ALDERMAN RICHARD HALLAM PRIMARY SCHOOL

English Policy

Policy Reviewed: September 2025

'Educating a community of life-long learners'

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English Policy

Contents

Introduction 2

Aims 2

Introduction to English 2

Responsibilities and Roles 3

Writing 3

Reading 4

Reading Interventions 6

Home Reading 7

Reading Descriptions and Book Levels 7

Spelling 7

Handwriting 8

Inclusion 8

School Closure 9

Assessment 9

Monitoring and Review 9

Introduction

Our school vision: Pupils will leave A.R.H. as happy, healthy and inspired young people who can confidently participate in the world as resilient, articulate citizens who have a life-long love of learning and discovery.

Our curriculum: Our curriculum is the vehicle to empower pupils with knowledge and skills. We strive to immerse young people in their topics which are designed to engage, provide real life links and progress all pupils' understanding.

'A.R.H. - Educating a community of life-long learners'

Aims

The aim of this policy is to achieve a shared understanding of our school's approach to English and to achieve consistently high standards in the subject's delivery. In our English curriculum at Alderman Richard Hallam, we strive to provide all children within the school with the skills to become life-long learners and confident speakers, writers and readers. Through our Novel-based approach, we are placing high quality reading and writing at the centre of the subject and aim to expose children to a wide range of writing styles, genres and purposes. We aim to weave progressive grammatical skills through the writing sequence with the aim of children becoming confident writers for a variety of purposes and audiences.

Introduction to English

Our intention when teaching the English curriculum is that our pupils acquire the necessary knowledge, skills and understanding to become life-long learners and linguists. We strive to ensure that all our pupils receive a well-rounded learning experience when reading, writing, speaking and listening which will equip them with the

fundamental tools to achieve in school and beyond. It is our intention to immerse pupils in the wonders of quality texts to instil a love for reading, a passion for discovery and a confidence to explore their imagination.

Our intentions:

- Our aim is to ensure that every child becomes a reader, a writer and confident speaker by the time they leave Alderman Richard Hallam.
- To promote and instil a love for reading, writing and high-quality literature into pupils at all ages.
- To derive an English curriculum that is sequential to develop the acquisition of knowledge and skills.

Responsibilities and Roles

The Headteacher and Governing Body have overall responsibility for English, supported by the English Coordinators.

The English Coordinators are responsible for overseeing the delivery of the English Curriculum through:

- Liaising with creative curriculum team.
- Providing regular Inset and staff training.
- Monitoring planning to ensure curriculum coverage.
- Carrying out book scrutinies alongside planning to ensure cross-curricular links are optimised and there is clear progress in learning.
- Observing learning and teaching to ensure progress is being made within English.
- Regular reviews of the curriculum through staff and pupil questionnaires and open dialogue.
- Speaking with the pupils about their learning.

All teaching staff are responsible for:

- Planning and delivering the curriculum on a day-to-day basis and for making cross-curricular links where appropriate.
- Making amendments to planning in order to optimise learning opportunities when they arise.
- Ensuring there is appropriate challenge, adaptations and differentiation, where appropriate, so all pupils make good progress and can access learning opportunities.
- Using the local area and outdoor learning as much as possible.
- Ensuring the curriculum is taught in an engaging manner which is in-line with the school ethos.
- Assessing pupil's writing, oracy and reading on a regular basis and moderating these judgements across the year group.
- Using the updated Progression Documents for Reading, Writing, Spelling and Oracy.

Writing

The Foundation Stage

Writing in the Foundation Stage is taught throughout the day. The children practise the skills of segmenting words for writing during their Phonics lessons, with children applying these words into captions and sentences. This teaching is extended through Drawing Club. These sessions are set around a text for the week. Children use this text to create drawing and writing around a character, setting and create their own adventure based on this book. Teachers focus on the application of Phonics within sentences and using basic sentence writing skills, such as using finger spaces. The children are given opportunities during the day to access writing activities during their continuous provision. This often links back to the work that the class have done in their taught lessons and is regularly supported by an adult. Planning for writing in the Foundation Stage is done using the Development Matters statements which are put into a Medium Term plan. Class teachers use these statements to plan for their class' needs and abilities, building planning to support their children's development in each area.

