

Oakham Primary School

English Policy



Approved by Governors on:

09/09/24

Signature of Chair of Governors:

Lead Personnel:

C Powell

Date to be reviewed:

09/09/26

At Oakham Primary School, we believe that each piece of paper is a canvas whereby a child can pour out their imagination, express their emotions and communicate their intentions. Through rich vocabulary acquisition, developing an awareness of grammatical devices, cementing the link between spelling patterns, teaching a fluent, cursive style of handwriting and expanding their punctuation toolkit, we strive for each child to create their own masterpieces filled with context, clarity and purpose. We want our children to be proud of their writing. We want them to have the independence to shape words and sentences like clay on a wheel. We ultimately desire our children to feel confident with the writing process and excited to share the wonderful pieces that they create.

“Fill your paper with the breathings of your heart.”

William Wordsworth

“There is something delicious about writing the first words of a story. You never quite know where they'll take you.”

Beatrix Potter

Intent

The National Curriculum 2014 aspires that all children should:

- Speak and write fluently to communicate their thoughts and ideas;
- Acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for writing and spoken language;
- Appreciate our rich and varied literary heritage;
- Write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences;
- Use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas.

The EYFS Framework 2021 sets standards for the learning, development and care of children from birth to five years old and supports an integrated approach to early learning. This has specific requirements for teaching and learning which shapes activities, experiences and Early Learning Goals which Reception staff work towards at the end of the academic year that they turn five.

The EYFS Framework in relation to writing and spelling provides a platform for the development of early transcription skills (spelling and handwriting) and composition skills (articulating these ideas through speech before the writing stage).

At Oakham, we have developed a comprehensive approach to meeting these curriculum objectives and also aim to deliver on our shared visions for a dynamic and productive environment. These visions include:

1. To combat the vocabulary deficit trend amongst children;

2. To ensure a consistent writing journey for children where skills are embedded and used as a platform throughout the child's progression and development;
3. To build children's awareness of grammar and punctuation toolkits that can be used in writing;
4. To develop writing flair and give a platform to imagination and creativity;
5. To ensure a consistent pace of learning for all children;
6. To provide opportunities for assessment of truly independent writing.

Implementation

Writing

The Write Stuff

At Oakham Primary School, we have based our approach on "The Write Stuff" by Jane Considine to bring clarity to the mechanics of writing. "The Write Stuff" follows a method called "Sentence Stacking" which refers to the fact that sentences are stacked together chronologically and organised to engage children with short, intensive moments of learning that they can then immediately apply to their own writing. An individual lesson is based on a sentence model, broken in to 3 learning chunks. Each learning chunk has three sections:

1. **Initiate** section – a stimulus to capture the children's imagination and set up a sentence.
1. **Model** section – the teacher models a sentence that outlines clear writing features and techniques.
1. **Enable** section – the children write their sentence, following the model.

Children are challenged to 'Deepen the Moment' which requires them to independently draw upon previously learnt skills and apply them to their writing during that chunk.

"The Write Stuff" uses three essential components to support children in becoming great writers. These zones of writing are:

- IDEAS - The **FANTASTICS**. These use a child friendly acronym to represent the nine idea lenses through which children can craft their ideas. These ideas are often based around aesthetics.
- TOOLS - The **GRAMMARISTICS**. The grammar rules of our language system provide an accessible way to target weaknesses in pupils' grammatical and linguistic structures.
- TECHNIQUES - The **BOOMTASTICS** which helps children capture ten ways of adding drama and poetic devices to writing in a vivid and visual style.

Genre units consist of other lessons in addition to those which have sentence stacking as their focus. '**Experience Days**' provide opportunities for children to immerse themselves in

the learning sequence. These sessions can involve drama, music, mood setting, aesthetic stimuli and many other interactive elements. All sessions have the focus of developing vocabulary and equipping children with an arsenal of words to use in their future writing.

'Independent Writing Days' will form a lesson sequence at the end of each writing unit. Children are expected to take ownership of planning, writing and editing their own compositions. Children will be given a writing task that links to, but is separate from, the writing unit they have studied. Children submit their independent writes for teacher assessment.

Fiction, Non-Fiction and Poetry

Both fiction and poetry lessons follow the same format. Non-fiction writing has one additional element which is 'shape-mapping' a text. At the start of a non-fiction unit, children spend a few days creating a visual map of a model text. Each feature of the text is represented by a shape or symbol. Children use these shapes to understand structural elements of the texts they are writing. Once the shape of a non-fiction model is understood, children progress with sentence stacking, experience days and independent writing just as they do for fiction and poetry units. We have three dedicated poetry focus weeks across the academic year.

Coverage

'The Write Stuff' is taught from Years 1-6. Year 1 start the year looking at weekly units rather than monthly ones. This acts as an introduction to writing lessons as part of the pupils' transition from EYFS. Year 1 progress to longer writing units during Spring Term.

A unit coverage overview has been completed to ensure a balance of fiction, non-fiction and poetry opportunities in each year group. The overview also provides a comprehensive map of the whole school writing journey. This ensures particular genres of writing in fiction and non-fiction are represented at different points during the school life of a child. This will ensure that each child leaves Oakham being able to recognise, describe and use writing features that are genre specific.

The unit coverage overview can be found in **Appendix 1** of this document. **Appendix 2** details our poetry focus weeks and the specific learning lenses that teachers will focus on.

