

Subject Curriculum Overview



English

Southwater Infant Academy
Planning and Progression

'Growing, Learning and Succeeding Together'

Curriculum Statement

Intent

Writing

At The Southwater Infant Academy we endeavour to create a love for literacy. We want every child to leave with an enthusiastic desire to write and the skills to do so. We aim to ensure that our children write confidently with independence. We aim to develop our children as good communicators ensuring that writing is given purpose and that children are skilled at writing in a variety of genres and styles. In addition to valuing the content of their written work our curriculum enables our children to spell and use age-appropriate grammar, scribing in a neat joined handwriting style.

Reading

We value reading as a life skill, and are dedicated to enabling our children to become lifelong readers with a passion for reading for pleasure. We believe reading is key for academic success and understand the importance of reading for increasing vocabulary, developing general knowledge and gaining an appreciation of other cultures. We aim to instil reading confidence in all of our children and aspire to ensure that each and every child sees themselves as a reader.

Implementation

Writing

Engaging our children in exciting, authentic half-termly, or termly themes instantly captivates through writing with a purpose. Inspiring our children through exposure to high-quality texts is crucial to ensuring excellent outcomes and high standards. To enable our children to be motivated and enthusiastic writers, a range of stimuli are offered for writing. 'Wow Starters' including but not limited to drama, role play, real-life experiences, visits and visitors and exciting events inspire and stimulate the children to write with passion and excitement. Class teachers and teaching assistants model high expectations of writing structure and organisation enabling the children to write successfully.

In the EYFS, the children are encouraged to make marks from entry. There is a literacy rich learning environment, with resources aimed to inspire writing. The children access these every day through high quality continuous provision. They begin linking sounds with letter transcription from the beginning of their phonics journey and our letter formation rhymes mean that good habits are formed from the start. The children move quickly through the progressive steps from using random letters, to letter strings, recognisable words to forming sentences which can be decoded. Early inventive spelling is expected in Reception and we encourage the children to be applying their phonic knowledge to develop their emergent writing.

In Key Stage One, the children develop their transcription skills. By the end of Year Two their writing is well presented, punctuated, spelled correctly (within the realms of age-appropriate expectations) and neat. The children are given the opportunity to re-read and edit through purple polishing to improve their writing so every piece of writing they produce is to the best of their ability and better than the last.

Throughout their time at Southwater Infants, children develop their skills by exploring a whole range of different genres, with a focus on exploring a range of models of excellence and using these to guide the drafting and editing process. We develop a genuine enjoyment of writing in all subjects across the curriculum, including English, whilst holding the highest of standards of our children.

Reading

At The Southwater Infant Academy, our children are taught to read in a variety of ways: whole class reading, guided or group reading, discrete phonics teaching, shared reading and 1:1 reading. In addition to this, each class has a range of focused rich texts to dive in to through the term including fiction, non-fiction and poetry. We really value sharing books with our children and find this is a cherished time in each classroom helping to promote reading as an enjoyable activity.

From entry in the EYFS, our children enjoy reading on a 1:1 basis with their teachers. Children across the academy take reading books to share with their adults at home. These books are sequenced according to the graphemes they contain in line with the phonics teaching sequence and are tailored to meet the needs of each individual child. The children have the opportunity to change these at regular intervals. Each classroom has a selection of books that are directly linked with the class themed unit. This offers opportunities for the children to apply their reading skills across the curriculum. Reading is celebrated throughout the year with various initiatives and incentives.

In Key Stage One, children take part in Whole Class Reading lessons throughout the week, where they are exposed to a range of different high-quality texts. Through Whole Class Reading, they are given opportunities to demonstrate their understanding and comprehension irrespective of their ability to decode. Whole Class Reading enables children who find decoding challenging to access a range of high-quality texts with a variety of rich vocabulary and engaging plots. Each classroom has a reading area that is filled with a variety of books suitable for their reading age. This is a comfortable place for children to read throughout the day and for them to have the opportunity to read the class books. We also have a targeted selection of literature suitable for individual year groups available in each class wing of our academy

At The Southwater Infant Academy, we use the systematic synthetic phonics programme '[Song of Sounds](#)' which was accredited by the DfE in Summer 2022. Children have daily phonics sessions in the Early Years and Year One and regular phonics lessons within Year Two. In both whole class and small groups, the children participate in phonics activities that are matched to their developing needs. The teachers draw upon observations, and through continuous assessment ensure children are stretched and challenged as well as identifying children who may need additional support. Children work through the 'Phonic Phases' ensuring rapid progression in phonics and excellent outcomes.

Impact

Writing

Our writing curriculum is high quality, well planned and engaging, ensuring that we are able to demonstrate clear progression for every child. The children here see themselves as writers and want to write. We measure the impact of our curriculum by reflecting on the standards achieved against the planned outcomes, and ensuring children can understand and apply the fundamental principles of spelling grammar and punctuation in their writing. Equally, providing children with the skills to evaluate, improve and redraft their writing, to enable them to become responsible, competent, confident and creative writers.

Reading

Through systematic teaching of phonics and instilling a love of reading in all of our children, we aim for children to become confident and keen readers by the end of Key Stage One. Attainment in reading is measured using teacher assessment, supported by statutory assessments at the end of Key Stage One. Attainment in phonics is measured by the Phonics Screening Check at the end of Year 1. However, 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. We give all children the opportunity to enter the magical worlds that books open up to them. We promote reading for pleasure as part of our reading curriculum. Children are encouraged to develop their own love of genres and authors and to review their books objectively. This enhances a deep love of literature across a range of genres, cultures and styles.

Phonics

Phonics are a way of decoding written letters and spoken sounds. The phonics approach teaches children to decode words by sounds, rather than recognising whole words. This approach to learning to read is recommended as the first strategy that children should be taught in helping them to read and spell.

At The Southwater Infant Academy, we use a structured phonics programme called Song of Sounds published by Collins. Children begin to learn about phonics from their first weeks in Reception and progress through the programme throughout Key Stage One. The rigorous teaching of systematic synthetic phonics is at the core of Song of Sounds. In Reception, children learn and master the 42 basic sounds (Stage 1) and then go on to learn 27 additional complex and alternative spellings in Year 1 (Stage 2). In Year 2, children go on to learn alternative spellings for known phonemes to read and spell increasingly complex words using Stage 3.

Children have access to a wide range of books in school, including phonetic reading books. These books follow the Song of Sounds progression, and are matched to children's phonic ability. They allow children the opportunity to apply their phonics learning to their reading. We mostly use Big Cat phonics books, but also supplement this with books from other publishers to offer a wider range of texts for children. As children move into Year 2 and become secure in using phonics to decode for reading, they have increasing access to a wider range of books, including real world texts.

Aims of Phonics Teaching

Although our phonics teaching is rigorous and fast paced, we believe there is no reason why phonics should be dull and repetitive. The Song of Sounds programme has a song as its core ingredient which children love to sing alongside learning all the accompanying actions. Our approach is multi-sensory and is packed alongside fun, interactive games and activities where children are encouraged to apply their new skills and embed their learning.

