

Curriculum Skills and Progression English

Old Catton Junior School's Christian Distinctiveness Statement

At Old Catton C of E Junior School, we ensure that the teaching of our English curriculum embodies our Christian Distinctiveness and reinforces our School Values of: Love, Hope and Joy. We believe that through exposing the children to a range of texts, cultures and viewpoints, we can encourage a deeper understanding and acceptance of the diverse world in which we live. We teach a love of reading, a love of the literary world around us; the joy of the multiplicity of cultures, texts, religions and beliefs and the hope, that through an exposure to literature, we can teach others to enjoy, accept and encourage an understanding of one another. Through the teaching of a range of religious stories, such as our school Bible story of The Lost Sheep, we further reinforce the idea that no one person is left behind, regardless of their own life story and how different that might look to our own.



Nebula
where stars are born



The Nebula Federation

Old Catton Junior School

Old Catton Junior School teaches Year 3-6 (KS2) however we have kept Y2 in our curriculum map to show where the children are coming from and the skills, knowledge and understanding they should have to begin KS2 in Year 3.

English – Reading Year 2	
Expected	Greater Depth
<ul style="list-style-type: none"> • Read accurately most words of two or more syllables • Read most words containing common suffixes* • Read most common exception words*. <p style="margin-left: 20px;">In age-appropriate books, the pupil can:</p> <ul style="list-style-type: none"> • Read words accurately and fluently without overt sounding and blending • Sound out most unfamiliar words accurately, without undue hesitation and check it makes sense to them • Discuss and explain their understanding of the meaning of vocabulary in the context of the text • Answer questions and make some inferences on the basis of what is being said and done • Asking and answering appropriate questions related to text 	<ul style="list-style-type: none"> • Make a plausible prediction about what might happen on the basis of what has been read so far. Give reasons for this • Make inferences • With greater confidence, can discuss vocab choices and begin to consider the impact • Discuss their favourite words and phrases and give reasons for this • Make links between the book they are reading and other books they have read

English – Reading Year 3	
Expected	Greater Depth
<ul style="list-style-type: none"> • Pupils read further exception words (see English Appendix 1: Spelling) and note the unusual correspondences between spelling and sound, and where these occur in the word. • Pupils are able to retrieve and record information • Make predictions based on details stated and implied • Draw on contextual evidence to make sense of what is read • Explain and discuss their understanding of what they have read and words they have encountered • Ask questions to enhance understanding of the text • Draws inferences such as inferring characters’ feelings, thoughts and motives from their actions • Explain and justify their personal opinions about the text • Make basic comparisons within and across different texts • Identifying main ideas drawn from more than one paragraph and summarise these • Asking and answering appropriate questions related to text 	<p>Pupils can:</p> <ul style="list-style-type: none"> • Make simple comments that show awareness of the effect of the text on the reader (e.g. commenting on the language used to create mood or build tension) Which words created a... mood? What does the word...indicate? • Identify how punctuation adds effect and the impact this has
<p>Reading Projects <i>(Our Reading Projects change annually and are planned in to reflect opportunities that arise such as trips, theatre visits, author visits and themes planned within other subjects.)</i></p> <ul style="list-style-type: none"> • Autumn Term 2019 – Whole School Reading Project – The Promise (<i>Power of Reading Text</i>). • Autumn Term 2020 – Whole School Reading Project – Here We Are by Oliver Jeffers (<i>Power of Reading Text</i>). <i>The purpose of this Reading Project was to reintroduce pupils to the school setting, following the school closures of 2020. The reading project focussed on the concept of ‘self’, ‘community’ and ‘local and global citizens’.</i> • Autumn Term 2021 – Whole School Reading Project – The Boy Who Loved Words. 	

The purpose of this Reading Project was to nurture the children's love of words, introduce them to language that they may not be exposed to and encourage them to include new words in their writing.

Guided Reading

Overview of our Guided Reading books covered for Year 3 can be found in the Appendix of this document.

This overview includes potential books that the teachers can choose from and may cover throughout the year, this does not mean that each pupil will read all books on the list. The titles allow for year groups to plan various texts depending on the level of ability and interests of the sets, without the risk that they would be covered in another year group.