Assessment

Assessment of writing is made against the pieces produced by the children during their independent writing project at the end of each taught unit. Years 1, 3, 4 and 5 assess against 'The Write Stuff' assessment framework which fully incorporates national curriculum age-related expectations. Years 2 and 6 primarily assess against the ITAFs produced by the DoE. They also have access to 'The Write Stuff' assessment framework for their year group. This can be used to inform teacher judgements alongside the ITAFs.

We determine whether a child is working towards, at or in excess of national expectations by evaluating both the frequency and the confidence of the children in meeting their assessment objectives. Teachers are mindful of the previous year group's assessment expectations when reaching their judgements. Moderation sessions are scheduled on a termly basis within year groups and across phases to ensure consistency. Moderation sessions are also conducted with other Rowley Hub schools to ensure consistency of judgements against the ITAFs in Years 2 and 6.

Examples of Assessment Frameworks can be found in **Appendix 3** of this document.

Spelling

At Oakham Primary School, we firmly believe that good spelling is an essential skill which allows the children to communicate their understanding in all curriculum subjects. In order for pupils to develop into effective and confident writers, they need to develop and use a range of effective spelling strategies. By providing the children with a range of strategies, we equip them with the independence to attempt spellings before asking for adult help. We particularly want the children to develop a love of language and the confidence to spell more challenging and ambitious words. In allowing them opportunities to develop a rich and exciting vocabulary, we are enabling them to become effective communicators.

Following implementation of 'The Write Stuff', English lessons are now rich in vocabulary and early evidence is showing a significant impact on children's word recognition and spelling recall. The school therefore provides daily, modelled vocabulary where children create spelling banks within the individual learning chunks of each writing lesson.

Aims:

We strive to make the teaching of spelling both enjoyable and purposeful. It is our hope that no child will leave school with gaps in their spelling knowledge but instead embark on the next steps along their educational journey full of confidence and ambition. Our aims include:

- embedding knowledge;
- developing personal spelling strengths;
- stimulating curiosity about word discovery;
- promoting responsible application during independent learning;
- testing playing a reduced role;
- developing vocabulary;
- removing fear.

Ethos

First and foremost, our pupils are given opportunities to explore and investigate the English language and its patterns through oracy opportunities. As pupils move through our key stages, they develop, consolidate and secure the skills needed to read, share, enjoy and

interpret a wide variety of literature. Our pupils acquire the knowledge and learn the skills to apply their spelling, grammar and punctuation skills to a variety of purposes in a range of thematic, cross-curricular contexts. Our pupils are encouraged to think creatively, to be adventurous with their use of language and to write with clear purpose.

When spelling, our pupils:

- Use their phonic skills effectively when blending phonemes for reading and when segmenting phonemes for spelling;
- Have an interest in words, their meanings and their origins, developing a growing vocabulary both for speaking and writing;
- Write with confidence and creativity, while developing the skills to self-edit, correct and improve;
- Are encouraged to be imaginative, creative and challenge themselves.

The success of the school's approaches to spelling is evidenced by high results in the phonics screening check at the end of year 1. Children also achieve high results during the standard assessment tests at the end of KS2, in which children's spelling is assessed. Outcomes of written work further evidence the children's confidence and accuracy in spelling across the school.

Teaching and Learning

In order for children to achieve a high standard of spelling they need to be explicitly taught the knowledge and skills needed. Weekly spelling lessons takes place from Y1 – 6 following the spelling rules and expectations set out in the National Curriculum English Appendix 1: Spelling. Our focus on teaching spelling embraces the knowledge of spelling conventions, patterns and rules, including combining the teaching of spelling and new vocabulary acquisition. Our teaching of spelling includes knowledge of common exception words, high frequency words, statutory words and key subject words.

A range of teaching strategies (**Appendix 4**) are used in our spelling sessions including:

- Look, say, cover, write, check;
- Trace, copy and replicate (then check);
- Segmentation strategy;
- Memorable 'silly sentences';
- Clapping and counting sounds/syllables;
- Mnemonics.

At Oakham, we believe that children should not be inhibited or overly cautious in their approach to spelling as it can restrict their enjoyment and progress in other areas of writing. Therefore, while spelling corrections are included sensitively in the marking of work, these

should primarily be high frequency words or technical words relating to the piece of writing. Corrections using red pen are made in Years 1-3. In Years 4-6, misspellings are highlighted with children given time to correct via an appropriate resource.

Our pupils are taught explicitly how to use a dictionary in order to investigate word meaning, origins and spellings. We currently use age-appropriate dictionaries from Y1 -6 which ensure that our pupils make progress in their dictionary skills as they progress through the school.

Assessment

Assessment grids (**Appendix 5**) are completed at the end of each spelling stage. Children must secure 75% of words to be deemed secure at that stage. Gaps in spelling to be evidenced on assessment grids. Interventions to be provided for children needing support on high frequency words. Additional termly Hodder spelling assessments are completed for each child in school.

Handwriting

When communicating ideas in writing, it is important that children use a handwriting style which is neat and legible. The importance of handwriting should not be underestimated. It is vital that children can write quickly, comfortably and legibly as it is a skill needed in many curriculum areas. Children's self-esteem is also heightened when they can take pride in their handwriting.