Key Stage 1 and Key Stage 2

Through our Novel-based approach, children are provided with an enriched and fulfilling English curriculum, which enables all pupils to achieve and access high quality texts. Across the academic year, children will read and enjoy five age-appropriate texts, six different poems and a selection of Non-Fiction texts ranging from a variety of different genres (see Appendix 1). Our Novel-based approach incorporates all aspects of speaking and listening, comprehension, writing and composition through a sequence of well-structured teaching opportunities. Pupils build their knowledge and understanding through a unit of work and incorporate newly-acquired techniques and skills into their independent practice.

In Key Stages 1 and 2 teachers create learning opportunities to cover the National Curriculum and give learners opportunities to create writing for a variety of purposes and audiences. The Progression Document and Writing Non-Negotiables detail the progressive nature of writing at A.R.H. and these are used, along with the National Curriculum, to inform planning and teaching.

Planning

We ensure that all objectives in the Writing National Curriculum are covered through English lessons. Our planning process for Writing is:

- Long term plans. We have a progression document for Writing, including Oracy, for Reading and Spelling. These detail the long term objectives and are broken into half terms.
- Medium term plans for each topic are called Routeways. Our Writing Progression document breaks down the National Curriculum objectives into progressive and sequential steps. This document focuses on the components needed to be a writer and these are linked to a text type. We teach the children how to grammatically write and not just the features of a text type. Within the Writing Progression Document there is also a breakdown of the required Oracy Objectives to be covered in each term. These include both implicit and explicit skills and knowledge. Teachers take the breakdown of the National Curriculum and use this to plan out their Routeway. Using the Routeway, teachers then consider what will be the best learning sequence for their pupils. Once year groups have decided upon the learning sequence, parents are informed of the upcoming topic through a Parent and Carer Letter. This allows parents and carers to support their children and become involved in their learning.
- Text type overview (for an example, see Appendix 2), focussed and specific writing objectives, a precise curriculum and writing Non-negotiables are used to ensure coverage of text types, grammar, punctuation and vocabulary. These also avoid repetition of certain text types across the year groups and provide progression.
- Year Groups meet weekly to plan the subsequent week's work from the medium term plan or Routeway. Each weekly plan is sequential towards an end learning outcome with a clear learning journey displayed. Each learning journey teaches specific writing skills and these are then showcased in a final piece of writing. Teachers use a planning sequence which may involve – looking at good examples of writing; explicitly teaching the required grammar and punctuation; creating a draft; editing and improving the writing before publishing a final piece of work. Teachers may also use a 'Boxed Planning Model' (Appendix 3) to ensure all areas of the learning process, which will lead to writing, are considered. All lessons are clearly adapted to ensure all pupils can access the learning with a clear learning outcome. The ARH Non-negotiables are broken down so that children can access and succeed within their own ability. Lessons are engaging and taught using high quality resources and are inspired by our Novel-based approach.
- Plans are monitored by SMT and the English Coordinator, with a planning audit conducted every half term. Feedback from this is given to staff, year group leaders and SLT. Good practice is then shared and any needs identified are provided with appropriate support; additional monitoring activities may then be required.

Reading

The Foundation Stage

- Reading starts in Foundation Stage 1 by developing a phonetic awareness through the teaching of Phase 1 Phonics through the Supersounds Pre Phonics Program. This is broken into steps: pre-phonic progression, listening and attention, phonological awareness, phonemic awareness and early reading. This helps give young children opportunities to be listening, looking, remembering, matching, copying, sorting, and explaining their understanding at every step along this journey. This ensures that pre-phonic skills and learning become embedded to build on later.
- Books are embedded into the curriculum through our 'Favourite Fab 5 Books'. These books run alongside the pre-phonics program, maths stories and stories to support topics, activities and interests. Phonics games, books of the week and rhymes of the week are shared with parents and carers weekly on the Foundation Focus.
- In Reception, we use 'The Partnership Phonics Programme' for daily reading lessons which commence with a recap of Phase 1 sound awareness and progressively advances to Phase 4 over the academic year. Our daily Literacy provision comprises of a discrete phonics lesson, a guided reading session, and a shared read as well as Drawing Club. These sessions are designed to teach children the essential elements of phonics, including sounds, reading, writing, and the identification of tricky words.
- An integral aspect of our reading strategy involves providing children with reading books to practise at home. These are phonetically plausible and specifically matched to their current phonetic level to support the children develop their understanding of phonics.

