



## Intent for our Readers and Writers

English is at the heart of our curriculum and is designed to be challenging, inspiring and most of all, engaging, for all our pupils. Across each two year phase of vertically grouped classes, pupils will have the opportunity to access a wide range of different texts, both fiction and non-fiction as well as a variety of poetry forms, which builds upon previous knowledge of texts and genres. Through careful text selection the pupils learn historical and geographical facts, gain a breadth of past and current world issues as well as stories and ideas from different cultures and communities. These texts challenge the pupils' thinking as well as expanding their vocabulary, beyond what they would use in every day speech. Our intention for all pupils is that the English curriculum deepens their awareness of a wide range of texts whilst promoting a love of reading. The English curriculum is designed to build upon children's knowledge gained in Early Years so that they can continue to develop, master, use and apply their increasing phonological awareness in both their reading and writing. Grammar and spelling teaching is threaded throughout the English Curriculum and uses modelled examples of sentence structures and grammar use from the different texts. Throughout the whole curriculum there are many different opportunities for writing, allowing the pupils to experience writing for a wide range of audiences. During English lessons, a variety of teaching and learning strategies are used in order to model and support the reading and writing process to ensure the pupils have the tools necessary for success. High level and subject specific vocabulary is discussed and used through all English and wider curriculum lessons.

## Characteristics of successful Reader and Writer

Reading	Writing
<ul style="list-style-type: none"> <li>• Excellent phonic knowledge and skills.</li> <li>• Fluency and accuracy in reading across a wide range of contexts throughout the curriculum.</li> <li>• Knowledge of an extensive and rich vocabulary.</li> <li>• An excellent comprehension of texts.</li> <li>• The motivation to read for both study and for pleasure.</li> <li>• Extensive knowledge through having read a rich and varied range of texts.</li> </ul>	<ul style="list-style-type: none"> <li>• The ability to write fluently and with interesting detail on a number of topics throughout the curriculum.</li> <li>• A vivid imagination which makes readers engage with and enjoy their writing.</li> <li>• A highly developed vocabulary and an excellent knowledge of writing techniques to extend details or description.</li> <li>• Well-organised and structured writing, which includes a variety of sentence structures.</li> <li>• Excellent transcription skills that ensure their writing is well presented and punctuated, spelled correctly and neat.</li> <li>• A love of writing and an appreciation of its educational, cultural and entertainment values.</li> </ul>

## Implementation of English

Our pupils are expected to develop their knowledge, skills and understanding in Reading and Writing through a range of approaches as outlined in our intent above. As a vertically grouped school, children are taught through a blended provision where expectations from both year groups are matched and pupil specific differentiation is implemented. For pupil's whose learning needs require additional focus or catch-up in comparison to their peers, the school makes use of tutoring opportunities, bespoke learning supported by Teaching Assistants and outcomes aligned to their current cognitive ability. More specifically, children experience learning as follows:

### Phonic Provision:

Falconhurst ensures that the consistent and ambitious outcomes for all children's phonological development are secured through an appropriate systematic and synthetic phonic programme (Little Wandle – Letters and Sounds Revised). All children up until such time that they meet the expected standard, engage in at least two daily phonics sessions; for those children who require acceleration, there is generally a third daily 'keep up/catch up' intervention session. Children's phonic lessons follow a prescribed approach which ensures that there is a consistent and robust methodology of revisiting, repetition and retrieval.

### Reading Lessons:

All children take part in a whole class daily reading session of a quality fiction, poetry or non-fiction text. Echo reading is modelled by the teacher to help develop children's fluency and expression, and specific vocabulary (both predetermined by the teacher and chosen by the children themselves) is discussed. Comprehension of the text is then explored through the use of questioning and activities based on the 2016 reading content domains using the acronym 'VIPERS'. Children are frequently reminded of what each letter stands for and which steps need to be followed in order to successfully use that skill as an accomplished reader.

### Home Reading:

Children are provided with an appropriate book; in KS1 each child has two books, one for pleasure (not necessarily fully decodable) and one for fluency (90% decodable). This will be determined by their phonic ability so as to be 90% decodable. For children from KS2 upwards, books

are selected informed by their Holborn reading age and Falconhurst Assessed Step. Children are expected to read this book at home and at certain points during the school day – both independently and with an adult. However, we also understand that for our older children, reading is far more than decoding a levelled book. Therefore, we encourage children to continue to explore their own reading preferences – both in print and digital format. Children are provided with a Reading Record to record their home reading and these can either be completed by guardians or the pupils themselves.