Our aims for the teaching of phonics are as follows:

- Teach grapheme-phoneme correspondences (GPCs) at a quick pace (around one a day).
- Immediately teach how to blend sounds into complete words for reading, e.g. the phonemes /c/ /a/ /t/ blend together to make the word "cat".
- Immediately teach how to segment words into their individual phonemes for writing, e.g. the word "bus" segments into the phonemes /b/ /u/ /s/.
- Teach key irregular words (tricky words), noting which parts of the word can be blended phonetically and which are irregular, e.g. "I", "me" and "we".
- Use decodable texts to ensure that children apply phonics knowledge to read at an age-appropriate level.
- Apply phonics skills to writing activities across the curriculum.

National Phonics Check Results

In Year 1 children are assessed on their ability to blend phonemes together to read a selection of real and non-real words. This enables us to identify children who are making progress in their acquisition of phonics skills. Children who do not pass the test in Year 1 are provided with additional support and are given the opportunity to retake the test in Year 2.

Long Term Plan

EYFS	Autumn 1 Developing kindness, and supportive relationships		Autumn 2 Respecting our environment		Spring 1 Being part of the global community			Spring 2 Being resourceful and creative			Summer 1 Respecting diversity and equality			Summer 2 Driving to aspire and achieve		
Writing	Writing own name Writing a friend's name "I am (name) I am (age)"		"To Sam I am (name)" CVC words to label pictures "To Nan from (name)" (LRRH) Gingerbread Man character labels Christmas list Letter to Santa		Label a dinosaur Passports Captions for holiday brochure "you can see" / "you can go to" Postcard from Japan Fairtrade poster (cake sale?)			(When I grow up) "I will be..." "They keep you well" (doctor/nurse) "They help us" (firefighters) "We met PC..." (police) "They look at teeth" (dentist)			Poster for sea turtle "She is lost" Sea creature riddles "It is..." / "It has..." "One day there was a crab" (Clumsy Crab retell) "One day there was a shark" (Smiley Shark retell) "One day there was a fish" (Fidgety Fish retell)			Turtle fact file - "Their eggs are little" Turtle lifecycle Butterfly lifecycle "In my bucket there is..." (Billy's Bucket) Ten Little Pirates – describe own pirate "He/she is/has" Letter to Green Wing		
Class Literature	Fiction Danny's Picture	Poetry Chop Chop Pointy Hat Five Little Pumpkins Wise Old Owl Falling Apples	Fiction Little Red Riding Hood The Three Little Pigs Jack and the Beanstalk The Gingerbread man Non-Fiction	Poetry A Basket of Apples Leaves are falling Breezy Weather Who has Seen the Wind? Cup of Tea Mice Shoes	Fiction I Live in Tokyo	Non-Fiction Texts about dinosaurs Texts about Japan	Poetry Popcorn A Little House Pancakes Let's Put on our Mittens I can Build a Snowman Carrot Nose	Fiction The Hospital Dog	Non-Fiction People who help us texts	Poetry Spring Wind Furry Squirrel Hungry Birdies A Little Seed Stepping Stones Mrs Bluebird	Fiction Commotion in the Ocean Clumsy Crab Fidgety Fish Smily Shark	Non-Fiction	Poetry I Have a Little Frog Dance Pitter Patter Sliced Bread A Little Shell Five Little Peas	Fiction Billy's Bucket Ten Little Pirates	Non-Fiction Lifecycle texts	Poetry The Fox Monkey Babies Thunderstorm Five Little Owls If I Were So Very Small Under a Stone
Phonics	Phase 1 Introduction to Sound Talk s a t p i n m d g o c k		ck e u r h b f f l l s s Revision		j v w x y z z z qu sh ch th ng ai ee igh oa			oo oo ar or ur ir ow oi nk air ear ure Revision			CVC words CVCC and CCVC words CCVCC CCCVC and CCCVCC words			Syllables Alphabetical order Upper and lower case Revision		
Handwriting	s a t p i n m d g o c k e u r h b f l				j v w x y z Capital letters The curly caterpillar family of letters The one armed robot family of letters						The long ladder family of letters The zig zag monster family of letters Capital letter families Tall small and tail letters Position on a line					
Common Exception Words	Read: a I no the to go into he she we me be you are her was all they my do some come little one				Read: where there what when out oh Mrs people their called Mr looked asked could Spell: a I no the to go into he she we me be you are her was all they my do						Spell: some come little one where there what when out Mrs people their called Mr looked asked could					

Year 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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	Developing kindness, and supportive relationships 'Wild and Wonderful'		Respecting our environment 'London's Calling'		Being part of the global community 'Didgeridoos and Kangaroos'			Being resourceful and creative 'All about me'			Respecting diversity and equality 'Once upon a tale'			Driving to aspire and achieve 'Southwater's past'			
Writing	Fiction Story-Narrative (Based on Bog Baby)	Non-Fiction Wanted poster for a friend for Blue	Non-Fiction Letter to The Browns	Fiction Narrative (adventure based on Somebody crunched Colin)	Fiction Character profile- Kevin the Koala	Non-Fiction Non-chron report on Australian Animals	Fiction Poem Cinquain poem- About themselves First person narrative- about myself	Non-fiction Fairtrade Book Week Create a poster about Rosa Parks-link to History	Fiction Narrative-retell story	Poem First person narrative about themselves	Non-Fiction- Write about reaching a goal based on Emmanuel Ofose Yeboah	Non-fiction -Non-chronological report on historical Southwater figures					
Class Literature	Fiction Bog Baby	Fiction Blue by Britta TeKentrup	Fiction Paddington's Post	Fiction Somebody crunched Colin	Poetry Rain Flowers Digging Leaves Are Green Raindrops Icicles	Fiction The Koala who could	Non-Fiction Love from Australia	Poetry Houses Owl Wild Beast Tadpole Rabbit Snail	Fiction I Am Enough by Grace Byers	Non-Fiction Rosa Parks- information poster	Poetry Things I Can Do Down is the Earth All About Me Bath Time Many Things Tommy Thumb	Fiction The last Wolf by Mini Grey	Non-Fiction We Are Together	Poetry Creepy Crawlies Bugs Buster the Fly Caterpillar The Spider Bees	Fiction Emmanuel's Dream: The True Story of Emmanuel Ofose Yeboah	Non-Fiction South waters past-history link. Making history fact file	Poetry I Want to be a Dinosaur I'm a T-Rex Oh Dinosaur Triceratops Under my Bed Diplodocus
Writing Curriculum Coverage	Labels and captions Sentences Capital letter and full stop. write between two and four meaningful, simple sentences in sequence.	- Sequence events using past tense -Capital letter and full stop. discuss what I have written with an adult/my peers. - read aloud my writing clearly to be heard by my teacher/peers -	-Capital letter and full stop. - use a capital letter for names, places, days -Use the personal pronoun 'I'. - question marks -read aloud my writing clearly to be heard by my teacher/peers	-write between two and four meaningful, simple sentences in sequence. - Capital letter and full stop. - discuss what I have written with an adult/my peers.		-exclamation marks - Capital letter and full stop. -discuss what I have written with an adult/my peers. - read aloud my writing clearly to be heard by my teacher/peers.	- use a capital letter for names, places, days write labels for diagrams and pictures. - write captions using present tense. - use a heading. -discuss what I have written with		-use -ing -Use the personal pronoun 'I'. -exclamation marks - discuss what I have written with an adult/my peers. -read aloud my writing clearly to be heard by my teacher/peers.	-suffix er and est -question marks - write labels for diagrams and pictures. - write captions using present tense. - use a heading		-write between two and four meaningful, simple sentences in sequence. -Use some traditional story language such as 'Once upon a time' and 'Happily ever after.'	- use the spelling rule for adding -s or -es nouns and verbs. - Use the personal pronoun 'I'. - discuss what I have written with an		-write between two and four meaningful, simple sentences in sequence. -read aloud my writing clearly to be heard by my teacher/peers. - up-level word choices when editing my work - add missing punctuation top	- use the prefix -un. - use a capital letter for names, places, days - question marks D and T- use simple time adverbials such as 'first' 'next'	