Reading in Year 1

- Autumn term: Children are sent home with Phonics phased reading books from the beginning of the Autumn term. By Autumn 1, all children will be assessed using Benchmarking and will then take home a levelled book in addition to their Phonics phased book. During their continuous provision time in the Autumn term, children will be heard read individually by teachers or teaching assistants. Whole class guided reading sessions are delivered at least four times a week, using a book which supports the current phonics teaching. One lesson per week of taught reading will take place during English lesson time focussing on a specific skill taken from the Reading Progression document from Autumn 2 onwards. Children will have daily Phonics sessions using the 'Partnership Phonics Programme'.
- Spring/Summer term: In addition to weekly reading lessons and 'Big Read' time, classes will begin to take part in whole class Reading Skills sessions twice a week, focussing on developing comprehension and inference skills. Children will still be heard reading individually but this may be once every two weeks, rather than every week. Children will have daily Phonics sessions.
- Benchmarking: Children will be benchmarked each half term. During the Autumn term, children will be heard reading weekly whilst their class are following the continuous provision approach. When children move to carousel and structured approach, one-to-one reading will be in place as and when the teacher feels it is appropriate to do so based on their professional judgement.
- Phonics is taught daily – for more information, please see the Phonics Policy.

Reading in Year 2

- Taught Reading: One lesson per week during the English lesson time. These sessions will be planned to focus on a specific skill taken from the Reading Progression document and will use extracts from the Novel Based Study text.
- Daily 'Big Read' time, usually with the class novel-study book or other age-appropriate text, four times a week.
- Reading Skills: Two sessions per week as a whole class. These sessions should focus on applying reading skills such as comprehension and inference with age-appropriate texts or extracts. Reading skills sessions should, when appropriate, move to the Key Stage Two Guided Reading model, wherein pupils are shown a text and take part in five sessions over a week reading, discussing, analysing and understanding the age-appropriate text in detail. (These texts can be found from Fred's texts).

- Benchmarking: Children will be benchmarked each half term. Children may change their books whenever they need to throughout the week. Children reading at a level 10 or below will take home a Phonics phased book in addition to their benchmark levelled book.
- Phonics is taught daily – for more information, please see the Phonics Policy.

Reading in KS2

- Taught Reading: One lesson per week during the English lesson time. These sessions will be planned to focus on a specific skill taken from the Reading Progression document and can use extracts from the Novel Based Study text.
- Shared Reading: To take place during the 'Big Read' time, usually with the class novel-study book or other age-appropriate text. This is to take place four times a week, as a minimum.
- Reading Skills: Whole Class Shared Reading takes place every day in Key Stage Two. During the first session, the text will be introduced and pupils will predict what they think the text will be about. During the next four sessions, pupils will then develop their reading skills through the discrete teaching of prosody, understanding vocabulary, comprehension, summarising, retrieval and inference. The texts and extracts shared with pupils are to be age-appropriate and of high quality. (These texts and extracts can be found from Fred's Texts).
- Supported Reading Sessions: This guided reading approach is for children whose teacher feel would benefit from small group guided sessions.
- Benchmarking: Children will be benchmarked once per term. Children may change their reading books whenever they need to throughout the week.
- Phonics taught sessions are a valuable teaching strategy and this will be used as required in Key Stage 2. This may take the form of whole class teaching, recapping phonics sounds during handwriting sessions or phonics interventions.

Taught Reading Lessons

During Reading lessons, the teacher models the reading process to the whole class as an expert reader. This may include modelling fluency and expression as well as oral rehearsal or 'thinking out loud' to demonstrate comprehension. A high level of support will be available during these lessons whether through guided groups or one to one support. Teaching objectives are pre-planned and sessions are characterised by explicit teaching of specific reading strategies, oral response and collaboration.

Reading should be taught discretely once a week during English lessons and include a practical activity for the children to complete. Some examples of this are:

- Comprehension and inference questions
- Writing or drawing a 'What happens next' story
- Pictures or diagrams to show visually what is being described
- Glossary of new vocabulary

The teaching of Reading is planned by each year group within their English flipcharts to support teaching. These lessons link directly back to the National Curriculum and cover many aspects of the curriculum areas in depth.

The teaching of Shared Reading should provide learners with the opportunities to develop the higher-level thinking skills associated with reading. Texts are rich and challenging, and are pitched at an age-appropriate level and will often be based around the year group's Novel Based Study book. This taught session could include some decoding but will mainly focus on comprehending the language used and inferring, using the teaching resource to develop children's knowledge and understanding.