**Reading for Pleasure:**

Multiple opportunities exist for children to read for pleasure whilst at school. These may take the form of daily story time with teacher reading to children, weekly visits to the library, reading café sessions and open library times for parents to come and read with their children, reading displays and areas designed to provide the children with a range of authors, genres and settings to explore, a dedicated reading area in the classroom stocked with a range of high-quality text types and genres and an English newsletter in Upper School providing recommended reads.

**Writing through Pathways to Write:**

Our writing framework (Pathways to Write), follows a Mastery-Learning model. Key skills are taught and repeated; there are multiple opportunities throughout each unit to use and apply the skills until they can be mastered fully. Within each sequence, there are many opportunities for incidental short- burst writing with an extended written outcome built up to by the end of each unit.

A critical feature of the Pathways approach are the Gateway, Mastery and Feature keys.

*Gateway keys* are the skills that should have been previously taught. *Mastery keys* are the main skills that will be focused on throughout the unit.

*Feature keys* are the features of the writing genre that is the outcome for each unit. Each set of Feature keys has the same structure – vocabulary of the genre, how sentences and tenses are used and the overall structure of each one.

Children are provided with clear visuals relating to the keys as they are critical to their successful outcomes and independence in writing.

Spelling is pursued in addition to writing lessons and is provided to pupils grouped by ability so as to ensure accuracy of expectation.

The vertical accumulation of knowledge and skills typically expected from Years 1 to 6 is mapped below

Essential National Curriculum Opportunities Key Stage 1		Essential National Curriculum Opportunities Key Stage 2	
Reading		Reading	
<ul style="list-style-type: none"> <li>• Listen to traditional tales.</li> <li>• Listen to a range of texts.</li> <li>• Learn some poems by heart.</li> <li>• Become familiar with a wide range of texts of different lengths.</li> <li>• Discuss books.</li> <li>• Build up a repertoire of poems to recite.</li> <li>• Use the class and school libraries.</li> <li>• Listen to short novels over time.</li> </ul>		<ul style="list-style-type: none"> <li>• Read and listen to a wide range of styles of text, including fairy stories, myths and legends.</li> <li>• Listen to and discuss a wide range of texts.</li> <li>• Learn poetry by heart.</li> <li>• Increase familiarity with a wide range of books, including myths and legends, traditional stories, modern fiction, classic British fiction and books from other cultures.</li> <li>• Take part in conversations about books.</li> <li>• Learn a wide range of poetry by heart.</li> <li>• Use the school and community libraries.</li> <li>• Look at classification systems.</li> <li>• Look at books with a different alphabet to English.</li> <li>• Read and listen to whole books.</li> </ul>	
Essential Learning Objectives	Expected Outcomes End of Year 2	Expected Outcomes End of Year 4	Milestone 3 End of Year 6
To Read Words Accurately	Accurately use and apply phonic knowledge and skills as stipulated within the Little Wandle Phonics intended outcomes.	<ul style="list-style-type: none"> <li>• Apply a growing knowledge of root words, prefixes and suffixes (etymology and morphology).</li> <li>• Read further exception words, noting the spellings.</li> </ul>	<ul style="list-style-type: none"> <li>• Apply knowledge of root words, prefixes and suffixes.</li> <li>• Read age-appropriate books with confidence and fluency (including whole novels).</li> </ul>