All Guided Reading is taught in mixed ability classes, within year groups.

Teachers use VIPERS questioning in order to measure the pupils' understanding of the text.

Language and Literacy / The Power of Reading

Language and Literacy and The Power of Reading are two schemes that are used to teach Literacy at Old Catton. These two schemes are the body of our Literacy curriculum. An overview of the topics and texts covered in Year 3 can be found in the Appendix of this document.

Let's Think in English

Let's Think in English is a lesson taught weekly, in classes, separately from Literacy. The lesson shares high quality, thought provoking texts with the children and asks deep thinking, high order questions based on evidence they find from their reading. The scheme builds on collaborative, group work and the principle that the children work in mixed ability groups to share their knowledge, skills and understanding to maximise their success and ideas they come up with. The work is based in speaking and listening, sharing individual ideas but ultimately, agreeing on a final idea or answer as a whole group. The lessons feed into reading and speaking and listening but also has writing opportunities with a "bridging activity". These activities are used, at the teacher's discretion, to formalise ideas into a piece of writing, if it is seen as a valuable learning opportunity. Refer to the Appendix for an overview of the Let's Think in English lessons for each Year Group and an example of a lesson plan for each Year Group.

Year 3 and 4 Read, Write Inc Group

For the children who are assessed on entry (using a baseline assessment) as being below the Expected Standard for Reading at the End of KS1 and who we identify internally as needing phonics intervention, we use the RWI Scheme of work. This is a phonics based programme that goes back through the sounds to fill the gaps for children who can not fluently read to the required standard. The group of children are taught in a small group, moving back into the main class set of mixed Year 3 and 4 if or when they are ready to access the main curriculum for Literacy. In this mixed set of Year 3 and 4, The Power of Reading is taught, using a range of KS1 texts and lesson plans. Refer to Appendix for the RWI overview and mixed Year 3 and 4 Power of Reading scheme of work.

Building a Love for Reading in our School

At Old Catton we want every child to grow a love for reading and have the opportunity to experience books of all different genres. We aim to do this through:

- Reading Projects
- Giving children access to our extensive library collection
- Sharing class texts and regularly hearing the teacher read aloud
- Asking that every child has 5 signatures a week to show they have read at home and to build a home-school reading partnership
- Book sales and the Book People Magazine throughout the year
- Displays in school
- Areas in each classroom that enrich reading and encourage reading for pleasure
- Reading Buddies – Year 6 pupils work with lower school pupils to hear them read and develop confidence
- Reading Circle outside at break times – books are available for the children to read while they are playing outdoors

English – Reading Year 4	
Expected	Greater Depth
<p>Pupils read further exception words (see English Appendix 1: Spelling) and note the unusual correspondences between spelling and sound, and where these occur in the word.</p> <ul style="list-style-type: none"> • Pupils are able to retrieve and record information • Make predictions based on details stated and implied • Draw on contextual evidence to make sense of what is read • Explain and discuss their understanding of what they have read and words they have encountered • Ask questions to enhance understanding of the text • Draws inferences such as inferring characters’ feelings, thoughts and motives from their actions • Explain and justify their personal opinions about the text • Make basic comparisons within and across different texts • Identifying main ideas drawn from more than one paragraph and summarise these • Asking and answering appropriate questions related to text 	<p>Pupils can:</p> <ul style="list-style-type: none"> • Make simple comments that show awareness of the effect of the text on the reader (e.g. commenting on the language used to create mood or build tension) Which words created a... mood? What does the word...indicate? • Identify how punctuation adds effect and the impact this has
<p>Reading Projects <i>(Our Reading Projects change annually and are planned in to reflect opportunities that arise such as trips, theatre visits, author visits and themes planned within other subjects.)</i></p> <ul style="list-style-type: none"> • Autumn Term 2019 – Whole School Reading Project – The Promise (<i>Power of Reading Text</i>). • Autumn Term 2020 – Whole School Reading Project – Here We Are by Oliver Jeffers (<i>Power of Reading Text</i>). <i>The purpose of this Reading Project was to reintroduce pupils to the school setting, following the school closures of 2020. The reading project focussed on the concept of ‘self’, ‘community’ and ‘local and global citizens’.</i> • Autumn Term 2021 – Whole School Reading Project – The Boy Who Loved Words. 	