Aims

Through the adoption of this Policy at Oakham Primary School, we aim to:

- Instil in children the importance of clear and neat presentation to communicate meaning effectively.
- To write legibly in both joined and printed styles with increasing fluency and speed, through (i) having the correct pencil grip, (ii) forming all letters correctly and (c) knowing the size and orientation of all letters.
- To develop a joined, confident handwriting style that is clear, legible and fluent, which will free the writer to write and not worry about letter formation.
- To instil a positive attitude towards handwriting.
- To present work in a neat and orderly fashion, appropriate to the task.

The Nelson Handwriting Scheme

Oakham Primary School uses the Nelson Handwriting Scheme from KS1 onwards to support children in handwriting development. Letter formation of the scheme is as follows:

Lower case letters

abcdefghijklmnopqrstuvwxyz

Capitals

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

Numbers

1 2 3 4 5 6 7 8 9 0

The four joins:

1. To letters without ascenders – for example – im, am and on
2. To letters with ascenders – for example – ab, ch, il,
3. Horizontal joins – for example – oa, og, wi
4. Horizontal joins to letters with ascenders – for example – wh, ob, al

abcdefghijklmnopqrstuvwxyz

Provision

Handwriting and expected standards of presentation should be taught as a whole class activity. Some additional lessons at the beginning of a term may be necessary. Intensive teaching is recommended at the start of each school year to clarify expectations, with further reinforcement in weekly lessons.

In Foundation, Ruth Miskin is followed for letter formations and children are encouraged to apply this at home. KS1 will implement handwriting sessions 3 x per week following Nelson Handwriting Scheme. In LKS2, 40 minutes of handwriting should be taught across a school week, again following Nelson. In UKS2, handwriting should be delivered through interventions if necessary.

Sessions should allow children to rehearse letter formations and make use of computer technology, worksheets and opportunities for application. The teacher should model processes.

Physical Environment

Attention to posture and seating arrangements is important. To this end, all teachers need to ensure the following are in place:

- chair and table should be at a comfortable height ;
- table should support the forearm so that it rests lightly on the surface and is parallel to the floor;
- children encouraged to sit up straight and not slouch;
- height of the chair should be such that the thighs are horizontal and feet flat on the floor;
- tables should be free of clutter and classrooms well lit,
- left-handed children should be sat to the left of their partner.

Children who display specific difficulties with handwriting will have these addressed through such interventions as slanted writing boards, rubber pencil grips, using alternative writing media etc. Individual cases may be referred for specialist support where necessary.

Assessment

All teachers have high expectations of children regarding handwriting and presentation of work in books and will encourage children to take pride in their work. Children's writing and presentation in books will be monitored by class teachers daily. Children should be observed as they write during handwriting lessons – the teacher must circulate, monitor and intervene. The following should be considered:

- Is the writing generally legible?
- Are the letters correctly shaped and proportioned?
- Are the joins made correctly?
- Are the spaces between the letters, words and lines appropriate?
- Is the size of the writing appropriate?
- Is the writing properly aligned?
- Are the writing standards achieved by most pupils in line with the National Curriculum?

The writing assessment grids of each year group make direct reference to handwriting expectations and details are further elaborated upon in the school's Handwriting Progression document. **(Appendix 6)**

Impact

Despite implementing our new writing scheme across school in September 2023, we are already noticing key differences:

- Greater retention of grammar and punctuation devices and of a child's ability to manipulate a sentence for effect;
- Widespread vocabulary expansion and application;
- An increase in writing stamina;
- Children being more aware of how to plan and compose their independent writing;
- Increased engagement in the writing process;
- The ability to appreciate features specific to different writing genres;
- High projected outcomes at end of KS2

Introducing the scheme has provided us with a platform to deliver consistent and highly-effective lesson models. Through collaboration, CPD and evolving our delivery to meet the needs of our children, we are confident we are growing the children's confidence and allowing them to flourish without limitations.

Over the coming years, we are confident that our new scheme will continue to positively impact our writing levels across school, with percentages of children working at expected or greater depth increasing gradually as the scheme becomes further embedded.

Progression – Spelling, Handwriting, Reading, Phonics, Writing, Grammar and Punctuation

	Foundation	Key Stage 1	Key Stage 2
Screening	<p>WellComm Screening at point of entry in Nursery and Reception Children sorted into red, amber and green. Red and amber triggers intervention. These take place weekly in Nursery and every two weeks in Reception.</p>	<p>Children continue their phonics journey and are sorted into phase appropriate groups.</p>	<p>Children baselined at the start of each year and divided into appropriate phonics or spelling stages.</p>
Spelling	<p>Nursery children will work in listening groups related to the seven aspects of phonics at Phase 1. Progress tracked through observation in Nursery which informs termly moderation. In reception, progress is assessed at the end of each phonic phase and children grouped appropriately. In Reception, tricky words are taught through phonics and children progress to focus words when ready.</p>	<p>All work should be recorded in spelling journals. Home spelling journals will be collected each Friday and be stamped. Taught sessions will occur twice per week in Year 2 and once every week in Year 1. New vocabulary spellings are modelled daily through ‘Write Stuff’ English lessons. Assessment data to be completed for each child and passed on during end-of-year transition meetings.</p>	<p>All work should be recorded in spelling journals. Home spelling journals will be issued to children for use at home with the expectation of a weekly completed activity. Expectation of 2 x 30-minute lessons per week in Years 4, 5 and 6. Spellings to form part of daily phonics lessons in Year 3. These sessions will be 30 minutes x 4 per week. New vocabulary spellings are modelled daily through ‘Write Stuff’ English lessons.</p>

