leaflet, instructions, non-chronological report **Showcase:**	**Text:** Ice Palace **'Ignition' activity:** **Main fiction outcome:** Alternative ending and innovation **Main non-fiction outcome:** Newspaper **Incidental writing opportunities:** Instructions, prediction, diary entry **Showcase:**	**Text:** King of the Sky by Nicola Davies and/or Ice Trap! By Meredith **'Ignition' activity:** **Main fiction outcome:** Narrative **Main non-fiction outcome:** Persuasion **Incidental writing opportunities:** non-chronological report, description – characterisation, dialog **Showcase:**	**Text:** Gregory Cool **'Ignition' activity:** Caribbean cooking day/food tasting day **Main fiction outcome:** Narrative – story from Lennox's perspective - invention **Main non-fiction outcome:** Instructions **Incidental writing opportunities:** Description Post card Non-chronological report **Showcase:**
Year 4	The Iron Man by Ted Hughes Ignition activity: Short video clip Marking out iron man in playground Creating Iron Man figures in art (sculpture)	Greeks Myths and Legends Mouse Snake, Bird, Wolf by David Almond Ignition activity: Look at the wonders of the natural world – video clips	Roof toppers by Katherine Rundell Ignition activity: Music 'Mozart' the requiem from the text: free colour expressionist art French cooking Main Fiction Outcome	Leon and the Place Between by Angela McCallister Ignition activity: Music 'The Circus' Magic tricks session Main Fiction Outcome	Pea Boy and Other Stories from Iran by Elizabeth Laird Ignition activity: Main Fiction Outcome Main Non-Fiction Outcome	The Explorer by Katherine Rundell Ignition activity: Bear Grylls type activities. Forest school. Find food and water. Main Fiction Outcome Setting Description

	Antony Gormley __Main Fiction Outcome__ Narrative Diary Setting description __Main Non-Fiction Outcome__ Non-chronological report Persuasive letter	Flanimals book: what would you create? ☐ http://www.youtube.com/watch?v=_8An4k9kyMU __Main Fiction Outcome__ Narrative: myth Story told from a different viewpoint Character description Playscript __Main Non-Fiction Outcome__ Debate Speech	__Main Non-Fiction Outcome__ Recipe: instructions Travel brochure	Narrative: alternative ending Eye witness account (alternative character) __Main Non-Fiction Outcome__ Leaflets Arguments: should animals be used in the circus?		Diary Narrative for the Explorer (what is his story) Poem __Main Non-Fiction Outcome__ Instruction Leaflet
Year 5	**Text:** Egyptian Cinderella The Rabbits **Ignition Activity:** Experiencing the blankets/sensations. **Main Fiction Outcomes** Narrative – innovation (opposites) **Main Non-fiction Outcomes:** Non-chronological Report **Incidental writing opportunities:** Description – alternative	**Text:** The Moon Man **Ignition Activity:** Space Exploration Day **Main Fiction Outcome** Narrative **Main Non-Fiction Outcome** Persuasive letter **Incidental writing opportunities:** Non-Chronological Report Poem Description (setting, character) **Showcase:** Hugh Flight Workshop Report	**Text:** Escape from Pompeii Clockwork by Philip Pullman **Ignition activity:** Roman immersion morning **Main Fiction Outcome** Diary entry Narrative **Main Non-Fiction Outcome** Newspaper Report **Incidental Writing opportunities** Prediction Description – setting Characterisation Diary Leaflet Non-chron **Showcase:** Roman Day	**Text:** The Last Viking **Ignition Activity:** Anglo Saxon and Viking immersion morning **Main Fiction Outcome:** Diary, character's perspective **Main Non-Fiction Outcomes:** Newspaper Report **Incidental writing opportunities:** Postcard Persuasion Non-chronological report	**Text:** Wolves in the Walls by Neil Gaiman **Ignition Activity.** Music and film **Main Fiction Outcome:** Narrative **Main Non-Fiction Outcomes:** Discussion **Incidental writing opportunities:** Diary Setting Description Non-chronological report **Showcase:** DT Exhibition in the hall	**Text:** Into the Forest + Journey **Ignition activity:** Bear Grylls type activities. Forest school. Find food and water. **Main Fiction Outcome** Narrative **Main Non-Fiction Outcome** Instructions Explanation **Incidental writing opportunities:** Poem Setting Description Leaflet Diary **Showcase:**