Reading Interventions

Reading Interventions are used to teach individual children to become fluent in reading and use comprehension skills of inference and deduction. Children are heard reading individually as an intervention session and teaching is

tailored to the needs of the child. Reading interventions can be taught by either the class teacher or a teaching assistant who will use books which both stretch and support all of the readers within a group.

Key Stage 1:

Children who are taking part in reading interventions will use phonetically plausible books to focus initially on developing their decoding skills. All books will progress in-line with the children's phonetic knowledge and help them to make phoneme-grapheme correspondences. When, or if applicable, children can move on to PM Benchmark guided reading sets and the use of the early levels of the 'Connectors' book series. For some children, it is appropriate to use Precision Teach as an intervention for reading.

Key Stage 2:

Children who are taking part in reading interventions may use the 'Connectors' books to focus on developing comprehension and inference skills. These books give children a specific focus alongside their decoding, which they take responsibility for throughout the book. These focuses range from the use of grammar within a text to the inferences particular word choices make. Children may also take part in TRUGs reading interventions, Dyslexia Gold or Precision Teach.

Home Reading

It is vital that children read regularly at home to help to foster a love of reading and help the child to achieve their full potential. Depending on the age of the child, this may be listening to an adult read, reading aloud to a member of their family or, in the older years, reading independently.

Reading journals are used by teachers to monitor home reading and by pupils and their parents to help further their reading skills. Each week children fill in a daily record and can complete an optional weekly task from the front of their reading journals.

Teachers will be able to monitor home reading through our Home Reading Initiative – All-Star Reading Heroes. Children should bring their reading journals to school daily, so they can be checked and any points gained from reading at home on the previous day can be added to their personal score. If children read at home five or more times a week, they will receive double points. Reading challenges can be found at the front of the Reading Journals to promote home reading and enable children to achieve more points. Children will be able to spend the points they have scored from reading at home to buy an experience ticket. Across the school, further opportunities for reading are offered: such as Reading Buddies, playground libraries and reading in Breakfast and Afterschool Club.

Reading Descriptions and Book Levels

Each year group has descriptions and book levels set by the Local Authority to ensure children are all reaching the same standard to achieve age related expectations. Some year groups have more book levels to move between than others, but reading should be focussed more on the depth of knowledge developed rather than the number of levels moved. Class teachers will moderate the judgements of children using these descriptions as a guide for consistent assessment across year groups. Year 2 and Year 6 use Teaching Assessment Framework statements to help inform their judgements.

Spelling

At Alderman Richard Hallam, we follow a Spelling Progression document which details weekly spellings for the children to learn with a focussed spelling rule as part of explicit spelling teaching. The children will take a pre-test of the spellings on Monday, practise them each day of the week in a variety of ways and then write these words as their informal spelling test on a Friday to identify successes and next steps. Every classroom has a spellings working wall, in which a range of additional spellings are added to it throughout the week. This board is continuously referred to in lessons and is frequently changed and updated. The words on the board include the weekly age appropriate spelling rule and words relating to English and Topic lessons. The National Curriculum word lists have also been divided into individual year groups, where necessary, to ensure coverage. After the spelling rule words have been explicitly taught over a week and taught in context, the rule will be removed from the board and the next week's rule added.

Handwriting

Handwriting is a basic skill that influences the quality of work throughout the curriculum. Here at Alderman Richard Hallam, we are very proud of our pupil's handwriting and take particular care in our cursive handwriting style. Handwriting is a cross-curriculum task and will be taken into consideration during all lessons. We use and teach Cursive as the basis of our handwriting approach that covers all the requirements of the 2014 National Curriculum. Formal teaching of handwriting is to be carried out daily and systematically to ensure Key Stage targets are met.

Children in Key Stage 2 are able to achieve a handwriting pen. When a class teacher is confident that a child is using Cursive handwriting across a range of lessons, they will present the child's work to the English Co-ordinators. A pen licence will be given if the child meets the handwriting expectations for a sustained period and is able to present all work, including mistakes, in a neat and consistent format using Cursive handwriting. At the end of Key Stage 2, all pupils should have the ability to produce fluent, cursive handwriting.