Writing Comprehension		To Understand Texts		
		<ul style="list-style-type: none"> <li>• Discuss events.</li> <li>• Predict events.</li> <li>• Link reading to own experiences and other books.</li> <li>• Join in with stories or poems.</li> <li>• Check that reading makes sense and self-correct.</li> <li>• Infer what characters are like from actions.</li> <li>• Ask and answer questions about texts.</li> <li>• Discuss favourite words and phrases.</li> <li>• Listen to and discuss a wide range of texts.</li> <li>• Recognise and join in with (including role-play) recurring language.</li> <li>• Explain and discuss understanding of texts.</li> <li>• Discuss the significance of the title and events.</li> <li>• Make inferences on the basis of what is being said and done.</li> </ul>	<ul style="list-style-type: none"> <li>• Draw inferences from reading.</li> <li>• Predict from details stated and implied.</li> <li>• Recall and summarise main ideas.</li> <li>• Discuss words and phrases that capture the imagination.</li> <li>• Retrieve and record information from non-fiction, using titles, headings, sub-headings and indexes.</li> <li>• Prepare poems and plays to read aloud with expression, volume, tone and intonation.</li> <li>• Identify recurring themes and elements of different stories (e.g. good triumphing over evil).</li> <li>• Recognise some different forms of poetry.</li> <li>• Explain and discuss understanding of reading, maintaining focus on the topic.</li> <li>• Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</li> <li>• Predict what might happen from details stated and implied.</li> <li>• Identify main ideas drawn from more than one paragraph and summarise these.</li> <li>• Identify how language, structure and presentation contribute to meaning.</li> <li>• Ask questions to improve understanding of a text.</li> </ul>	<ul style="list-style-type: none"> <li>• Recommend books to peers, giving reasons for choices.</li> <li>• Identify and discuss themes and conventions in and across a wide range of writing.</li> <li>• Make comparisons within and across books.</li> <li>• Learn a wide range of poetry by heart.</li> <li>• Prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.</li> <li>• Check that the book makes sense, discussing understanding and exploring the meaning of words in context.</li> <li>• Ask questions to improve understanding.</li> <li>• Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</li> <li>• Predict what might happen from details stated and implied.</li> <li>• Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.</li> <li>• Identify how language, structure and presentation contribute to meaning.</li> <li>• Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.</li> <li>• Retrieve and record information from non-fiction.</li> <li>• Participate in discussion about books, taking turns and listening and responding to what others say.</li> <li>• Distinguish between statements of fact and opinion.</li> <li>• Provide reasoned justifications for views.</li> </ul>
Writing Comprehension	Write with Purpose	<ul style="list-style-type: none"> <li>• Say first and then write to tell others about ideas.</li> <li>• Write for a variety of purposes.</li> <li>• Plan by talking about ideas and writing notes.</li> <li>• Use some of the characteristic features of the type of writing used.</li> <li>• Write, review and improve.</li> </ul>	<ul style="list-style-type: none"> <li>• Use the main features of a type of writing (identified in reading).</li> <li>• Use techniques used by authors to create characters and settings.</li> <li>• Compose and rehearse sentences orally.</li> <li>• Plan, write, edit and improve.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the audience for writing.</li> <li>• Choose the appropriate form of writing using the main features identified in reading.</li> <li>• Note, develop and research ideas.</li> <li>• Plan, draft, write, edit and improve.</li> </ul>
	Use Imaginative Descriptions	<ul style="list-style-type: none"> <li>• Use well-chosen adjectives to add detail.</li> <li>• Use names of people, places and things.</li> <li>• Use well-chosen adjectives.</li> </ul>	<ul style="list-style-type: none"> <li>• Create characters, settings and plots.</li> <li>• Use alliteration effectively.</li> <li>• Use similes effectively.</li> </ul>	<ul style="list-style-type: none"> <li>• Use the techniques that authors use to create characters, settings and plots.</li> </ul>