			<p>D and T- use simple time adverbials such as 'first' 'next' 'then' and 'finally'</p> <p>- write numbered instructions followed by imperative (bossy) verbs.</p> <p>-up-level word choices when editing my work - add missing punctuation top my work through editing.</p>	<p>- read aloud my writing clearly to be heard by my teacher/peers</p> <p>-D and T- use simple time adverbials such as 'first' 'next' 'then' and 'finally' - write numbered instructions followed by imperative (bossy) verbs.</p>		<p>-up-level word choices when editing my work - add missing punctuation top my work through editing.</p>	<p>an adult/my peers.</p> <p>-read aloud my writing clearly to be heard by my teacher/peers.</p> <p>up-level word choices when editing my work - add missing punctuation top my work through editing.</p>		<p>-up-level word choices when editing my work - add missing punctuation top my work through editing.</p>	<p>- up-level word choices when editing my work - add missing punctuation top my work through editing.</p>		<p>-exclamation marks</p> <p>- up-level word choices when editing my work - add missing punctuation top my work through editing.</p>	<p>adult/my peers.</p> <p>- read aloud my writing clearly to be heard by my teacher/peers.</p> <p>- up-level word choices when editing my work - add missing punctuation top my work through editing.</p>	<p>my work through editing.</p>	<p>'then' and 'finally'</p> <p>- write numbered instructions followed by imperative (bossy) verbs.</p> <p>- write labels for diagrams and pictures. - write captions using present tense. - use a heading</p>	
Phonics	<p>ai, ay, a-e, ee, ea, e-e, igh, ie, i-e, oa, ow, o-e, oo, ew, u-e</p> <p>Vowels and Consonants</p> <p>Long vowels and short vowels</p> <p>Long vowel revision</p>					<p>er, ur, ir, or, au, aw, ow, ou, ph, oi, oy, wh, air, are, ear, ear, ere, eer,</p> <p>Alternative pronunciations for graphemes and alternative spellings for phonemes</p>					<p>CVC, CVCC and CCVC words</p> <p>CCVCC, CCCVC and CCCVCC words</p> <p>Syllables</p> <p>Compound words</p> <p>Plurals -s and -es</p> <p>Endings -ing, -ed and -er</p>					
Handwriting	<p>Revisit the curly caterpillar family of letters</p> <p>Revisit the one-armed robot family of letters</p>	<p>Revisit the long ladder family of letters</p> <p>Revisit the zigzag monster family of letters</p>	<p>Revisit capital letter formation</p>	<p>Bottom joins ai ar au aw ay ch</p>	<p>Bottom joins ck er ew ff ir kn</p>	<p>Bottom joins ll qu sh th ur</p>										
Common Exception Words	<p>Word House revision</p> <p>today of says is his</p> <p>has your by here where</p> <p>love once ask friend school</p>					<p>put push pull full house</p> <p>our please because any many</p> <p>want water great break who whole</p> <p>move prove door poor floor eye</p> <p>shoe hour half parents busy</p>					<p>pretty beautiful Monday Tuesday Wednesday</p> <p>Friday zero one two four eight</p> <p>eleven twelve fourteen eighteen twenty</p> <p>Word Bus revision</p>					

Year 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Driving to aspire and achieve
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	Developing kindness, and supportive relationships		Respecting our environment		Being part of the global community		Being resourceful and creative			Respecting diversity and equality			
Writing	Fiction Narrative Retell story	Non-fiction- Non-chronological fact file about Mars (Headings/sub headings)	Fiction/Poem Baboon on the moon- Poem	Non-Fiction Letter writing to NASA	Fiction Narrative- Retelling	Non-Fiction Rainforest Setting Description	Fiction Diary entry- personal pronoun 'I'	Non-Fiction Non-fiction fact file- European countries (linked to The Boy who biked the world)		Fiction- Character description- Superhero	Non-Fiction Recount of the climate strike (Greta and the giants)	Fiction Innovated recount	Poetry- The Magic Pebble -poems about wishes and dreams for the future
Class Literature	Fiction Beegu by Alexis Deacon	Non- Fiction Mars fact-files	Fiction Baboon on the moon By the BFI	Non- Fiction Man on the Moon by Simon Bartram	Fiction Anansi and the Spider by Gerald Mcdermot (African traditional tale)	Non- Fiction Over and under the rainforest by Kate Wesner (Fairtrade week)	Fiction The Boy Who Biked the World by Alistair Humphreys	Non- Fiction European Fact files- Spain, France and Egypt (linked to The Boy who biked the world)	Poetry Tiger Tiger by William Blake (Creativity week)	Fiction- Lucia the Luchadora by Cynthia Leonor Garza	Non- Fiction Greta's giants by Zoe Tucker and Zoe Persico	Fiction The way back home by Oliver Jeffers	Poetry The Magic Pebble- by Roger Mcgough
Phonics / spelling	/ee/ ey, y, ie, /s/, c, se, ce, /j/, ge, dge, g, /n/, kn, gn, nn, /l/, le, el, al Conjunctions Adjectives, nouns (wow words) Question marks Expanded noun phrases/similes Commas Punctuation				/sh/, s, ti, ci, /or/, a, ar, /r/, wr, /u/, o, /o/, a, /er/, or, Syllables Commas in lists Statements, questions and exclamations Non-fiction fact file European countries (heading/sub heading) Suffix- subordination to join clauses				Adding -es to nouns and verbs ending in y Suffixes -ed, -ing, -er, -est, -y Suffixes -ment, -ness, -full, -less and -ly Contractions Homophones Expanded noun phrases Revision and consolidation of taught SPAG				
Handwriting	Bottom to c shaped joins as ea ed ng ss ig in sq		Bottom to e joins ae be de ee fe		Bottom to e joins ge ie pe se ue		Top e joins oe re ve we re			Top joins oa oo oh oi on op		Top joins or ou ov ow oy wh	
Common Exception Words	Word Bus Revision can't didn't hasn't couldn't it's I'll they're I'm I've don't can't that's there's hadn't quiet won son blue find kind mind behind child children				wild climb most only both old cold gold hold told every everybody even steak after fast last past father class grass pass plant path bath improve sure sugar should would clothes half money parents Christmas				Word Rocket Revision				

Timetable

In KS1, we run a three-week cycle for each writing unit. We believe that spending time immersing yourself into a model text (week 1), practising key skills within the genre or style of the model text (week 2) and then applying the knowledge, skills and vocabulary gained into a published piece of writing (week 3) allows our children a rich and deep learning experience.