		<p>Strategies specific to KS1 are available via SharePoint and Babcock.</p> <p>Teachers should be aware of progress of all children within their class – this includes children in a spelling group taught by support staff.</p> <p>Testing should be limited and there should be a focus on strategies.</p>	<p>Spelling Overviews should be uploaded half-termly for mainstream spelling groups to the Planning section of SharePoint (this will be divided into Year Group folders).</p> <p>Assessments to be completed at end of each phase with a competence mark of 75% for progression.</p> <p>Strategies available in Spelling section of SharePoint and also via Babcock.</p> <p>Year 3 to trial spelling correction journals 23/24.</p> <p>Each year group should have access to a copy of Schofield and Sims Spelling Activity Books.</p> <p>Teachers should be aware of progress of all children within their class – this includes children in a spelling group taught by support staff.</p> <p>Testing should be limited and there should be a focus on strategies.</p>
Handwriting	Ruth Miskin used for initial letter formation and taught through rhymes.	Nelson handwriting scheme followed. Lessons to be timetabled 3 times per week.	Nelson handwriting scheme followed. 40 minutes to be timetabled each week in Year 3 and 4.

	<p>Children encouraged to practise formation at home. Displays and text sheets Nelson Handwriting presentation. Reception send books home with children with specific letters to practise.</p>		<p>Handwriting interventions should be used in Year 5 and 6 if necessary. Pen Licence awarded for those who demonstrate consistently legible, joined handwriting. Teachers to award 3 stickers to show children are meeting the standard. This will be followed with a pen licence on a month's trial. Year 6 will write in pen at point of entry.</p>
<p>Reading</p>	<p>Nursery Rhymes – Nursery and Reception commencing in spring. Children given a reading book on starting Reception and these are based on sound assessments. Children heard to read twice a week. Guided reading books for Reception children who can blend and segment from spring. Topics planned through stories, most having a 1-2-week focus. Children have reading for pleasure books sent home 1x per week with opportunities for reviews and comments.</p>	<p>Guided reading sessions should refer to language of the 5 'P's. A 5 'P's display must be visible for all children to see as part of a reading display in each classroom. Year 1 to complete 5 x 15 minutes per week phonics reading. Year 2 to complete 4 x 15 minutes per week phonic reading. Years 1 and 2 to complete 3 x 15 minutes per week reading interventions.</p>	<p>Years 4-6. 3 x 30 minutes of guided reading per week. These sessions should follow the book spine in Years 4 and 5. Year 6 to use Real Reads. Assessment Guided Reading Assessment sheets should be completed and stored inside Feedback Folders. All guided reading sessions should use the language of the 5 'P's. Year 3 children at Phase 5 phonics will complete phonics reading 4 x per week as part of 35-minute sessions (15 minutes teaching and 20 minutes phonic reading) These children will also</p>

		<p>Year 2 to have 2 x 15-minute shared reading sessions per week following reading spine. Year 1 and 2 to do a 20-minute guided reading session per week with evidence recorded on Guided Reading Assessment document.</p> <p>Evidence of shared reading sessions should be recorded on Reading Assessment document. This should be stored in Feedback Folder.</p> <p>All children to be heard to read each week through home, shared, phonic and guided reading sessions.</p> <p>Each child should complete a 40-minute session of cold comprehension per week with questions centred around retrieval, inference and vocabulary.</p> <p>Reading Records will be issued and can be completed by both parents and teaching staff.</p> <p>Reading baselines to be completed at the end of each term and uploaded to</p>	<p>complete 1 x 20-minute guided reading per week. This will be recorded on KS1 Guided Reading Assessment Grid.</p> <p>Year 3 children at Phase 6 will receive 4 x per week phonic teaching sessions for 15-25 minutes each day. They will complete 3 x Guided Reading sessions and record this on KS2 Guided Reading Assessment document. Guided reading will utilise books from Oakham's Reading Spine.</p> <p>Children unable to access the reading spine for their year group will have access to levelled guided reading books. These are kept inside of Class 9. Children in this category can read in smaller groups with a member of support staff.</p> <p>A 5 'P's display must be visible for all children to see as part of a reading display in each classroom.</p> <p>All children should be heard to read once per week as part of guided reading in Years 3-6.</p>
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		<p>assessment section of SharePoint. KS1 library protocol: Years 1 and 2 will have access to a levelled book and a reading for pleasure book.</p>	<p>A cold comprehension task should be completed each week (stored in folders). These should focus on retrieval, inference and vocabulary. Activity should take 15-20 minutes.</p> <p>Reading records for each child to be monitored by class teachers and support staff. Minimum expectation will be that children have read at home at least 3 times per week.</p> <p>Summative tests to be administered and recorded termly on SharePoint.</p> <p>Library Protocol: children to pick one book appropriate to their level and one reading for pleasure book (free read). Year 3 children below their expected reading age will have access to KS1 library.</p> <p>Shared reading to be timetabled weekly – where teacher reads to class without associated work – reading for pleasure. The author focus in each class will be the author of the shared read book. This should form part of a</p>
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			<p>reading display within the classroom.</p> <p>Reading interventions for all children who are below reading age following summer assessments. These will be delivered through Rapid Read.</p>
<p>Phonics</p>	<p>Progress tracked through observation in Nursery which informs termly moderation. In reception, progress is assessed at the end of each phonic phase and children grouped appropriately (Phonics Stages 2-4)</p>	<p>Phonic lessons to take place daily in Y1 and x 4 in Year 2 following school designed progression based around Oakham Phonics.</p> <p>Children grouped into appropriate phases.</p> <p>Sessions last for 20-minutes; phonics reading for a further 15-minutes.</p> <p>Phase planning available on SharePoint.</p> <p>Phase 3-5 teachers to complete daily phonics recording sheet to note participation and attendance. This will be kept in Phonics Folders.</p>	<p>Phonic lessons to take place 4 x per week in Year 3. Children will be working at either Phase 5 or 6.</p> <p>Sessions will be 35 minutes. 20 minutes of phonics teaching and then 15 minutes of phonics reading for Phase 5 children. 15 minutes of phonics teaching and 20 minutes of Guided Reading for Phase 6 children. Phase 5 children to complete 20 minutes of guided reading per week.</p> <p>Groups based on performance data at exit point of KS1 and baselining at entry point of KS2.</p> <p>Phonics overview for Phase5/6 Catch up accessible via SharePoint.</p> <p>Phase 5 teachers to complete daily phonics recording sheet to note participation and attendance.</p>