The purpose of this Reading Project was to nurture the children's love of words, introduce them to language that they may not be exposed to and encourage them to include new words in their writing.

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All Guided Reading is taught in mixed ability classes, within year groups.

Teachers use VIPERS questioning in order to measure the pupils' understanding of the text.

Language and Literacy / The Power of Reading

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- Displays in school
- Areas in each classroom that enrich reading and encourage reading for pleasure
- Reading Buddies – Year 6 pupils work with lower school pupils to hear them read and develop confidence
- Reading Circle outside at break times – books are available for the children to read while they are playing outdoors

English – Reading Year 5	
Expected	Greater Depth
<p>Pupils read aloud and understand the meaning of new words (English Appendix 1: Spelling)</p> <ul style="list-style-type: none"> • Pupils are able to retrieve and record information • Make predictions based on details stated and implied • Show growing confidence when drawing from contextual evidence to make sense of what is read, and participates in discussion to explore words with different meanings. • Identify themes and conventions through discussion and comment • Discuss and explain their understanding of the meaning of vocabulary in context • Draw inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence • Express views formed through independent reading and books that are read to them, explaining personal opinions • Are able to make comparisons within and across different texts • Identify key details that support main ideas, and to use them to summarise content drawn from more than one paragraph 	<p>Pupils can:</p> <ul style="list-style-type: none"> • Use generally relevant textual references or quotations (PEE) • Make comments about the authors choice of language/structure/full range of punctuation/presentation and effect on the reader e.g. the ? makes you think that...
<p>Reading Projects <i>(Our Reading Projects change annually and are planned in to reflect opportunities that arise such as trips, theatre visits, author visits and themes planned within other subjects.)</i></p> <ul style="list-style-type: none"> • Autumn Term 2019 – Whole School Reading Project – The Promise (<i>Power of Reading Text</i>). • Autumn Term 2020 – Whole School Reading Project – Here We Are by Oliver Jeffers (<i>Power of Reading Text</i>). <i>The purpose of this Reading Project was to reintroduce pupils to the school setting, following the school closures of 2020. The reading project focussed on the concept of ‘self’, ‘community’ and ‘local and global citizens’.</i> • Autumn Term 2021 – Whole School Reading Project – The Boy Who Loved Words. 	

The purpose of this Reading Project was to nurture the children's love of words, introduce them to language that they may not be exposed to and encourage them to include new words in their writing.

Guided Reading

Overview of our Guided Reading books covered for Year 5 can be found in the Appendix of this document.

This overview includes potential books that the teachers can choose from and may cover throughout the year, this does not mean that each pupil will read all books on the list. The titles allow for year groups to plan various texts depending on the level of ability and interests of the sets, without the risk that they would be covered in another year group.

All Guided Reading is taught in mixed ability classes, within year groups.

Teachers use VIPERS questioning in order to measure the pupils' understanding of the text.

Language and Literacy / The Power of Reading

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Let's Think in English

Let's Think in English is a lesson taught weekly, in classes, separately from Literacy. The lesson shares high quality, thought provoking texts with the children and asks deep thinking, high order questions based on evidence they find from their reading. The scheme builds on collaborative, group work and the principle that the children work in mixed ability groups to share their knowledge, skills and understanding to maximise their success and ideas they come up with. The work is based in speaking and listening, sharing individual ideas but ultimately, agreeing on a final idea or answer as a whole group. The lessons feed into reading and speaking and listening but also has writing opportunities with a "bridging activity". These activities are used, at the teacher's discretion, to formalise ideas into a piece of writing, if it is seen as a valuable learning opportunity. Refer to the Appendix for an overview of the Let's Think in English lessons for each Year Group and an example of a lesson plan for each Year Group.