Our model text that we immerse ourselves in in week 1 is pitched just above the GDS standard for the year group and written specifically for that unit of work. When publishing, we look for authentic and real publishing experiences to add to the purpose and audience of our writing so that children develop a love for English. This might include letter writing to prominent figures, publishing a class book or writing a presentation for an assembly for example.

In Year 1, our children will be split in to two groups. Our first group will be running through a new learning objective and work in high-performing guided groups with the class teacher and support staff. Meanwhile the second group will be focusing and applying skills and knowledge from the previous week independently.

Our writing model text will be taken from our reading rich-text that we are diving into at that point in the term. This may be rewritten by the year-group team in order to maximise learning opportunities. Parallel to this, the rich text will be used as a learning platform for our whole-class reading comprehension lessons.

A model English timetable:

KS1 English Model Timetable	Monday	Tuesday	Wednesday	Thursday	Friday
Year 1	Group 1 – Objective 1 (Group 2 – independent task from last week's objective 1)	Group 2 – Objective 1 (Group 2 – independent task from last week's objective 1)	Group 1 - Objective 2 (Group 2 – independent task from last week's objective 2)	Group 2 – Objective 2 (Group 2 – independent task from last week's objective 2)	Reading Comprehension Objective
Year 2	Objective 1 – whole class	Objective 2 – whole class	Objective 3 – whole class	Reading Comprehension Objective	Reading Comprehension Objective

Handwriting

At Southwater Infant Academy, we believe that neat, well-formed handwriting and presentation of written work will help to raise writing standards as pupils will take pride in and have a sense of ownership of their work. Through outlining our overview of handwriting for the academy, we hope to:

- raise standards in writing across the school
- develop a consistent approach across the school when teaching handwriting and about the presentation of work
- to adopt a common approach towards handwriting by all teaching and learning staff when writing in pupils' books, on whiteboards or on displays
- enable all pupils to achieve a neat, legible style of handwriting with correctly formed letters
- enable pupils to develop flow and speed, so that they can eventually produce letters automatically and in their independent writing

Entitlement and curriculum provision

Handwriting is taught regularly across the school through short, focused lessons that may be linked with spelling or phonics objectives. The teaching of handwriting generally occurs outside of English lessons, although shared and guided writing sessions also provide additional opportunities for the modelling and monitoring of handwriting.

Teaching and learning

Handwriting is a skill which needs to be taught explicitly. Since handwriting is essentially a movement skill, correct modelling of the agreed style by the class teacher is very important; it is not sufficient to require pupils to copy models from a published scheme or worksheet. Consistency in the attitudes displayed, the methods employed and the models provided is the key to effective learning. A mixture of whole class, small group and individual teaching is planned.

The role of the teacher

- To follow the school's handwriting and presentation policy to support each child develop a legible and fluent handwriting style
- To provide direct teaching and accurate modelling
- To provide resources and an environment which promotes good handwriting
- To observe pupils, monitor progress and determine targets for development

EYFS

The emphasis throughout Reception is movement rather than neatness. Letter formation (beginning at the correct entry point and then moving in the correct direction) learned at this early stage becomes automatic and has a profound influence on later fluency and legibility.

To aid movement, close attention is given to pencil grip, correct posture, the positioning of the paper and the organisation of the writing space. Class teachers are vigilant to ensure bad habits do not become ingrained and that specific needs of left-handed pupils (for example, additional tracking and tracing of letters at the pre-writing stage) and those with additional needs are met. Prior to children developing the skills they need to write independently; teachers often scribe children's ideas for them. Scribing for children is an opportunity to model constructive posture for writing, pencil grip and letter formation; all of which help develop children's awareness of all these aspects of the writing process.

In the pre-communicative stage, pupils play with writing and these experiments are recognised and praised as an important stage in the pupil's understanding that marks on paper convey meaning. Pupils are given the opportunity to experiment with a range of writing materials and implements; a multi-sensory approach is used to help pupils feel the movement in the hand.

In EYFS, opportunities for developing gross and fine motor skills are provided on a daily basis. Early on in our Discover Learning Phase reception pupils begin to practise correct letter formation and handwriting in conjunction with graphemes taught in phonics to ensure good habits are embedded from early on.

Practical activities prior to formal handwriting practise should focus on developing both gross- and fine-motor skills. Teachers use a range of approaches to develop the following gross-motor skills; hand-eye coordination, bilateral integration and proximal muscle strength and stability. Pupils must have sufficient opportunity to develop these skills before they can master control over fine-motor movements. To develop overall fine-motor skills, opportunities to explore the following movement groups should be provided; whole hand squeezing, finger pinching, wrist twisting and coordination skills.



Whole hand squeezing



Finger pinching



Wrist twisting



Hand-eye coordination

Activities to develop gross-motor skills:

- Large scale painting and chalking outside
- Air writing patterns and dancing with ribbons
- Climbing
- Pushing or pulling heavy objects
- Crossing the midline and 'lazy 8' movements

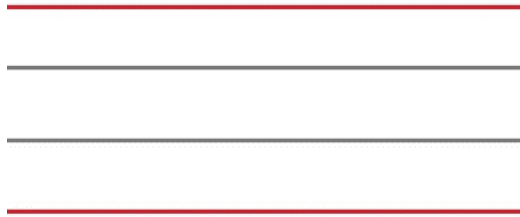
Activities to develop fine-motor skills:

- Den building using small and large pegs
- Picking up objects using tweezers
- Painting using cotton buds
- Manipulating nuts and bolts
- Screwing and unscrewing bottle tops
- Threading and sewing
- Scissor skills

KS1

Building on the EYFS, pupils in KS1 develop a legible style, begin to form basic joins and by the end of Year 2, fluidly join in their own legible style. All handwriting lesson tasks are to be completed in handwriting books. This is dependent on ability and not the age of the pupils. This is achieved in Year 1 by developing a comfortable and efficient pencil grip and by practising handwriting in conjunction with spelling and independent writing. Correct letter orientation, formation and proportion are taught in line with the school's agreed handwriting style. This continues in Year 2.

In KS1, one whole-class lesson will be taught per week; handwriting will be modelled and taught indirectly through daily English lessons.



An example of guided handwriting lines used in books.



Long Ladder Letters

One-Armed Robot Letters

Curly Caterpillar Letters



Zig Zag Monster Letters

Effectively editing a piece of work can often be a difficult skill to master. Being able to identify where you have made mistakes and know how to improve something you have already finished can be difficult. However, editing a piece of writing is something that all adults do, sometimes on a daily basis depending on where they work. For this reason, we believe that the children at SIA should learn to become independent editors of their own work by the time they leave us. The editing process involves children drawing upon everything they have learnt up to that given point. This can often be overwhelming for children and therefore time to reflect and prompts from teachers can often be needed. In order for children to become independent, effective editors, direct teaching of editing skills is needed.

Children will learn to edit through short editing lessons and at a given point in every unit of work, during application week, children will have specific editing sessions where they will focus on independently applying editing skills such as editing to improve and editing to correct. The aim of this is to impact on subsequent pieces of work and encourage the children to always think of ways to improve their writing to have the most impact on the intended audience. Children will use 'purple polishing' pens to make revisions to their work, demonstrating that editing is discrete and vital part of the writing process.