Writing

Planned writing opportunities taught daily through phonic sessions.

Writing extends to forming captions and sentences.

Opportunities to write are provided throughout the entirety of the learning environment.

Children have opportunities to image plan and this extends to writing opportunities where appropriate.

In both Nursery and Reception, there are topic related opportunities for name writing. Interventions are set up where appropriate.

The Write Stuff Units of writing will be followed.

Year 1 to start the year on EYFS units in Autumn term to support transition. Year 1 units to be accessed from Spring. Year 2 will complete Year 2 units of work.

Medium Term Overviews (per half-term) and weekly lesson plans will record the writing 'learning journey'.

Resources, such as dictionaries and thesauruses will be accessible to children at point of writing.

Classrooms must have a learning wall for writing which reflects current learning and includes unit targets.

Assessment grids to be kept in the front of Independent Writing books.

The assessment grid for Year 2 will be based on ITAF.

There should be 8-10 assessments across the academic year of independent writing. These should be multi-genre and will be subject to moderation.

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Resources, such as dictionaries and thesauruses will be accessible to children at point of writing.

Classrooms must have a learning wall for writing which reflects current learning and includes unit targets.

Assessment grids for writing to be kept in the front of the Independent Writing books. The **assessment grid for Year 6 will be based on ITAF.**

There should be 8-10 assessments across the academic year of independent writing. These should be multi-genre and will be subject to moderation.

A 2, 6 and a pair of level 4 children across each year group will be assessed and moderated using evidence from books, handwriting lessons, digital recordings etc. using the writing

		<p>A 2, 6 and a pair of level 4 children across each year group will be assessed and moderated using evidence from books, handwriting lessons, digital recordings etc. using the writing assessment grids (on a secure fit with limited exceptions basis). These should be completed in December, April and July and submitted to the phase leader.</p>	<p>assessment grids (on a secure fit with limited exceptions basis). These should be completed in December, April and July and submitted to the phase leader. Presentation and Key Terms Insert to be put in front of each English book – overview of writing presentation and key grammar terms.</p>
<p>Grammar and Punctuation</p>	<p>Children will learn capital letters, full stops and question marks.</p>	<p>Year groups have access to grammar and punctuation progression document to help inform planning and coverage. These are available on SharePoint.</p> <p>National Curriculum Grammar and Punctuation objectives link to writing assessment grids and are year group specific.</p> <p>Grammar and Punctuation are taught as part of Learning Chunks in daily English lessons.</p> <p>Grammar and Punctuation coverage is noted on medium term planning.</p> <p>Presentation and Key Terms Insert in front of English books</p>	<p>Year groups have access to grammar and punctuation progression document to help inform planning and coverage. These are available on SharePoint.</p> <p>National Curriculum Grammar and Punctuation objectives link to writing assessment grids and are year group specific.</p> <p>Grammar and Punctuation are taught as part of Learning Chunks in daily English lessons.</p> <p>SPAG Journals to be used in Year 6 for discrete sessions. 30-minute lesson to be timetabled per week.</p>

		<p>provides child-friendly reference of key grammar terms.</p> <p>See Appendix 7</p>	<p>Grammar and Punctuation coverage is noted on medium term planning.</p> <p>Presentation and Key Terms Insert in front of English books provides child-friendly reference of key grammar terms.</p>
<p>Moderation</p>	<p>Internal moderation sessions in class and phase.</p> <p>External moderation with other Primaries in the Rowley Cluster.</p>	<p>Year 2 will assess and moderate children based on current government guidelines (ITAF).</p> <p>Moderation sessions will be sought with other primaries so as to provide external assessment.</p> <p>Termly internal phase moderation sessions.</p>	<p>Year 6 will assess and moderate children based on current government guidelines (ITAF).</p> <p>Moderation sessions will be sought with other primaries so as to provide external assessment.</p> <p>Termly internal phase moderation sessions.</p>