The expectation is that handwriting will be taught daily in all classrooms, following a consistent handwriting flipchart which has been created. Children in Year 1 will embed their ability to write using print. Once children have embedded this style they will move to pre-cursive. This usually happens in Year 2 but may differ depending on the child's learning stage. Once children have embedded writing in pre-cursive, this progresses to joined cursive. Daily handwriting lessons follow the letter families approach. Children have opportunities to practise individual letters, letter strings and then apply this to words containing these letters. The speed which children progress through this depends on the child's learning stage. Once a year group has completed the letter family sequence, year groups continue with daily handwriting of the statutory spellings.

Handwriting Inclusion

Children who find handwriting challenging, either due to special educational needs or difficulties with fine motor skills, will be given additional support. Additional resources may also be used (i.e. a writing slant), handwriting whiteboard or pencil grip.

Handwriting in the Foundation Stage

For children in the Foundation Stage and Year 1, we teach children basic letter formation. Once children have mastered letter formation we progress to introducing pre-cursive handwriting by the end of Key Stage One. Handwriting is taught in the Foundation Stage in a variety of ways, such as:

- Movements to enhance gross motor skills such as air-writing, patternmaking, dancing.
- Exercises to develop fine motor skills such as making marks on paper, whiteboards, sand trays, tablets.
- Letter learning to familiarise letter shapes, formation and vocabulary.

Inclusion

It is expected that all children will be given the opportunity to learn in a creative and encouraging learning environment which encompasses a range of learning and teaching styles. All children are entitled to this as part of the school ethos. It is hoped that this approach will motivate and support children's learning at all levels including the More Able and Talented, EAL and children identified with a Special Educational Need. Some of the interventions that are in place to support children are:

- Phonics
- TRUGS
- Handwriting
- Dyslexia Gold
- Precision Teach
- In class interventions, such as TA support, guided groups and pupil conferencing

These interventions take place in addition to first quality teaching, in class support, adaptive teaching and differentiation, if appropriate. EAL pupils are supported through word mats, visual aids and sentence stems. We also have several dual language books and dictionaries as well as support for pupils on iPads. We also encourage

EAL pupils to develop writing in their first language. GAT pupils are challenged through the purpose and audience of a text type to promote a mastery approach to writing. Staff may also use the Expert Initiative to extend the learning of GAT pupils. For more information, please see the EAL, GAT and SEND policies.

School Closure

In the event of a school closure, Teachers will continue to provide planning and engaging learning for pupils using Class Dojo. Through Class Dojo, Teachers will convert their lesson flipcharts to make them accessible from home as well as setting work to be completed. Pupils will then follow the lesson and complete the required work and submit this for feedback using their Class Dojo account. Pupils who do not have access to the Internet at home will be provided with high-quality work books to continue their study of the National Curriculum. The children who are absent from school due to closure will be set the following tasks daily for English: writing activity, reading activity, weekly spelling rule and a virtual reading journal.

Assessment

At Alderman Richard Hallam Primary School we recognise that assessment for learning lies at the heart of promoting learning and in raising standards of attainment. We further recognise that effective assessment depends crucially on using the assessment information gained, therefore teachers will adapt planning accordingly. Teachers will carry out assessment through questioning the children and marking work. Pupils' work should be marked in line with the Feedback Policy and feedback should be prompt, focussed and achievable. At the start of each new Novel Study Unit, children will be set (or will set themselves) a target, based on the ARH Non-Negotiables for writing. At the end of each unit, teachers will assess whether the children have achieved their target.

At Alderman Richard Hallam, staff use Arbor to assess and monitor the progress of English. Children's work is assessed as an ongoing collection of pieces. Ongoing assessment takes place through sentence level work, whiteboard work as well as writing opportunities across the curriculum. To ensure consistency within the assessment of writing, teachers regularly meet for moderation - within a year group and across the school to ensure progression. To support this moderation, the progression documents include end of year ARE statements and a writing assessment support document with expectations for each term.

Nationally Standardised Summative Assessment

At the end of Year 6, pupils will be given teacher assessment standards in Writing. Pupils will be assessed against criteria under the following headings:

- Writing - working below the expected standard, working at the expected standard and working at greater depth within the expected standard.

The pupils will also sit tests which will consist of:

- English grammar, punctuation and spelling Paper 1 – short answer questions
- English grammar, punctuation and spelling Paper 2 – spelling

Monitoring and Review

Monitoring and review takes place on a regular basis in accordance with the School Improvement Plan.