Spelling

The teaching of spelling is embedded throughout our curriculum here at SIA from reading lessons, to subject specific vocabulary acquisition, to writing warm-ups, all the way through to specific lessons on spelling patterns. Our progression of spelling is outlined below in our Progression of Knowledge and Skills below. In addition to this we use Word House Spelling. Word House Spelling is focused around learning the spellings of common exception words to apply within a child's written work. Children will work in a small group engaging in fun ways to learn the spelling of words. This intervention uses a multisensory approach meaning that children practise their spellings in lots of different ways. They enjoy the achievement of working through the word houses as they progress.

Intended outcomes of Word House Spellings: ☒

To improve the fluency with which they are able to spell common exception words ☒

To increase their enjoyment of spelling and reduce their anxieties about spelling. ☒

To increase the number of year one common exception and curriculum words they are able to spell. ☒

To develop an understanding of when phonics can and can't help.

Speaking, Listening and communication

At SIA, all pupils will be given the opportunity to participate in a range of presentations and performances. Children will be able to: ☒

Speak clearly and fluently with increased confidence. ☒

Listen attentively and respond to others, expressing their opinions and justifying their views. ☒

Question, consider and evaluate the views of others ☒ Develop a wide and interesting vocabulary. ☒

Develop listening and comprehension skills through group discussion and interaction. ☒

Express opinions, articulate feelings and form responses to instructions including debate. ☒

Experience a range of drama activities including working in role, presenting drama and stories to others, scripting and performing in plays and responding to performances.

Punctuation and Grammar

Grammar and punctuation knowledge and skills are taught through embedded tasks within our English lessons. Teachers plan to teach the required skills through the genres of writing that they are teaching, linking it to the genre in order to achieve the intended writing outcome. Teachers sometimes focus on particular grammar and punctuation skills as stand-alone lessons, if they feel that the class/or a specific group need additional lessons to embed and develop their understanding or to consolidate skills.

Feedback

Adult feedback and self-assessment have the greatest impact on writing quality, so we prioritise this at SIA. Teachers will help pupils with self-assessment, including understanding how to assess their work against the aims of that work. Feedback is ‘a recipe for future action’ and teachers use modelling and feedback that is specific rather than general, such as ‘Can you add the key terms “urban” and “rural” to your response?’ instead of ‘You need to use more sophisticated vocabulary’. Feedback is immediate and precise when pupils are learning new knowledge and skills in order to prevent them from making errors and developing misconceptions. Pupils will respond to written feedback in ‘purple polishing’ pens in KS1 outside of maths lessons.

Writing Assessment

Our formative assessment allows teachers to identify gaps in pupils’ component knowledge and adjust the curriculum and pedagogy to take account of these. At SIA, our formative tasks could include asking pupils a series of questions on a particular section or aspect of a text, or include specific practice activities, focused on areas where pupils need to improve, such as specific spellings or learning to use particular punctuation, embed a quotation or edit an ending.

Summative assessment is used at the end of a unit and for a piece of writing that has been independently written and chosen for an assessment piece, teachers will use the following frameworks in KS1:

Year 1 Teacher Assessment Framework							
Name:							
WORKING TOWARDS THE EXPECTED STANDARD							
Text Type	Piece 1	Piece 2	Piece 3	Piece 4	Piece 5	Piece 6	Ad
Beginning to write some simple sentences correctly.							
Showing an awareness of capital letters and full stops.							
Spelling some Year 1 Common Exception words correctly.							
Forming letters and digits mostly correctly although size may be irregular.							
Using spaces between words.							
Segmenting spoken words into phonemes and representing these with graphemes, spelling some words correctly and making phonetically plausible attempts at others.							
WORKING AT THE EXPECTED STANDARD							
Writing simple sentences that make sense.							
Sequencing sentences to form own short narratives.							
Demarcating some sentences using capital letters and full stops.							
Using adjectives in simple sentences.							
Beginning to use a range of sentence starters including time conjunctions to order writing.							
Joining words and sentences using the conjunction and.							
Using a capital letter for some proper nouns.							
Beginning to use exclamation marks and questions marks.							
Beginning to use some prefixes and suffixes where no change to the spelling of the root word (un-, -s, -th, -ness, -ly, -ful, -less, -ly).							
Segmenting spoken words - spelling many correctly and making phonetically plausible attempts at others.							
Spelling many Y1 common exception words.							
Forming capital letters and digits correctly - using a consistent size and beginning in the correct place.							
Using spacing between words that reflects the size of the letters.							
WORKING AT GREATER DEPTH WITHIN THE EXPECTED STANDARD							
Beginning to show awareness of the reader and purpose.							
Beginning to use what they have read to inform their writing.							
Having neat and legible writing of a consistent size.							
Demarcating most sentences with capital letters and full stops.							
Spelling most of the Year 1 Common Exception words.							
Adding a range of suffixes correctly when no change to the root word is needed.							
Reading and checking own work and make simple edits.							

Year 2 Teacher Assessment Framework							
Name:							
WORKING TOWARDS THE EXPECTED STANDARD:							
Text Type	Piece 1	Piece 2	Piece 3	Piece 4	Piece 5	Piece 6	Ad
Write sentences that are sequenced to form a short narrative (real or fictional)							
Demarcate some sentences with capital letters and full stops							
Segment spoken words into phonemes and represent these by graphemes, spelling some words correctly and making phonically-plausible attempts at others							
Spell some common exception words							
Form lower-case letters in the correct direction, starting and finishing in the right place							
Form lower-case letters of the correct size relative to one another in some of their writing							
Use spacing between words.							
WORKING AT THE EXPECTED STANDARD							
Write simple, coherent narratives about personal experiences and those of others (real or fictional)							
write about real events, recording these simply and clearly							
Use conjunctions to join clauses:							
co-ordination (e.g. or / and / but)							
some subordination (e.g. when / if / that / because)							
Demarcating most sentences with:							
capital letters and full stops							
question marks							
Use present and past tense mostly correctly and consistently							
Segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others							
Spell many common exception words							
Form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters							
Use spacing between words that reflects the size of the letters.							
WORKING AT GREATER DEPTH WITHIN THE EXPECTED STANDARD							
Write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing.							
Make simple additions, revisions and proof-reading corrections to their own writing							
Use the punctuation taught at key stage 1 mostly correctly							
Spell most common exception words							
Add suffixes to spell most words correctly in their writing (e.g. -ment, -ness, -ful, -less, -ly)							
Use the diagonal and horizontal strokes needed to join some letters							

Re

In addition to the end of KS1 Reading SATs papers and audio recordings of children reading, at SIA we are continually formatively assessing pupils' reading. Pupils are constantly exposed to reading. Whether it is during phonics lessons, 1-1 reading sessions with parents, guided group reading, whole class reads, reading in the wider curriculum or just reading for pleasure, we ensure that all pupils are regularly read to and heard reading. It is integral to all areas of learning. We use the following assessment trackers to make notes and assess pupils' reading ability on a continual basis, which are used by multiple members of staff that work with the child.