Appendix 1: Oakham Writing Unit Coverage

Unit	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
1	EYFS Units	Fiction – Narrative – The Storm Whale - JC	Fiction - Traditional Tale – The Happy Prince (JC)	Fiction - Adventure - Charlie and the Chocolate Factory -JC	Fiction - Adventure Narrative – One Small Step - JC	Fiction - Narrative – Varmints - JC
2	EYFS Units	Non-Fiction Instructions – How to Grow a Unicorn - JC	Fiction – Diary – Hello Mr Scarecrow - OAK	Poetry – Rhyming Couplets – If I Were a Shape - OAK	Non-Fiction - Non-Chronological Report – Pandora -OAK	Non-Fiction – Persuasive Letter – SPOOCS - OAK
3	Fiction – Sci-Fi – The Way Back Home - JC	Poetry – Bonfire Party - OAK	Poetry – Metaphors and Similes – Love is Like – OAK	Non-Fiction - Explanation Text – The Wonderful World of the Microbiome - JC	Fiction – War Story – The Christmas Truce - JC	Non-Fiction – Non-Chronological Reports – Rainforests - OAK
4	Non-Fiction – Letter – Grandma Bird -JC	Narrative – The Christmas Star - JC	Non-Fiction - Holiday Brochure – Skara Brae - JC	Fiction – Narrative The Boy, The Mole, The Fox and The Horse - JC	Poetry – Syllabic Poems – Alphabeastliens - OAK	Poetry – Figurative Language - OAK
5	Fiction – Adventure – Tiddler - OAK	Non-Fiction – Scientific Writing – Hibernation -JC	Non-Fiction - Non-Chronological Report – Skeleton and Muscles -JC	Poetry – Metaphor poem What is the Sun? - OAK	Non-Fiction – Journal – Mars Transmission - JC	Fiction – Diaries – Remembrance - OAK
6	Fiction – Narrative – The Queen’s Hat - JC	Fiction – Adventure – Charlie and the Chocolate Factory - Oak	Poetry – Monologue – I Held On - OAK	Non-Fiction – Persuasive advert Plastic straws - JC	Poetry – Classics - The Pied Piper - Oak	Non-Fiction - Recount – Letters from the Lighthouse - JC
7	Poetry - Performance – Hands - OAK	Non – Fiction – Persuasive Letter – The Day the Crayons Quit - JC	Non-Fiction - Instructions – My Strong Mind -JC	Fiction – Mystery The Whale – JC	Non-Fiction – Biography – David Attenborough - JC	Fiction - Adventure– The Firework Maker’s Daughter - JC
8	Non-Fiction – Travel Journal – On Safari - JC	Poetry – Splish, Splash, Splosh - OAK	Fiction - Cultural Tale – The Magic Paintbrush - JC	Poetry – Alphabet List poem Monstrous Alphabet – OAK	Poetry – Clerihews - OAK	Poetry – Figurative Language – Dreams - OAK
9	Poetry – Senses – The	Fiction – Narrative –	Fiction – Interview –	Non-Fiction – Biography	Fiction – Narrative – The Present -JC	Fiction – Monologue –

	Seasons - OAK	A Lion in Paris - JC	The Three Little Pigs - JC	Nikola Tesla - JC		Beddgelert - OAK
10	Fiction – Narrative – Wombat Goes Walkabout - JC	Fiction – Legends – George and the Dragon - JC	Poetry – Performance – Twenty-Four Hours - OAK	Fiction – Norse Myth Arthur and the Golden Rope - JC	Fiction – Narrative – The Zoo - JC	Non-Fiction – Newspaper Report – The Giant’s Necklace - OAK
11	Fiction – Traditional Tale – Little Red Riding Hood – JC	Fiction - Narrative The Marvellous Fluffy Squishy Itty Bitty - JC	Fiction – Fairy Stories – The True Story of the Three Little Pigs - JC	Fiction – Diary Charlotte’s Web - OAK	Poetry – Personification – Extreme Earth - OAK	Poetry- Narrative – The Huntsman - OAK
12		Poetry – Classics – The Owl and the Pussycat - OAK				

Year 1 begin the year looking at weekly EYFS units. These are as follows:

Autumn 1

All 1-week units:























































- Sam and Dave Dig a Hole by Mac Barnett – Narrative (JC)
- Jack and the Jellybean Stalk by Rachael Mortimer and Liz Pichon – Narrative (JC)
- How to Make a Chocolate Mug Cake – Instructions (JC)
- The Proudest Blue by Ibtihaj Muhammed – Narrative (JC)
- Penguin fact file – Non-fiction (JC)
- Alphabet Poem by Michael Rosen– Poetry (OAK)

Autumn 2

All 1-week units:

- How to get your teacher ready for school – Instructions (JC)
- Lost and Found – Oliver Jeffers – Narrative (JC)
- How to Catch a Star by Oliver Jeffers – Narrative (JC)
- Ruby’s Worry by Tom Percival – Narrative (JC)
- I Want a Pet Dog – Non-fiction – Persuasive letter (JC)
- Where the Wild Things Are by Maurice Sendak – Narrative (JC)