Building a Love for Reading in our School

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- Reading Projects
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- Sharing class texts and regularly hearing the teacher read aloud
- Asking that every child has 5 signatures a week to show they have read at home and to build a home-school reading partnership

- Book sales and the Book People Magazine throughout the year
- Displays in school
- Areas in each classroom that enrich reading and encourage reading for pleasure
- Reading Circle outside at break times – books are available for the children to read while they are playing outdoors

English – Reading Year 6	
Expected	Greater Depth
<p>The pupil can:</p> <ul style="list-style-type: none"> • Read age-appropriate books with confidence and fluency (including whole novels) • Retrieve and record information • Predict what might happen from details stated and implied • Read aloud with intonation that shows understanding • Work out the meaning of words from the context • Explain and discuss their understanding of what they have read, drawing inferences and justifying these with evidence • Make comparisons within and across books • Summarise main ideas, identifying key details and using quotations for illustration • Asking and answering appropriate questions relating to text 	<p>Pupils can:</p> <ul style="list-style-type: none"> • Identify key details using quotations for illustration (Point, Explanation, Evidence) • Evaluate how authors use language (including figurative language), structure, presentation, punctuation, considering the intention and impact on the reader. This should include summarising these features across the text
<p>Reading Projects <i>(Our Reading Projects change annually and are planned in to reflect opportunities that arise such as trips, theatre visits, author visits and themes planned within other subjects.)</i></p> <ul style="list-style-type: none"> • Autumn Term 2019 – Whole School Reading Project – The Promise (<i>Power of Reading Text</i>). • Autumn Term 2020 – Whole School Reading Project – Here We Are by Oliver Jeffers (<i>Power of Reading Text</i>). <i>The purpose of this Reading Project was to reintroduce pupils to the school setting, following the school closures of 2020. The reading project focussed on the concept of ‘self’, ‘community’ and ‘local and global citizens’.</i> • Autumn Term 2021 – Whole School Reading Project – The Boy Who Loved Words. <i>The purpose of this Reading Project was to nurture the children’s love of words, introduce them to language that they may not be exposed to and encourage them to include new words in their writing.</i> 	
<p>Guided Reading</p>	

Overview of our Guided Reading books covered for Year 6 can be found in the Appendix of this document.

This overview includes potential books that the teachers can choose from and may cover throughout the year, this does not mean that each pupil will read all books on the list. The titles allow for year groups to plan various texts depending on the level of ability and interests of the sets, without the risk that they would be covered in another year group.

All Guided Reading is taught in mixed ability classes, within year groups.

Teachers use VIPERS questioning in order to measure the pupils' understanding of the text.

Language and Literacy / The Power of Reading

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Let's Think in English

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- Displays in school
- Areas in each classroom that enrich reading and encourage reading for pleasure
- Reading Buddies – Year 6 pupils work with lower school pupils to hear them read and develop confidence

- Reading Circle outside at break times – books are available for the children to read while they are playing outdoors

Old Catton Junior School teaches Year 3-6 (KS2) however we have kept Y2 in our curriculum map to show where the children are coming from and the skills, knowledge and understanding they should have to begin KS2 in Year 3.

English – Writing Year 2	
Expected	Greater Depth
<p>The pupil can, after discussion with the teacher:</p> <ul style="list-style-type: none"> • Write simple, coherent narratives about personal experiences and those of others (real or fictional) • Write about real events, recording these simply and clearly • Demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required • Use present and past tense mostly correctly and consistently • Use co-ordination (e.g. or/and/but) and some subordination (e.g. when/if/that/because) to join clauses • Segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically plausible attempts at others • Spell many common exception words * • Form capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters • Use spacing between words that reflects the size of letters 	<p>The pupil can, after discussion with the teacher:</p> <ul style="list-style-type: none"> • Write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing • Make simple additions, revisions and proofreading corrections to their own writing • Use the punctuation taught at Key Stage 1 mostly correctly ^ • Spell most common exception words * • Add suffixes to spell most words correctly in their writing (e.g. –ment, –ness, ful, –less, –ly) * • Use the diagonal and horizontal strokes needed to join some letters