Year 1 Group Reading Record		
Class:		
Reading Group:		
	Step	Initial & date children secure within this step
C o m p r e h e n s i o n	I listen to and discuss a wide range of poems, stories and non-fiction that are read to me	
	I link what I read or hear to my own experiences	
	I am very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics	
	I recognise and join in with predictable phrases	
	I appreciate rhymes and poems, and can recite some by heart	
	I can discuss word meanings, linking new meanings to those already known	
	I draw on what I already know or on background information and vocabulary provided by the teacher	
	I check that the text makes sense as I read, and I correct inaccurate reading	
	I can discuss the significance of the title and events	
	I can make inferences on the basis of what is being said and done	
	I can predict what might happen on the basis of what has been read so far	
	I participate in discussions about what is read to me, taking turns and listening to what others say	
	W o r d R e a d i n g	I apply phonic knowledge and skills as the route to decode words
	I respond speedily with the correct sound to graphemes for all 40+ phonemes, including alternative sounds for graphemes	
	I read accurately by blending sounds in unfamiliar words containing GPCs that have been taught	
	I can read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word	
	I can read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings	
	I can read other words of more than one syllable that contain taught GPCs	
	I can read words with contractions and I understand that the apostrophe represents the omitted letter(s)	
	I can read books aloud, accurately, that are consistent with my phonic knowledge and that do not require other strategies	
	I reread books to build up my fluency and confidence in word reading	

Year 2 Group Reading Record		
Class:		
Reading Group:		
	Step	Initial & date children secure within this step
C o m p r e h e n s i o n	I listen to, discuss and express views about a wide range of contemporary and classic poetry, stories and non-fiction that are read to me	
	I can discuss the sequence of events in books and how items of information are related	
	I am becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales	
	I am aware of non-fiction books that are structured in different ways	
	I recognise simple recurring literary language in stories and poetry	
	I can discuss and clarify the meanings of words, linking new meanings to known vocabulary	
	I can discuss my favourite words and phrases	
	I am building up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear	
	I draw on what I already know or on background information and vocabulary provided	
	I check that the text makes sense as I read, and correct inaccuracies	
	I make inferences	
	I answer and ask questions.	
	I predict what might happen next on the basis of what has been read so far.	
	I join in with discussions about books, poems and other works.	
	I explain and discuss my understanding of books, poems and other works.	
W o r d R e a d i n g	I apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent	
	I read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes	
	I can read accurately words of two or more syllables	
	I can read words containing common suffixes	
	I can read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word	
	I can read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered	
	I can read aloud books closely matched to my phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation	
	I reread books to build up my fluency and confidence in word reading	

Progression of Skills and Knowledge

English Area	EYFS	Year 1	Year 2
Decoding	<ul style="list-style-type: none"> - apply their phonics knowledge to decode regular words and read them aloud accurately. - read words that are consistent with their phonics knowledge by sound blending. - read some common irregular words - say a sound for each letter of the alphabet - read at least 10 digraphs 	<ul style="list-style-type: none"> - apply phonic knowledge to decode words - speedily read all 40+letters/groups for 40+ phonemes - read accurately by blending taught GPC - read common exception words - read common suffixes (-s, -es, -ing, -ed, etc.) - read multisyllable words containing taught GPCs - read contractions and understanding use of apostrophe - read aloud phonically-decodable texts 	<p>Secure phonic decoding until reading is fluent:</p> <ul style="list-style-type: none"> *read accurately by blending, including alternative sounds for graphemes *read multisyllable words containing these graphemes *read common suffixes *read exception words, noting unusual correspondences *read most words quickly & accurately without overt sounding and blending
Range of Reading	<ul style="list-style-type: none"> - listen to and discuss a range of rhymes, poems, stories and non-fictions texts. - use new vocabulary when discussing these texts and relate to own experiences during role-play. 	<ul style="list-style-type: none"> - listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently - be encouraged to link what they read or hear read to their own experiences 	<ul style="list-style-type: none"> - listen to, discuss and express views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently
Familiarity with texts	<ul style="list-style-type: none"> - memorise storylines through story language, key information, story maps and actions to re-tell events. 	<ul style="list-style-type: none"> - become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics - recognise and joining in with predictable phrases 	<ul style="list-style-type: none"> - become increasingly familiar with and retell a wider range of stories, fairy stories and traditional tales - recognise simple recurring literary language in stories and poetry
Poetry and performance	<ul style="list-style-type: none"> -Learn some rhymes and poems and being able to recall these. 	<ul style="list-style-type: none"> - learn to appreciate rhymes and poems, and to recite some by heart 	<ul style="list-style-type: none"> - continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear
Word Meanings	<ul style="list-style-type: none"> - learn new vocabulary and discuss the meaning and context. 	<ul style="list-style-type: none"> - discuss word meanings, linking new meanings to those already known 	<ul style="list-style-type: none"> - discuss and clarify the meanings of words, linking new meanings to known vocabulary - discuss their favourite words and phrases

Understanding	<ul style="list-style-type: none"> - ask questions about words they don't understand to clarify their meaning. - use what they know and have been taught to make sense of what they have read. 	<ul style="list-style-type: none"> - draw on what they already know or on background information and vocabulary provided by the teacher - check that the text makes sense to them as they read and correcting inaccurate reading 	<ul style="list-style-type: none"> - discuss the sequence of events in books and how items of information are related - draw on what they already know or on background information and vocabulary provided by the teacher - check that the text makes sense to them as they read and correcting inaccurate reading
Inference	<ul style="list-style-type: none"> - discuss events in stories and giving own opinions. 	<ul style="list-style-type: none"> - discuss the significance of the title and events - make inferences on the basis of what is being said and done 	<ul style="list-style-type: none"> - make inferences on the basis of what is being said and done - answer and ask questions
Prediction	<ul style="list-style-type: none"> - make predictions about what might happen next using pictures and text. 	<ul style="list-style-type: none"> - predict what might happen on the basis of what has been read so far 	<ul style="list-style-type: none"> - predict what might happen on the basis of what has been read so far
Non-fiction	<ul style="list-style-type: none"> - read and experiencing a range of non-fiction books with adults in continuous provision. 		<ul style="list-style-type: none"> - be introduced to non-fiction books that are structured in different ways
Discussing reading	<ul style="list-style-type: none"> - retell stories and narratives in their own words and adding new vocabulary. - discuss key events 	<ul style="list-style-type: none"> - participate in discussion about what is read to them, taking turns and listening to what others say - explain clearly their understanding of what is read to them 	<ul style="list-style-type: none"> - participate in discussion about books, poems & other works that are read to them & those that they can read for themselves, taking turns and listening to what others say - explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves
Spoken language	<ul style="list-style-type: none"> - listen carefully and respond appropriately when being read to and during whole-class and small group discussions; - make comments about what they have heard and ask questions to clarify their understanding; - offer explanations for why things might happen, making use of new vocabulary from stories, non-fiction, rhymes and poems when appropriate; - express their ideas using full sentences, with modelling and support from their teacher. 	<ul style="list-style-type: none"> - listen and respond appropriately to adults and their peers. - ask relevant questions to extend their understanding and knowledge. - use relevant strategies to build their vocabulary. - express their ideas using full sentences 	<ul style="list-style-type: none"> - listen and respond appropriately to adults and their peers. - ask relevant questions to extend their understanding and knowledge. - use relevant strategies to build their vocabulary. - articulate and justify answers, arguments and opinions.