Appendix 2: Poetry Unit Coverage and Learning Lenses

Y1	Y2	Y3	Y4	Y5	Y6
<p>Alphabet Poetry – Michael Rosen</p>   	<p>List Poem – Bonfires</p>   	<p>Similes and Metaphors – Love Is Like - Christopher Powell</p>   	<p>Rhyming Couplets – if I Were a Shape – Brian Moses</p>   	<p>Syllabic Poetry - Alpheastliens – Paul Cookson</p>   	<p>Figurative Language – Remembrance</p>   
<p>Performance Poetry – Hands – Julia – Donaldson</p>   	<p>Performance Poetry – Splish, Splash, Splosh – James Carter</p>   	<p>Monologue – I Held On – Christopher Powell</p>   	<p>Metaphor Poem – What is the Sun? - Wes Magee</p>   	<p>Personification Poetry – Based on 'Extreme Earth' topic</p>   	<p>Figurative Language – Dreams</p>   
<p>Seasons and Senses</p>   	<p>Classics Poetry – The Owl and the Pussycat – Edward Lear</p>   	<p>Performance Poetry – Twenty Four Hours – Charles Causley</p>   	<p>Alphabet List Poem – Monstrous Alphabet – Pie Corbett</p>   	<p>Clerihews – Based on characters from guided reading books</p>   	<p>Narrative – The Huntsman – Edward Lowbury</p>   

Appendix 4: Oakham Spelling Strategies

Spelling Strategies

Find the word

Look to see if you can see a small word inside your word.
E.g. where, friend.

Matching pairs

Find matching pairs of words with a spelling pattern in.
E.g. train/rain

Jumbled letters

Write your word on paper, cut each letter and put the word back together.

Rainbow words

Break the word down into syllables and write each part in a different colour.

Bubble writing

Write the word in bubble writing and write inside it

Word shape

Draw around the shape of the word and try to remember.

Mnemonic

Write a mnemonic to remind you of the spelling. The first letter of each word in the sentence spells the word. E.g. where: what has everyone really eaten?

Look, say, cover, visualise, write, check

Look at the word
Say it out loud
Cover the word
Visualise the word (imagine a picture of it in your head)
Write the word from memory
Check the word.

Rhymes and pictures

Use rhymes or pictures to go with words to help them remember.
1. You hear with your ear
2. The word separate has "a rat" in it (separate).
3. Donkeys, monkeys - There are keys in donkeys and monkeys.
4. The word here is also in its opposite there.
5. Villain - A villain is one who lives in a villa.

Musical spellings

Make up a short rhyme or song to remember spellings or rules for spellings.

Pronunciations

Saying the word in a funny way—for example, pronouncing silent letters - e.g. K-night

Dictation

Dictate a sentence. Children to write the sentence and read back.

Hangman

Play the hangman game to encourage children to predict letters in the word.

Quick Write Challenge

Repeatedly writing the word under time constraints.

Hide words in a picture

Draw a picture and hide your spelling words in that picture.

Pyramid

Draw words in a pyramid, progressing a letter at a time for each additional layer.

Segmenting

Breaking down the word into its syllable segments:
s—p—o—n

Spelling Bee

Competitive spelling bee where children spell words letter by letter orally.

Proof Read and Edit

Spotting and correcting deliberate mistakes.

Building Words

Provide a list of prefixes, suffixes and root words and ask children to construct as many words as possible.

RE—COVER—ING
DIS—AGREE—MENT

Spin a Word (Prefixes and Suffixes)

Create a wheel of common prefixes and suffixes and provide children with root words. What words can be made using the spun prefix or suffix?

Words ending in Words starting in

Challenging children to think of as many words beginning or ending with certain letters. Children scoring points for the correct spelling of the word according to its length—the longer the word, the more points awarded.

Words starting in 'St'

Crossword and Word searches

Helps words in context and understanding meaning in addition to sequence of letters.

Grapheme Choice

Select the appropriate grapheme—choose from grapheme list. E.g. c??
cle—select from er, ir, ur

Building words from morphemes

Morphemes (smallest units of meaning) can be free (e.g. sign) or bound (e.g. fin) Place morpheme in middle of a spider diagram and build words from it.

Scrabble Words

Children building words from with letters scoring comparative to Scrabble.

Appendix 6: Handwriting Progression Grid

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Sit correctly at a table, holding a pencil comfortably and correctly. Begin to form letters in the correct direction, starting and finishing in the right place. Form capital letters. Form digits 0-9. Understand which letters belong to which handwriting 'family'.</p> <ul style="list-style-type: none"> • Sit correctly at a table, holding a pencil comfortably and correctly • Begin to form lowercase letters in the correct direction, starting and finishing in the right place. • Sit letters on the line (exception j and f) • Lower case letters (ascenders, descenders) 	<p>Form lower-case letters to the correct size relative to one another. Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined. Write 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.</p> <p>Form lower case letters correctly (relative to one another):</p> <ul style="list-style-type: none"> • b d f h k l (ascenders) • g j p q y (descenders) • a c e l m n o r s u v w x z (same size) • r v w (letters that join at the top) 	<p>Increase the legibility, consistency and quality of their handwriting.</p> <p>Use the diagonal and horizontal strokes that are needed to join letters e.g. by ensuring that the down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.</p>	<p>Increase the legibility, consistency and quality of their handwriting.</p> <p>Has a growing awareness of how to join letters appropriately, being able to select appropriate tools to suit the purpose of their writing.</p>	<p>Writes legibly, fluently and with increasing speed by: choosing which shape of a letter to use when given choices and deciding: - whether or not to join specific letters - choosing the writing implement that is best suited for a task.</p> <p>Writing is generally legible when written at speed. Understands that capital letters don't join</p>	<p>Write legibly, fluently and with increasing speed by: - choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters - choosing the writing implement that is best suited for a task.</p> <p>Handwriting is legible and consistent although this isn't always maintained over a sustained period</p>