	<ul style="list-style-type: none"> <li>Use nouns and pronouns for variety.</li> <li>Use adverbs for extra detail.</li> </ul>	<ul style="list-style-type: none"> <li>Use a range of descriptive phrases including some collective nouns.</li> </ul>	<ul style="list-style-type: none"> <li>Create vivid images by using alliteration, similes, metaphors and personification.</li> <li>Interweave descriptions of characters, settings and atmosphere with dialogue.</li> </ul>
Organise Writing Appropriately	<ul style="list-style-type: none"> <li>Re-read writing to check it makes sense.</li> <li>Use the correct tenses.</li> <li>Organise writing in line with its purpose.</li> </ul>	<ul style="list-style-type: none"> <li>Use organisational devices such as headings and sub headings.</li> <li>Use the perfect form of verbs to mark relationships of time and cause.</li> <li>Use connectives that signal time, shift attention, inject suspense and shift the setting.</li> </ul>	<ul style="list-style-type: none"> <li>Guide the reader by using a range of organisational devices, including a range of connectives.</li> <li>Choose effective grammar and punctuation.</li> <li>Ensure correct use of tenses throughout a piece of writing.</li> </ul>
Use Paragraphs	<ul style="list-style-type: none"> <li>Write about more than one idea.</li> <li>Group related information.</li> </ul>	<ul style="list-style-type: none"> <li>Organise paragraphs around a theme.</li> <li>Sequence paragraphs.</li> </ul>	<ul style="list-style-type: none"> <li>Write paragraphs that give the reader a sense of clarity.</li> <li>Write paragraphs that make sense if read alone.</li> <li>Write cohesively at length.</li> </ul>
Use Sentences Appropriately	<ul style="list-style-type: none"> <li>Write so that other people can understand the meaning of sentences.</li> <li>Sequence sentences to form clear narratives.</li> <li>Convey ideas sentence by sentence.</li> <li>Join sentences with conjunctions and connectives.</li> <li>Vary the way sentences begin.</li> </ul>	<ul style="list-style-type: none"> <li>Use a mixture of simple, compound and complex sentences.</li> <li>Write sentences that include: <ul style="list-style-type: none"> <li>conjunctions</li> <li>adverbs</li> <li>direct speech, punctuated correctly</li> <li>clauses</li> <li>adverbial phrases.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Write sentences that include: <ul style="list-style-type: none"> <li>relative clauses</li> <li>modal verbs</li> <li>relative pronouns</li> <li>brackets</li> <li>parenthesis</li> <li>a mixture of active and passive voice</li> <li>a clear subject and object</li> <li>hyphens, colons and semi colons</li> <li>bullet points.</li> </ul> </li> </ul>
Transcription Present Neatly	<ul style="list-style-type: none"> <li>Sit correctly and hold a pencil correctly.</li> <li>Begin to form lower-case letters correctly.</li> <li>Form capital letters.</li> <li>Form digits 0-9.</li> <li>Understand letters that are formed in similar ways.</li> <li>Form lower-case letters of a consistent size.</li> <li>Begin to join some letters.</li> <li>Write capital letters and digits of consistent size.</li> <li>Use spacing between words that reflects the size of the letters.</li> </ul>	<ul style="list-style-type: none"> <li>Join letters, deciding which letters are best left un-joined.</li> <li>Make handwriting legible by ensuring downstrokes of letters are parallel and letters are spaced appropriately.</li> </ul>	<ul style="list-style-type: none"> <li>Write fluently and legibly with a personal style.</li> </ul>

Spell Correctly

- Spell words containing 40+ learned phonemes.
- Spell common exception words (the, said, one, two and the days of the week).
- Name letters of the alphabet in order.
- Use letter names to describe spellings of words.
- Add prefixes and suffixes, learning the rule for adding s and es as a plural marker for nouns, and the third person singular marker for verbs (I drink - he drinks).
- Use the prefix un.
- Use suffixes where no change to the spelling of the root word is needed: helping, helped, helper, eating, quicker, quickest.
- Use spelling rules.
- Write simple sentences dictated by the teacher.
- Spell by segmenting words into phonemes and represent them with the correct graphemes.
- Learn some new ways to represent phonemes.
- Spell common exception words correctly.
- Spell contraction words correctly (can't, don't).
- Add suffixes to spell longer words (-ment, -ness, -ful and -less).
- Use the possessive apostrophe. (singular) (for example, the girl's book)
- Distinguish between homophones and near-homophones.

- Use prefixes and suffixes and understand how to add them.
- Spell homophones correctly.
- Spell correctly often misspelt words.
- Place the possessive apostrophe accurately in words with regular plurals (for example, girls', boys') and in words with irregular plurals (for example, children's).
- Use the first two or three letters of a word to check its spelling in a dictionary.
- Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.

- Use prefixes appropriately.
- Spell some words with silent letters (knight, psalm and solemn).
- Distinguish between homophones and other words that are often confused.
- Use knowledge of morphology and etymology in spelling and understand that some words need to be learned specifically.
- Use dictionaries to check spelling and meaning of words.
- Use the first three or four letters of a word to look up the meaning or spelling of words in a dictionary.
- Use a thesaurus.
- Spell the vast majority of words correctly.