<p>Spelling</p>	<ul style="list-style-type: none"> - write recognisable letters, most of which are correctly formed; - use my phonics knowledge to write words in ways that match my spoken sounds - write simple common words - spell words by identifying sounds in them and representing the sounds with a letter or letters; 	<ul style="list-style-type: none"> - spell words containing each of the 40+ phonemes already taught. - spell common exception words. - spell days of the week. - name the letters of the alphabet in order and use letter names to distinguish between alternative spellings of the same sound - use the spelling rule for adding –s or –es nouns and verbs. - use the prefix –un. - use –ing, -ed, -er and –est where no change is needed in the spelling of root words. - apply simple spelling rules - write from memory simple sentences dictated by a teacher that include GPCs and tricky words taught so far. 	<ul style="list-style-type: none"> - spell by segmenting spoken words into phonemes and represent these by graphemes spelling many correctly. - learn new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones. - spell common exception words. - spell words with contracted forms. - use the possessive apostrophe. - distinguish between homophones and near homophones. - add suffixes to spell longer words, including –ment, -ness, -ful, -less, -ly. - apply spelling rules - write from memory simple sentences dictated by the teacher that include GPCs, tricky words and punctuation.
<p>Sentence and Grammar</p>	<ul style="list-style-type: none"> - think and say and read a sentence. - write simple phrases and sentences that can be read by myself and others. - write some words are spelt correctly and others are phonetically plausible. - leave a finger space between each word. - use a full stop and capital letter in my sentence. 	<ul style="list-style-type: none"> - think, say, write, read a sentence. - recognise when a sentence makes sense. - write between two and four meaningful, simple sentences in sequence. - leave appropriately sized spaces between words. - write a compound sentence using the conjunction ‘and.’ - discuss what I have written with an adult/my peers. - read aloud my writing clearly to be heard by my teacher/peers. - use singular and plural forms in both spoken and written language. 	<ul style="list-style-type: none"> - write ideas and/key words including new vocabulary. - write between twelve and twenty sentences in sequence. - write compound sentences using a range of conjunctions. - use different sentences: statement, question, exclamation and command. - identify the four main word groups; noun, adjective, verb and adverb. - use adjectives, verbs (eg. synonyms for said) and adverbs to make my sentences more powerful. - use expanded noun phrases. - use the present and past tenses correctly and consistently. - use subordination and co-ordination. - read aloud what I have written with appropriate intonation to make the meaning clear.

Punctuation	<ul style="list-style-type: none"> - use capital letters, finger spaces and full stops in my sentence. 	<ul style="list-style-type: none"> - sometimes use a full stop, capital letter, question mark or exclamation mark to correctly to demarcate each sentence - use a capital letter for names, places, days and the personal pronoun 'I'. 	<ul style="list-style-type: none"> - use full stops, capital letters, commas in lists, question marks, exclamation marks and apostrophes for contracted forms and the possessive (singular).
Drafting, Editing and Proof-reading (purple pen objectives)	<ul style="list-style-type: none"> - read my own writing. - identify and correct some errors in my own work (finger spaces, capital letters and full stops and some missing words) - begin to use a purple pen to edit my work. 	<ul style="list-style-type: none"> - read my own writing aloud. - spot missing CL and FS in my sentences. - up-level word choices when editing my work - add missing punctuation top my work through editing. 	<ul style="list-style-type: none"> - re-read to check that my writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form. - proof read to check for errors in spelling, grammar and punctuation. - evaluate my writing with my teacher/peers edit words and phrases to make the language choices more adventurous. I can use editing to correct punctuation and grammar mistakes following feedback.
Narrative	<ul style="list-style-type: none"> -Beginning to use story language and narrative in their writing. -Writing sentences about stories they have read 	<ul style="list-style-type: none"> -Write using past tense to sequence events. -Use some traditional story language such as 'Once upon a time' and 'Happily ever after.' -Use simple time connectives to sequence events and show beginning, middle and end. 	<ul style="list-style-type: none"> -Write in detail a beginning, middle and end. -Use extended time connectives. -Describe setting using noun phrases. -Write a character description by using ly adverbs, alternative verbs and adverbial phrases. -Use adjectives. -Use a range of openers. -Use simple similes.
Poetry (reading and performing)	<ul style="list-style-type: none"> -To recognise basic rhyme in poems -Recite some well known poems 	<ul style="list-style-type: none"> • learning to appreciate rhymes and poems, and to recite some by heart 	<ul style="list-style-type: none"> • continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear
Poetry (Writing and Genres)	<p>Poetry will be incorporated each term.</p> <ul style="list-style-type: none"> -Innovate a well-known rhyme (verbally) -Alphabet list poems 	<p>Minimum of 2 Poetry units to be taught in the year, taken from:</p> <ul style="list-style-type: none"> -Alliterative List Poems 	<p>Minimum of 2 Poetry units to be taught in the year, taken from:</p> <ul style="list-style-type: none"> -Acrostic Poems -Tongue Twisters -Shape Poem

	-Rhyming Couplets -Performance poetry	-Rhyming couplets -Innovate a well-known rhyme -Performance poetry	-Simple riddles -Performance poetry
Non-Fiction	<ul style="list-style-type: none"> - sequence events in order. - write labels for diagrams and pictures. - write captions - write simple instructions in chronological order. - begin to write numbered instructions about something they have done/ learnt 	<ul style="list-style-type: none"> -Write a simple sentence using past tense to sequence events. - sequence a wider variety of events. - use simple time adverbials such as 'first' 'next' 'then' and 'finally.' - write labels for diagrams and pictures. - write captions using present tense. - use a heading. - write simple instructions in chronological order. - write sentences that begin with simple time adverbials followed by imperative (bossy) verbs. - write numbered instructions followed by imperative (bossy) verbs. 	<ul style="list-style-type: none"> -Include where, when, what and who detail when planning and writing. - use consistent past tense with increasing accuracy. - write a final sentence as an opinion or reflection. - use time adverbials eg. after that, soon, later, eventually accurately - use adjectives accurately - use an introductory sentence effectively - organise information into subheadings. - use consistent present tense sentences. - improve noun phrases using alternative nouns and improve verbs (technical vocabulary). - include adjectives and adverbs. - use a title. -Number and/or bullet point instructions where appropriate - occasionally use adverbs of manner to explain how verbs happen. - use key words/imperative verbs. - include a comma separated list within a sentence. - use simple catchphrases and questions

Recommended Reads

Reception	Year 1	Year 2
<u>Fiction</u> Burglar Bill by Allan Ahlberg	<u>Fiction</u> Not Now Bernard by David McKee Grandad's Secret Giant by David Litchfield	<u>Fiction</u> Traction Man is Here by Mini Grey The Bear & The Piano by David Litchfield