blankets (using antonyms) Postcard Characterisation Diary **Showcase:** Display			**Showcase:** Dress up day	<u>Michael Gorley:</u> <u>Saxons workshop.</u> <u>Geography Field Work.</u> <u>Recount/Report.</u>	Art exhibition
Year 6	**The Silver Donkey (to be used in guided reading as well)** <u>Genres for Literacy Lessons</u>: Narrative Recount Persuasive Letter <u>Genres Through question subjects</u>: Non-Chronological report	<u>Genres for Literacy Lessons:</u> Poetry Persuasion Newspapers <u>Genres Through question subjects:</u> Propaganda posters	**The Viewer The Lost Happy Endings Rumplestiltskin** <u>Genres for Literacy Lessons:</u> Setting descriptions Non Chronological reports Newspaper report Argument <u>Genres Through question subjects:</u> Explanation (light)	**Secret Friends Coming to England** <u>Genres for Literacy Lessons:</u> Narrative Letter Character descriptions <u>Genres Through question subjects:</u> Play script (impact of lifestyle)	**Macbeth** <u>Genres for Literacy Lessons:</u> Persuasive letter Instructional writing Narrative <u>Genres Through question subjects:</u> Persuasive leaflet	<u>Genres for Literacy Lessons:</u> Recount (diary entries) Narrative Poetry <u>Genres Through question subjects:</u> Information Leaflet

Frome Vale Academy Whole - School Genre Plan

Whole-School Non – Fiction Genre Coverage

KS1	KS2
Non-chronological Report	Non-chronological report
Recount	Recount
Instructions	Persuasions
Description	Instructions
	Newspaper Report UKS2
	Discussion UKS2

<u>**KS1 Genres**</u>

Recount Year 1

Giving it a go	Got it	Flying
Past tense	Time adverbs	Write linked sentences
Starts at beginning finishes at the end.	Sequence events correctly	
	Descriptive language	

Recount Year 2

Giving it a go	Got it	Flying
Past tense	Time adverbs	Write linked paragraphs
Organise events in chronological order	Noun phrases	Adverbs
Adjectives	Relevant vocabulary	Powerful verbs

Instructions Year 1

Giving it a go	Got it	Flying
Clear layout	Technical vocabulary	Correct use of pronoun 'you'
Chronological order	Time adverbs	
Present tense	Lists of materials and equipment	
Imperative verbs		

Instructions Year 2

Giving it a go	Got it	Flying
Clear layout	Technical vocabulary	Quality adverbs
Chronological order	Time adverbs – when/if	Encouraging remarks
Present tense	Lists of materials and equipment	
Imperative verbs		

Non chronological report Year 1

Giving it a go	Got it	Flying
Introduction and conclusion	Present tense	Heading/Subheadings
	Group sentences about the same thing.	Use a Did you know…? question to start.

		End with a ''What or How'' exclamative sentence to end.

Non chronological report Year 2

Giving it a go	Got it	Flying
Introduction and conclusion Group sentences about the same thing	Heading/Subheadings Noun phrases Present tense Complex sentences	Paragraphs Rhetorical questions Technical vocabulary

KS2 Genres: Year 3

Recount Year 3

Giving it a go	Got it	Flying
Past tense Named people, places, things First person Retell the main events	Include an introduction to set the scene Retell events Time order Time and manner adverbs **Adjectives to describe**	Quotations Powerful Verbs Include exclamations **Past simple and past perfect**

Diary Year 3

Giving it a go	Got it	Flying
Dear diary, **Past tense** First person – use I, my, me **Retell the main events**	Include an introduction to set the scene **Retell events** Time adverbs **Adjectives to describe** Powerful verbs **Use senses**	**Include questions and exclamations** Emotions and feelings **Past simple and past perfect** Direct Speech

Instructions Year 3

Giving it a go	Got it	Flying
Present tense Second person	**Time adverbs** Imperative verbs	**All Giving it a go and Got it** Headings and subheadings

Sequenced steps	Manner adverbs	Conjunctions to clarify
Simple sentences	Headings and subheadings	Fronted Adverbials
Title indicating 'How to…'	**Chronological order**	**Include a diagram**
Clear layout		Encouraging remarks
Include a list of equipment		**Modal verbs**

Non chronological report Year 3

Giving it a go	Got it	Flying
Present Past/Past Tense	Factual words and phrases	Questions
Factual descriptions	**Formal language**	Exclamations
Third person	Introduction	**Conjunctions of cause,**
Describe the way things are	**Adjectives to describe**	**sequence, comparison**
	Headings and Subheadings	Complex sentences
	Third person	**Paragraphs**
	Technical words and phrases	Include an index, diagram
		Varied sentence length
		Connectives – Secondly, Thirdly