English – Writing Year 3	
Expected	Greater Depth
<p>The pupil can:</p> <ul style="list-style-type: none"> • Write effectively for a range of purposes and audiences, using appropriate language • In narratives, develop settings, characters and plot • Include dialogue in narrative, punctuated with inverted commas • Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because and although • Use adverbs and prepositions to express time and cause • In non-narrative writing, use simple organisational devices (for example, headings and sub-headings) • Begin to use accurate verb tenses and subject-verb agreement in pieces of writing • Correctly use capital letters, full stops, question marks, exclamation marks, commas for lists, and apostrophes for contractions and singular possession • Accurately spell of the majority of the words on the KS1 spelling list and some of the words on the Year 3/4 spelling list • Apply the Year 3/4 rules that have been taught, including accurately spelling words with some prefixes and suffixes and some common homophones • Use legible, joined handwriting 	<p>The pupil can:</p> <ul style="list-style-type: none"> • Use sentences which enhance meaning through specific vocabulary and language choices • Show some awareness of purpose through selection of relevant content and an attempt to interest the reader • Begin to choose language used in dialogue to convey the character’s thoughts and feelings effectively
<p><u>Opportunities for Writing in Literacy</u></p> <p>Language and Literacy, The Power of Reading and Guided Reading Texts within Literacy lessons all provide opportunities for writing. The Appendices attached show the different text types that the children are taught and write. Writing at Old Catton is a process, that the children work towards within a</p>	

unit of work. This will look to build on SPAG knowledge as well as lots of different stimulus such as: drama, talking, collaborative group work, writing word banks, sentences, WAGOLs (what a good one looks like) and shared writing with the teacher before they are expected to write a full piece independently. We look at the children producing lots of different written work in the build up to a main piece which we assess in depth every half term. The children receive detailed feedback with an opportunity to edit and review their written work with a yellow box and green pen re-write to improve their writing independently.

To ensure that the application of writing skills are included in Power of Reading units, an overview of writing opportunities for each of these units are included in the appendix. Teachers refer to these documents to support their planning and teaching of writing.

Let's Think in English

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Additional Opportunities for Writing

Guided Reading - every week the children are expected to independently complete written tasks. These tasks are related to the Guided Reading Texts being covered in class. The texts can range from: diary entries, letters, book review to character and setting descriptions as well as additional SPAG tasks.

Foundation Subjects - every half term, in Humanities and Science, the pupils complete one extended piece of writing. The content of these pieces are related to the topics covered in Foundation Subjects and the text types are chosen by the teacher to suit the writing skills, and genres, taught in the said year group.

Spelling, Punctuation and Grammar

The overview of SPAG topics, for each year group, can be found in the appendix of this document. At Old Catton Junior School, SPAG is taught as a discrete lesson, twice a week, as well as being integrated into all Literacy lessons. We use Spelling Shed for our Spelling Programme across all year groups. This teaches specific sounds and spelling rules. It has the added feature of interactive games that the children can play at home on a computer to build on the work they have done in the classroom.

SPaG Fast Five are completed at the beginning of at least three English lessons a week to aid the recall and consolidation of key Spelling, Punctuation and Grammar knowledge, skills and application.