<p>Supertato by Sue Hendra Elmer by David McKee Zim Zam Zoom by James Carter We're Going On A Bear Hunt by Michael Rosen Handa's Surprise by Eileen Browne Oi Frog! by Kes Gray One Day On Our Blue Planet: In The Savannah by Ella Bailey Suddenly! by Colin McNaughton Hooray for Fish! by Lucy Cousins Pattan's Pumpkin: An Indian Flood Story by Chitra Soundar Surprising Sharks by Nicola Davies Hairy Maclary from Donaldson's Dairy by Lynley Dodd Bears Don't Eat Egg Sandwiches by Julie Fulton All Aboard For Bobo Road by Stephen Davies Mog The Forgetful Cat by Judith Kerr Tad by Benji Davies The Runaway Wok: A Chinese New Year Tale by Ying Chang Compestine The Fish Who Could Wish by John Bush Blue Monster Wants It All! by Jeanne Wills Aliens Love Underpants by Claire Freedman by Various Six Dinner Sid by Inga Moore You Choose by Pippa Goodhart The Gruffalo by Julia Donaldson How To Catch A Star by Oliver Jeffers Puffin Peter by Petr Horacek You Can't Take An Elephant On The Bus by Patricia Cleveland-Peck Harry & The Bucketful of Dinosaurs by Ian Whybrow Aaaarrgghh Spider! by Lydia Monks Whatever Next! by Jill Murphy I am a Tiger by Karl Newson Naughty Bus by Jan Oke Small Knight & George & The Royal Chocolate Cake by Ronda Armitage Anna Hibiscus' Song by Atinuke</p>	<p>The Tiger Who Came To Tea by Judith Kerr Man On The Moon by Simon Bartram Where The Wild Things Are by Maurice Sendak Ruby's Worry by Tom Percival Mr Wolf's Pancakes by Jan Fearnley That Rabbit Belongs To Emily Brown by Cressida Cowell Funnybones by Allan & Janet Ahlberg Clever Polly & The Stupid Wolf by Catherine Storr Stick Man by Julia Donaldson Meerkat Mail by Emily Gravett Daisy Eat Your Peas by Kes Gray Anna Hibiscus by Atinuke Winnie and Wilbur: Winnie The Witch by Valerie Thomas Zeraffa Giraffa by Dianna Hofmeyr Fox in the Dark by Alison Green The Adventures Of The Wishing Chair by Enid Blyton The Rainbow Fish by Marcus Pfister Baby Brains by Simon James The Lighthouse Keeper's Lunch by Ronda Armitage Nimesh the Adventurer by Ranjit Singh Pumpkin Soup by Helen Cooper Paddington by Michael Bond Dogger by Shirley Hughes Sophie's Snail by Dick King-Smith Toys In Space by Mini Grey The Giant Jam Sandwich by John Vernon The Storm Whale by Benji Davies Would You Rather by John Burningham Gorilla by Anthony Browne The Night Pirates by Peter Harris Amazing Grace by Mary Hoffman Tree by Patricia Hegarty Lost & Found by Oliver Jeffers Peace at Last by Jill Murphy</p> <p><u>Poetry</u> Chocolate Cake by Michael Rosen</p>	<p>The Hodgeheg by Dick King Smith Mr Big by Ed Vere Marge in Charge by Isla Fisher There's Room For Everyone by Anahita Teymorian Flat Stanley by Jeff Brown The Troll by Julia Donaldson The Three Little Wolves & The Big Bad Pig by Eugene Trivizas Captain Flinn & The Pirate Dinosaurs by Giles Andreae Wigglesbottom Primary The Magic Hamster by Pamela Butchart Isadora Moon Goes To School by Harriet Muncaster Spider: The World's Smallest Secret Agent by Matt Carr Into The Forest by Anthony Browne Beegu by Alexis Deacon Gregory Cool by Caroline Birch The Book With No Pictures by BJ Novak Billy & The Beast by Nadia Shirlene This Book Just Ate My Dog by Richard Byrne Mrs Wobble & The Waitress by Janet & Allen Ahlberg Leaf by Sandra Dieckmann Professor Astro Cat's Space Rocket by Dominic Walliman The Rainbow Bear by Michael Morpurgo The Way Back Home by Oliver Jeffers Lila and the Secret Of The Rain by David Conway Hotel Flamingo by Alex Milway John Patrick Norman McHennessy, The Boy Who Was Always Late by John Burningham The Diary Of A Killer Cat by Anne Fine The Colour Of Home by Mary Hoffman Oliver & The Seawigs By Philip Reeve & Sarah McIntyre Little Mouse's Big Book Of Fears by Emily Gravett Grandad's Island by Benji Davies What's Under The Bed? By Mick Manning Mr Majeika by Humphrey Carpenter The Wall In The Middle Of The Book by Jon Agee Dougal's Deep-Sea Diary by Simon Bartram</p>
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<p>Farmer Duck by Martin Waddell The Teddy Robber by Ian Beck Oi! Get Off Our Train by John Burningham Shark in the Park! by Nick Sharratt</p> <p><u>Poetry</u> Out & About: A First Book Of Poems by Shirley Hughes A Great Big Cuddle: Poems for the Very Young by Michael Rosen Wriggle & Roar! Rhymes To Join In With by Julia Donaldson All Join In by Quentin Blake</p> <p><u>Non-fiction</u> William Bee's Wonderful World of Tractors & Farm Machines by William Bee My Encyclopaedia of Very Important Animals by DK Let's Build A House: A Book About Buildings & Materials by Mick Manning Peep Inside Night-Time by Anna Milbourne Yucky Worms by Vivian French Chickens Aren't The Only Ones by Ruth Heller</p>	<p>The Puffin Book Of Fantastic First Poems By June Crebbin & Various Poets When We Were Young by AA Milne</p> <p><u>Non-Fiction</u> A First Book Of Nature by Nicola Davies Professor Astro Cat's Human Body by Dominic Walliman We Build Our Homes by Laura Knowles Once Upon A Raindrop: The Story Of Water by James Carter Great Women Who Worked Wonders by Kate Pankhurst A Cat's Guide To The Night Sky by Stuart Atkinson One Day So Many Ways by Laura Hall The Big Book Of Bugs by Yuval Zommer Actual Size by Steve Jenkins</p>	<p><u>Poetry</u> I Thought I Heard A Tree Sneeze by Brian Moses A First Poetry Book by Pie Corbett Perfectly Peculiar Pets by Elli Woollard</p> <p><u>Non-fiction</u> The Big Book Of The Blue by Yuval Zommer The Clue Is In The Poo And Other Stuff Too by Andy Seed Growing Frogs by Vivian French A Planet Full Of Plastic by Neal Layton Wonderful World Of Trains & Boats & Planes by William Bee A Beetle Is Shy by Dianna Hutts</p>
<p style="text-align: center;"><u>Year 1 & 2 Geography and Science</u> Jim & The Beanstalk by Raymond Briggs Ten Seeds by Ruth Brown Eddie's Garden & How to Make Things Grow by Sarah Garland Tree: Seasons Come, Seasons Go by Patricia Heggarty & Britta Tekentrup A Little Guide to Wild Flowers by Charlotte Voake Plants (Amazing Science) by Sally Hewitt Froggy Day by Heather Pindar Lila & The Secret of Rain by David Conway The Rhythm of Rain by Grahame Baker-Smith Secrets of Winter by Carron Brown Lift the Flap Questions & Answers About Weather by Katie Daynes A Year In Nature: A Carousel Book Of The Seasons by Hazel Maskell Why Do Leaves Fall From Trees? by Ruth Owen Project Weather by Philip Steele</p>		