Persuasion Year 3

Giving it a go	Got it	Flying
Opening paragraph - make your case	Opening paragraph - Make your case	Opening paragraph - Make your case
Three paragraphs	Three paragraphs, each with a separate point with evidence	Modal verbs
Present tense		Rhetorical questions
Imperative verbs	Facts and Research	Turning opinion into fact
Conclusion paragraph	Adverbials for sequencing: firstly, secondly, thirdly, finally	Urgency
		Trustworthiness: Believe me…
	Emotive language	
		Big names

KS2 Genres: Year 4

Recount (letter, biography, non-fiction, encyclopaedia entry, magazine article, diary or journey, newspaper report, write up trip/activity)

Giving it a go	Got it	Flying

Past tense **Chronological order** First/third person **Time adverbials (First, then, next, after that)** Include what, when **Vary your sentence openers** Named people, places, things.	**Adverbs for manner, time and place** Powerful verbs **Time adverbials (Whilst, At the same time, Following on, At about)** Include where, who **Use occasional questions or exclamations.**	**Rich language** Vary your sentence length (complex sentences) **Try to link the last line to the introduction** Details **Descriptive language e.g adverbs, adjectives** The 5 W's **Quotations**

Recount – Diary Year 4

Giving it a go	Got it	Flying
Chronological order – in order **Use time connectives** Include thoughts and feelings. **First person (I, We)**	**Colloquial language – informal language** Include thoughts and feelings/hopes/feelings **Start with a date and 'Dear Diary'**	**Detailed descriptions – remember to use more than one sense, to make your description more imaginable.** Similes Complex sentences Metaphors

Features of a diary

Giving it a go	Got it	Flying
Start with a date and 'Dear Diary' Chronological order – in order **Use time adverbials**	**First person (I, We)** Include thoughts and feelings, hopes and events.	**Colloquial language – informal language**

Instructions Year 4 (DIY book, non-fiction book, recipe, science experiment, instructions on packaging, posters notices and signs, technical manual, sewing or knitting pattern)

Giving it a go	Got it	Flying
List of ingredients **Title (what's to be achieved?)** Method labelled **Simple, clear language.**	**Subheadings** Possibly labelled diagrams **List of what is needed; ingredients, materials, equipment**	Present tense **Fronted adverbials for manner (Carefully,)** Fronted adverbials punctuated correctly **Introduction**

Written in chronological order	Manner adverbs	Encouraging remarks (Have
Numbered steps	**Time connectives - first,**	you ever wanted to….? Four
Present text	**next, then…**	easy steps to…?
Second person		**Boxes with extra information**
Imperative verbs e.g cut, slice		**or tips.**

Non chronological report Year 4

Giving it a go	Got it	Flying
Does it have a general title? Has it got subheadings? Is it written in the past?	Does it have a clear introduction? Have I only included facts? Have I written a detailed description with relevant technical terminology (democratic)	Does it have a clear conclusion? Is it written formally and written in the third person? Do I have paragraphs?

Persuasion Year 4 (advertisement, catalogue, travel brochure, letter to…, book blurb, poster or flier, magazine article, pamphlet from pressure group or political party)

Giving it a go	Got it	Flying
State a point of view clearly in the introduction and conclusion. **To argue at least one argument with relevant evidence and detail.** Different sentence starters – first, seconds, however, although	One or more points, perhaps with elaboration Written mainly in the present tense. Use conditionals; would, could, might, if, unless. Structure the argument.	Use of rhetorical questions (e.g. Are we to believe that…) Use a variety of c*onnectives:* Furthermore, However, Consequently, Therefore, So, because, firstly, finally Use of facts as well as opinions. (e.g more than 50%)

	Have at least a few arguments to support your opinion	To use emotive language; powerful verbs and strong adjectives. (No one can deny, some people believe)

KS2 Genres: Year 5/6

Recount Year 5/6

Giving it a go:	Got it	Flying
Past tense

Third Person

Chronological

Time adverbials, correctly punctuated

Paragraphing

Reference to the text. | Adverbial phrases (time, place, manner) correctly punctuated.

Purpose/Audience

Range of conjunctions – Fanboys and I SAW A WABUB

Correctly punctuated Speech

Range of sentence starts – ing, -ed, (see toolkit) | Character development.