English – Writing Year 4	
Expected	Greater Depth
<p>The pupil can:</p> <ul style="list-style-type: none"> • Write effectively for a range of purposes and audiences, starting to select language to interest and engage the reader • In narratives, describe settings and characters, using a range of descriptive devices • Include correctly punctuated dialogue in narrative • Show appropriate use of fronted adverbials, correctly including the appropriate use of a comma • Use noun phrases expanded by the addition of modifying adjectives, nouns and prepositions • Organise paragraphs around a theme and in non-fiction writing use appropriate organisational devices • Choose nouns or pronouns appropriately for clarity and cohesion • Ensure consistent and correct use of verb tense and subject-verb agreement throughout pieces of writing • Correctly use capital letters, full stops, question marks, exclamation marks, commas for lists, and apostrophes for contractions and for both singular and plural possession • Accurately spell of the majority of the words on the Year 3/4 spelling list and apply the Year 3/4 spelling rules mostly consistently • Use legible, joined handwriting 	<p>The pupil can:</p> <ul style="list-style-type: none"> • Develop ideas and events through some deliberate selection of phrases and vocabulary e.g. technical terminology, vivid language, word choice for emphasis • Demonstrate conscious control of paragraphing to help shape the overall piece (e.g. change of time/place/event) • Use precise and effective noun phrases and adverbial phrases to expand sentences with awareness of impact on the reader • Choose language used in dialogue effectively to convey characters thoughts and feelings
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English – Writing Year 5	
Expected	Greater Depth
<p>The pupil can:</p> <ul style="list-style-type: none"> • Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader • In narratives, describe settings and characters and begin to describe atmosphere through selection of vocabulary and grammatical structures • Include dialogue within narratives to develop characters • Use the grammatical structures taught in Year 5 appropriately for the audience and purpose of the text e.g. modal verbs and adverbs to indicate degrees of possibility, relative clauses using a wide range of relative pronouns or an implied relative pronoun • Begin to manipulate sentence structure for effect • Use a range of devices to build cohesion within paragraphs e.g. pronouns, adverbials of time and place • Ensure consistent and correct use of verb tense and subject-verb agreement throughout pieces of writing • Use a range of punctuation, mostly accurately, including: parenthesis, brackets, dashes, ellipses, hyphens and colons to introduce lists • Accurately spell of the majority of words from Year 3/4 spelling list and apply spelling rules from Year 3/4 curriculum • Accurately spell of some words from Year 5/6 spelling list and apply the spelling rules from Year 5/6 curriculum that have been taught 	<p>The pupil can:</p> <ul style="list-style-type: none"> • Manage shifts in viewpoint within a piece of writing with careful selection of language • Create cohesion within and across paragraphs using a range of devices e.g. reference chains, adverbials of time, place and number, and tense choices • Manipulate language and sentence structure to alter/change the meaning, and explain the impact of their choices on the reader • Use the passive and active voice appropriately to control the level of formality of a piece of writing • Use a range of punctuation to enhance meaning

- Use a dictionary to check the spelling of more uncommon or ambitious vocabulary
- Maintain legible, joined handwriting

Opportunities for Writing in Literacy

Language and Literacy, The Power of Reading and Guided Reading Texts within Literacy lessons all provide opportunities for writing. The Appendices attached show the different text types that the children are taught and write. Writing at Old Catton is a process, that the children work towards within a unit of work. This will look to build on SPAG knowledge as well as lots of different stimulus such as: drama, talking, collaborative group work, writing word banks, sentences, WAGOLLs (what a good one looks like) and shared writing with the teacher before they are expected to write a full piece independently. We look at the children producing lots of different written work in the build up to a main piece which we assess in depth every half term. The children receive detailed feedback with an opportunity to edit and review their written work with a yellow box and green pen re-write to improve their writing independently.

To ensure that the application of writing skills are included in Power of Reading units, an overview of writing opportunities for each of these units are included in the appendix. Teachers refer to these documents to support their planning and teaching of writing.

Let’s Think in English

Let’s Think in English is a lesson taught weekly, in classes, separately from Literacy. The lesson shares high quality, thought provoking texts with the children and asks deep thinking, high order questions based on evidence they find from their reading. The scheme builds on collaborative, group work and the principle that the children work in mixed ability groups to share their knowledge, skills and understanding to maximise their success and ideas they come up with. The work is based in speaking and listening, sharing individual ideas but ultimately, agreeing on a final idea or answer as a whole group. The lessons feed into reading and speaking and listening but also has writing opportunities with a “bridging activity”. These activities are used, at the teacher’s discretion, to formalise ideas into a piece of writing, if it is seen as a valuable learning opportunity. Refer to the Appendix for an overview of the Let’s Think in English lessons for each Year Group and an example of a lesson plan for each Year Group.

Additional Opportunities for Writing

Guided Reading - every week the children are expected to independently complete written tasks. These tasks are related to the Guided Reading Texts being covered in class. The texts can range from: diary entries, letters, book review to character and setting descriptions as well as additional SPAG tasks.

Foundation Subjects - every half term, in Humanities and Science, the pupils complete one extended piece of writing. The content of these pieces are related to the topics covered in Foundation Subjects and the text types are chosen by the teacher to suit the writing skills, and genres, taught in the said year group.