- The English Coordinators carry out book scrutinies twice a year, giving constructive feedback to year groups to help develop practice across the school. This is shared with SLT and identified support is put in place as required.
- Planning is 'spot-checked' on a half termly basis, ensuring that writing is being taught to a good standard in line with the expectations set out by this policy.
- English Coordinators will regularly liaise with Year Group Leaders to discuss how writing moderation and the other assessment methods used within school are supporting their year groups.
- Progress within the subject is frequently checked against the action plan and English Coordinators will update it according to their findings from the various different monitoring methods.

Appendix 1: Novel Based Study Text Overview

Curriculum Overview 2026-2027

	Autumn 1 (8 weeks)	Autumn 2 (8 weeks)	Spring 1 (6 weeks)	Spring 2 (4+2 weeks)	Summer 1 (8-2 weeks)	Summer 2 (5 weeks)
F1	Transition All About Me and My Community	Autumn Winter	Spring / Cold Places	Growing Plants / Minibeasts	Summer	
F2	Journey About Me, My Family and Where I live	Seasons of Celebrations	People of the World	On the High Street	Traditional Tales	Growing and Changing
1	Twisted Tales (Once Upon a Wild Wood)	Inspirational Occupations (Little People, Big Dreams)	Best of Leicester (Non-fiction)	Weird and Wonderful Weather (Cloudy with a Chance of Meatballs)	Marvellous Makers (Izzy Gizmo)	World Explorers & Animal Whisperers (Miranda the Explorer)
2	Captivating Capitals (The Spectacular City)	Terrible Tudors (Non-fiction / The Actor, The Rebel, and the Wrinkled Queen)	Food Glorious Food (George's Marvellous Medicine)	Magnificent Materials (The Most Magnificent Thing)	Into the Woods (The Magic Faraway Tree - extracts)	Tales from Around the World (Illustrated Stories Around the World)
3	Kapow! (Traction Man)	Smashing Saxons (Beowulf)	Rock n' Roll (The Fossil Hunter)	Rotten Romans (Non-fiction)	Awesome Oceans (Dear Greenpeace & The Day I Met a Whale	The Wizarding World of Harry Potter (Harry Potter)
4	Willy Wonka's Wonderful World of Chocolate (Charlie & the Chocolate Factory)	Rockin' Rainforest (The Explorer)	Amazing Animals (Non-fiction)	Shocking Mysteries (The Mysteries of Harris Burdick)	Groovy Greeks (Mark of the Cyclops)	Adventures Around Europe (The Boy at the Back of the Class)
5	Invaders & Traders (Viking Boy)	Narnia (The Lion, the Witch and the Wardrobe)	Wonders of the Universe (Hidden Figures)	Ancient Egypt (Non-fiction)	Human Body (Pig Heart Boy)	Innovative Inventions (Operation Gadget Man)
6	Voyagers (The Story of Jemmy Button)	Vile Victorians (Street Child)	Amazing Australia (The Song Walker)	Extinct? (Non-fiction)	Over the Top (Private Peaceful)	Survival! (Reading for Pleasure)

Appendix 2: Text Type Overview

Core Text Types for **Autumn** (further text outcomes can also be completed)

Autumn 1		Autumn 2	
Novel: Jemmy Button	Poem: I Wandered Lonely as a Cloud	Novel: Street Child	Poem: London
Key Writing Outcome: Narrative	Key Grammar Focus: • To write using all pieces of above punctuation accurately (full stops, capitals exclamation marks, question marks, commas, inverted commas and apostrophes). • To write a narrative which has a consistent use of pronouns and tenses.	Key Writing Outcome: Persuasive Speech	Key Grammar Focus: • To write a series of paragraphs which include appropriate modal verbs. • To write a narrative which has a consistent use of pronouns and tenses.
Key Writing Outcome: Formal / Informal Letters	Key Grammar Focus: • To decide upon the level of formality for a piece of writing and to include appropriate vocabulary and question tags if appropriate. • Know how to use expanded noun phrases which include adjectives and prepositional phrases	Key Writing Outcome: Non-chronological report	Key Grammar Focus: • To write coherent and correctly punctuated information using an appropriate layout device. • To write using all pieces of above punctuation accurately (full stops, capitals exclamation marks, question marks, commas, inverted commas and apostrophes).

Ongoing Objectives

Plan his/her writing of narratives through reasoned consideration of how authors have developed characters and settings in what the class have read, listened to or seen performed

Proof-read for spelling errors linked to spelling statements for year 6

Appendix 3: Boxed Planning Model for Writing