	Punctuate Accurately	<ul style="list-style-type: none"> <li>• Leave spaces between words.</li> <li>• Use the word 'and' to join words and sentences.</li> <li>• Begin to punctuate using a capital letter for the name of people, places, the days of the week and I.</li> <li>• Use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms.</li> <li>• Use sentences with different forms: statement, question, exclamation and command.</li> <li>• Use extended noun phrases to describe and specify (e.g. the blue butterfly).</li> <li>• Use subordination (when, if, that or because).</li> <li>• Use coordination (or, and, but).</li> <li>• Use some features of standard written English.</li> <li>• Use the present and past tenses correctly, including the progressive form.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop understanding of writing concepts by: <ul style="list-style-type: none"> <li>◦ Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although.</li> <li>◦ Using the present perfect form of verbs in contrast to the past tense.</li> <li>◦ Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.</li> <li>◦ Using conjunctions, adverbs and prepositions to express time and cause.</li> <li>◦ Using fronted adverbials.</li> </ul> </li> <li>• Indicate grammatical and other features by: <ul style="list-style-type: none"> <li>◦ Using commas after fronted adverbials.</li> <li>◦ Indicating possession by using the possessive apostrophe with plural nouns.</li> <li>◦ Using and punctuating direct speech.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Develop understanding of writing concepts by: <ul style="list-style-type: none"> <li>◦ Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms.</li> <li>◦ Using passive verbs to affect the presentation of information in a sentence.</li> <li>◦ Using the perfect form of verbs to mark relationships of time and cause.</li> <li>◦ Using expanded noun phrases to convey complicated information concisely.</li> <li>◦ Using modal verbs or adverbs to indicate degrees of possibility.</li> <li>◦ Using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun.</li> </ul> </li> <li>• Indicate grammatical and other features by: <ul style="list-style-type: none"> <li>◦ Using commas to clarify meaning or avoid ambiguity in writing.</li> <li>◦ Using hyphens to avoid ambiguity</li> <li>◦ Using brackets, dashes or commas to indicate parenthesis.</li> <li>◦ Using semi-colons, colons or dashes to mark boundaries between independent clauses.</li> <li>◦ Using a colon to introduce a list.</li> <li>◦ Punctuating bullet points consistently.</li> </ul> </li> </ul>
Analysis and Presentation	Analyse Writing	<ul style="list-style-type: none"> <li>• Discuss writing with the teacher and other pupils.</li> <li>• Use and understand grammatical terminology in discussing writing:</li> </ul> <p><b>Year 1</b></p> <ul style="list-style-type: none"> <li>• word, sentence, letter, capital letter, full stop, punctuation, singular, plural, question mark, exclamation mark.</li> </ul> <p><b>Year 2</b></p> <ul style="list-style-type: none"> <li>• Use and understand grammatical terminology in discussing writing:</li> <li>• verb, tense (past, present), adjective, noun, suffix, apostrophe, comma.</li> </ul>	<ul style="list-style-type: none"> <li>• Use and understand grammatical terminology when discussing writing and reading:</li> </ul> <p><b>Year 3</b></p> <ul style="list-style-type: none"> <li>• word family, conjunction, adverb, preposition, direct speech, inverted commas (or 'speech marks'), prefix, consonant, vowel, clause, subordinate clause.</li> </ul> <p><b>Year 4</b></p> <ul style="list-style-type: none"> <li>• pronoun, possessive pronoun, adverbial.</li> </ul>	<ul style="list-style-type: none"> <li>• Use and understand grammatical terminology when discussing writing and reading:</li> </ul> <p><b>Year 5</b></p> <ul style="list-style-type: none"> <li>• relative clause, modal verb, relative pronoun, parenthesis, bracket, dash, determiner, cohesion, ambiguity.</li> </ul> <p><b>Year 6</b></p> <ul style="list-style-type: none"> <li>• active and passive voice, subject and object, hyphen, synonym, colon, semi-colon, bullet points.</li> </ul>
	Present Writing	<ul style="list-style-type: none"> <li>• Read aloud writing clearly enough to be heard by peers and the teacher.</li> <li>• Read aloud writing with some intonation.</li> </ul>	<ul style="list-style-type: none"> <li>• Read aloud writing to a group or whole class, using appropriate intonation.</li> </ul>	<ul style="list-style-type: none"> <li>• Perform compositions, using appropriate intonation and volume.</li> </ul>

# Evaluating the Impact of our English curriculum on pupils' outcomes

Through the explicit teaching of Reading and Writing skills and the targeted opportunities to use and apply knowledge within other subjects, both the teachers and pupils assess and evaluate their learning continuously within lessons, over a sequence of lessons and over time. Children are actively encouraged to self-edit and improve work so that they can successfully secure increasingly challenging outcomes over the course of the academic year. Our assessment systems and approaches enable teachers to make informed judgements about the depth of their pupils' learning and the progress that they have made. Well informed outcome judgements are then also used as the basis for new and progressively more challenging outcome expectations.

Talking with children throughout the year, helps us to understand their progress whilst sharing opportunities and ambitious aspirations with them. Some examples of careers which they could aspire to as an Artist are publisher, journalist, author, social media consultant...