<ul style="list-style-type: none">•Form capital letters – understanding when they are used•Form digits 0-9 – In maths lessons demonstrate correct formation• Understand which letters belong to which handwriting ‘family’ i.e. Curly Caterpillar Letters, One armed robots, Zig zag monsters, Long ladder letters.	<ul style="list-style-type: none">•a d g f q s (letters to join to)•b d j p q s x y z (letters that remain unjoined)•Capital letters and digits – unjoined and correct size (i.e. taller than same size letter e.g. a e u)•Use spacing between words that reflects the size of the letters				
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Appendix 7: Grammar and Punctuation Progression Expectations

Below is a guide of what the National Curriculum expects children to be taught regarding punctuation. It is broken down by year group and examples are provided. There is no bar against children progressing to the punctuation that is expected in later year groups. In addition, teachers will need to consolidate punctuation learned in previous year groups. 'The Write Stuff' unit plans are created with this progression in mind.

Year 1

- 1. Finger spaces between words** – each word should appear separate to the preceding and following words.
- 2. Capital Letters (A, B, C) should be used for the following:**
 - Names of people – Adam, Eve, Mr Jones, William Shakespeare
 - Names of places – America, Tennessee, Nashville, Baker Street
 - For the pronoun 'I' – I was the first to climb Mount Everest
 - Days, Months, Festivals – Wednesday, February, Easter
- 3. Full stops (.) should be used at the end of sentences:**
 - The dog sniffed the puddle.
 - The giraffe had an extremely long neck.
- 4. Question marks (?) where a question is being asked:**
 - How are you feeling today?
 - What is your favourite song?
- 5. Exclamation marks (!)**
 - **To express an exclamation** – Ouch, that hurt!
 - **To express when something is shouted** – Get off my lawn!
 - **To express a strong emotion or feeling** – I love you so much!

Year 2

- 1. Commas (,) in a list:**
 - The parrot was yellow, blue and green.

- My teacher is tall, thin, kind and fantastic.

2. Apostrophe (') for contractions:

- You can't go to the fair on Wednesday.
- Don't you want to be my friend?
- I wouldn't do that if you paid me a million pounds!
- I won't go to school next Friday.

3. Apostrophe (') to show possession in the singular:

- The tiger's tail was long and stripy.
- The boy's name was Joseph
- Rachael's hair is always shiny.
- Yesterday's lesson was totally forgettable.

Year 3

1. Inverted commas ("") to indicate direct speech:

- "I'm really surprised you did that!"

Year 4

1. Using comma (,) before speech ("")::

- Jessie replied, "It's only fifteen minutes to supper."
- The ghost whispered softly, "I have lost my way completely."

2. Using a comma after an adverbial sentence starter:

- In total silence, he sat contemplating life.
- At long last, David lifted the trophy.
- After the game is finished, the king and pawn are placed into the same box.
- At the back of the sofa, the rats were scurrying sneakily.

3. Apostrophe (') to show possession in the plural:

- The girls' names were Cassie, Taliah and Romany.

- The animals' feed was insufficient.
- Parents' Evening was on Wednesday.

4. Using a comma (,) at the end of speech (""):

- "It isn't evening yet," declared Ryan impassively.
- "I predict a huge storm," warned the sailor apprehensively.

Year 5

1. Brackets () to indicate parenthesis:

- Charles I (reigned 1625-49) was an ill-advised monarch.
- Jules Verne (a French author) had science-fiction interests.
- Bermuda (which is found in the Caribbean) is a paradise island.

2. Dashes (-) to indicate parenthesis:

- They want the contract – which means they get the contract – by midnight.
- He said he loved her and she – poor girl – believed him.

3. Commas (,) to indicate parenthesis:

- The tractor, which was powered by vegetable oil, was extremely unreliable.
- Mr Davies, who was an elderly teacher, couldn't wait to retire.

Year 6

1. Semi colon (;) to connect independent clauses and for lists:

- I'm looking forward to visiting the beach tomorrow; I hope it's sunny.
- The bag contained many things; rabbit's feet, freshly cut, and newt eyes, still blinking, were packed for magic spells; rubies and emeralds could be used to show wealth and power; and a posy of herbs were also stored in case of sickness.

2. Colon (:) to introduce a list:

- The advertisement required:
 - (a) a kind heart
 - (b) a cheerful disposition

(c) a fun-loving attitude

- The cake contained ingredients from the back of the cupboard: mixed spice, flour, eggs, currents and butter.

3. Bullet points (.) for lists:

➤ For residential week you will need:

- A woolly hat
- A pair of gloves

4. A hyphen (-) to avoid ambiguity:

- The man-eating shark was dangerous.
- The accident-prone professor fell down the stairs.
- Open-mouthed, the boy looked flabbergasted.