Dialogue to advance action.

Range of sentence structures to include: subordinate clauses, relative clauses, adverbial phrases.

Use of flash back

Varied punctuation to include ; … "" - |

Instructions Year 5/6

Giving it a go:	Got it:	Flying:
Title

Introduction

List of equipment/ingredients

Numbered/bullet pointed sentences

Chronological Order

Imperative Verbs

Use of the colon | Time connectives, correctly punctuated.

Use of the semi-colon or comma

A closing summary/sentence. | Adverbs to describe the imperative verb.

Causal instructions: If (a) happens then do (b) if you need more/less then |

Non chronological report Year 5/6

Giving it a go:	Got it	Flying
Third person.	Passive voice	Facts, figures and statistics.
Present tense	Formal Voice	Quotes from experts.
Title	Technical vocabulary	
Sub-title		
Introduction		
Conclusion		

Persuasion Year 5/6

Giving it a go	Got it	Flying
Opening paragraph - Make your claim.	Create a scenario as your opening – have you ever wondered what it would be like…. Imagine as world where…	Advising, speak directly to audience following a piece of information. 'Imagine that?' succinct and direct sentences.
Three paragraphs, each with a separated point and each supported by evidence.	Sense of urgency.	Rhetorical questions.
Facts.	Establish trust – believe me when I tell you.	Brief acknowledgement of other arguments/position. Dismissed quickly.
Big Names		
Research.	Value judgement vocabulary – obviously, clearly, vital imperative	
Emotive language (express empathy, evoke guilt, created by powerful adjectives and adverbs)	Modal verbs	
Imperative verbs.		
Conclusion – reiterating the claim.		

Newspaper Report Year 5/6

Giving it a go	Got it	Flying
Headline	Reorientation – closing paragraph	Bias
Past Tense		Hyperbole
	Reported speech	
Opening Paragraph - orientation (5 w's-)	Parenthesis	Relative clauses to add information about the subject.
Main Body	Passive voice – It is reported that. Witnesses say that Appropriate adjectives	
Direct speech		
Time adverbials	Columns.	
Byline		
Caption		

Discussion Year 5/6

Giving it a go	Got it	Flying
Opening paragraph setting the issue, outline opposing opinions.	Comparative phrases. – in addition, furthermore, consequently, following on from that, another supporting argument	Give supporting and contrasting opinions/evidence in each paragraph using appropriate phrases.
Present tense		
Third person.	Contrasting phrases, - on the other hand, in contrast, however, in opposition, in disagreement.	Rhetorical questions – but is that right? But is this view supported by all?
Two main paragraphs. 1. Set out one point of view and give reasons, giving three reasons 2. Set our opposing opinion and give three reasons.	Passive voice, it has been argued, experts say, X expert has said, research has supported the view	To start the sentence with the conjunction. But, some say…'
	Specialised language – topic related.	
Closing paragraph summarising points. Giving personal opinion and justifying (first person)		

Whole-School Narrative Progression

	Y1	Y2	Y3	Y4	Y5	Y6
Structure	Simple beginning, middle and end	• Simple beginning, middle and end • Stories with repetitive structures based on class reading (e.g. Emily Brown & the Thing, fairy tales) • 4 point structure: opening, build up, dilemma, resolution/ end	• Stories with 5 point structure: opening, build up. Dilemma, resolution, end • Use of seven basic story plots for boxing up		• Consolidate basic structures from Y3/4 • Stories that move between times (e.g. (flashback / flash forward) • Stories told from more than one viewpoint (e.g. Trash, Wonder) • Chapter stories	

Characters	Characters based on class reading and role play	• 2-3 main characters
		• Describe appearance and simple character traits (e.g. the wicked witch, the fair princess)
		• Describe feelings
		• Use noun phrases
			• Develop a wider range of 'stock' characters (e.g. the geeky boy; the strict librarian; the mad scientist; the faithful sidekick; the lonely, old man)
			• Use show not tell
			• Describe characters through their actions
			• Use of dialogue
					• Extend their range of stock characters
					• Describe characters through:
					  - their motives
					  - how other's react to them
					  - multiple character traits
					  - how they change over time
					• Dialogue and reported speech
					• Shifts in formality through characterisation	

			Adverbs, conjunctions and prepositions for cause (Tom was scared about the trip. He hated the sea since he'd nearly drowned on holiday last summer.)	Fronted adverbials (e.g. Feeling scared, she crept towards the empty house.) Expanded noun phrases (e.g. The ugly sister with a wart on the tip of her nose stared at her sibling.)	Relative clauses (e.g. Tristan, who had always been an unusual boy, was fascinated by rubbish.) Modal verbs and adverbs (e.g. He should have been kinder. She possibly could have been more grateful.)	Passive voice for empathy (e.g. His life has been made a misery; his family and friends had all been taken away from him.)

	Y1	Y2	Y3	Y4	Y5	Y6
Settings	Familiar settings (e.g. from real life and traditional stories)	Familiar settings based on reading (e.g. the woods, under the sea, space) Describe using expanded noun phrases	• Settings linked to different genres (e.g. historical, sci-fi, fantasy, humorous) • Describe characters' reactions to the setting (e.g. the hairs at the back of Katie's neck stood on end as she looked into the dark forest ahead of her)		• Stories with more than one main setting (e.g. flashback stories) • Make links between the setting and the character (e.g. The trees were bare and gnarled, with mysterious shadows lurking between them. A shiver ran down Katie's spine). • Make links between the setting, time and weather (e.g. Midnight. The witching hour. Above her, the sky was an expanse of black; heavy rain clouds hovered and thunder roared in the distance. A shiver ran down Katie's spine).	
			Adverbs and prepositions for time and place (e.g. Suddenly they saw the ghostly house through the trees).	Noun phrases expanded by prepositional phrases (e.g. The ghostly house at the edge of the forest)		

					Relative clauses and parenthesis (e.g. The house, which stood derelict at the edge of the woods, was ghostly.)	Use passive voice to create suspense (e.g. not a sound could be heard).

Openings	Use of story language (e.g. once upon a time, one day etc.)
	
	Introduce main character/s
		Introduce the main character/s and setting (e.g. time of day, type of weather)	• Establish the characters, setting and main problem
			• Make sure anything that the plot relies on later is referenced
			• Provide hints for the reader about a character or an object that will be important later
					• Experiment with different ways to start stories:
					  - in the middle of the action
					  - with dialogue
					  - at the end of the story (work backwards)
					  - using a prologue
					  - with a question
					  - direct address to the reader by the narrator
					• Use of foreshadowing, hints for the reader	

Endings	A final sentence (e.g. They all went home. The mouse was happy.)	A separate section (e.g. 2-4 sentences. The mouse was really happy that he tricked the Gruffalo. He was tired so he went back home to his tree and went to sleep.)	• Link the ending to the opening.
			• Explain how the main character feels at the end / how the situation has changed (e.g. Tom was really glad it was all over! At last, everyone in the town was safe.)
			• Make the resolution and the ending distinct sections
					Experiment with different strategies for ending stories:
					  - leaving it open for a sequel
					  - creating a sense of doubt as to whether its' really over e.g. They're travelling days were over. Or were they?
					  - a comment from the narrator e.g. so if you ever get the chance to go there yourself, don't forget to look out for the witches!
					  - an unexpected shock e.g. creating false sense of security, character thinks everything is fine then it all goes wrong
					  - Finally…ending, where the goal mentioned in the opening is achieved e.g. 'Finally their quest to save the town was over.'	

	Y1	Y2	Y3	Y4	Y5	Y6
Language features	• Power of 3 (e.g. He walked and he walked and he walked.) • Use familiar narrative phrases (e.g. once upon a time, happily ever after. He huffed and he puffed.)	• Power of 3 (e.g. He wore old shoes, a dark cloak and had a scruffy beard.) • Recurring language (e.g. in a land far away; long ago; once there lived; it wasn't long before; they searched far and wide)	• Power of 3 (e.g. She leapt over the gate, across the field and into the barn.) • Similes, alliteration • Range of adverbs, prepositions and conjunctions • Direct speech	• Power of 3 (e.g. The cottage was almost invisible, hiding under a thick layer of snow and glistening in the sunlight.) • Similes, hyperbole • Fronted adverbials for effect • Direct speech	• Power of 3 (e.g. The wind whistled through the trees, tickling the autumn leaves and dancing through the wood.) • Personification, metaphor, allusion (e.g. he had Herculean strength. It was a Pandora's box of horrors.) • Direct and reported speech	• Power of 3 (e.g. At once, the musty odour of ancient air hit him; a black cloud crept across his heart and his thoughts were consumed by dark shadows.) • Passive voice (e.g. to hide information, to create empathy for a character). • Extended metaphor

						- Direct and reported speech - Dialect