Spelling, Punctuation and Grammar

The overview of SPAG topics, for each year group, can be found in the appendix of this document. At Old Catton Junior School, SPAG is taught as a discrete lesson, twice a week, as well as being integrated into all Literacy lessons. We use Spelling Shed for our Spelling Programme across all year groups. This teaches specific sounds and spelling rules. It has the added feature of interactive games that the children can play at home on a computer to build on the work they have done in the classroom.

SPaG Fast Five are completed at the beginning of at least three English lessons a week to aid the recall and consolidation of key Spelling, Punctuation and Grammar knowledge, skills and application.

English – Writing Year 6	
Expected	Greater Depth
<p>The pupil can:</p> <ul style="list-style-type: none"> • Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. The use of the first person in a diary; direct address in instructions and persuasive writing) • In narratives, describe settings, characters and atmosphere • Integrate dialogue in narratives to convey character and advance the action • Select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility) • Use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs • Use verb tenses consistently and correctly throughout their writing 	<p>The pupil can:</p> <ul style="list-style-type: none"> • Write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (e.g. literary language, characterisation, structure) • Distinguish between the language of speech and writing and choose the appropriate register ** • Exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this • Use the range of punctuation taught at Key Stage 2 correctly (e.g. semi-colons, dashes, colons, hyphens) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity

- Use the range of punctuation taught at Key Stage 2 mostly correctly^ (e.g. inverted commas and other punctuation to indicate direct speech)
- Spell correctly most words from the Year 5/6 spelling list* and use a dictionary to check the spelling of uncommon or more ambitious vocabulary
- Maintain legibility in joined handwriting when writing at speed

Opportunities for Writing in Literacy

Language and Literacy, The Power of Reading and Guided Reading Texts within Literacy lessons all provide opportunities for writing. The Appendices attached show the different text types that the children are taught and write. Writing at Old Catton is a process, that the children work towards within a unit of work. This will look to build on SPAG knowledge as well as lots of different stimulus such as: drama, talking, collaborative group work, writing word banks, sentences, WAGOLs (what a good one looks like) and shared writing with the teacher before they are expected to write a full piece independently. We look at the children producing lots of different written work in the build up to a main piece which we assess in depth every half term. The children receive detailed feedback with an opportunity to edit and review their written work with a yellow box and green pen re-write to improve their writing independently.

To ensure that the application of writing skills are included in Power of Reading units, an overview of writing opportunities for each of these units are included in the appendix. Teachers refer to these documents to support their planning and teaching of writing.

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Additional Opportunities for Writing

Guided Reading - every week the children are expected to independently complete written tasks. These tasks are related to the Guided Reading Texts being covered in class. The texts can range from: diary entries, letters, book review to character and setting descriptions as well as additional SPAG tasks.

Foundation Subjects - every half term, in Humanities and Science, the pupils complete one extended piece of writing. The content of these pieces are related to the topics covered in Foundation Subjects and the text types are chosen by the teacher to suit the writing skills, and genres, taught in the said year group.

Spelling, Punctuation and Grammar

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SPaG Fast Five are completed at the beginning of at least three English lessons a week to aid the recall and consolidation of key Spelling, Punctuation and Grammar knowledge, skills and application.

Skills Map – English Speaking and Listening			
EYFS	Year 1	Year 2	Year 3
<p>Listening to Others</p> <ul style="list-style-type: none"> • Listen attentively in a range of situations • Listen to stories, accurately anticipating key events • Respond to what they hear with relevant comments, questions or actions • Give their attention to what others say and respond appropriately, while engaged in another activity • Follow instructions involving several ideas or actions • Answer ‘how’ and ‘why’ questions about their experiences and in response to stories or events • Express themselves effectively, showing awareness of listeners’ needs. • Use past, present and future forms accurately when talking about events that have happened or are to happen in the future • Develop their own narratives and explanations by connecting ideas or events. 	<p>Talking to and with others</p> <ul style="list-style-type: none"> • Develop ideas and feelings through sustained • Speaking turns • Organise talk to help the listener, with overall structure evident • Adapt language and non-verbal features to suit content and audience • Respond to the speaker’s main ideas, developing them through generally relevant comments and suggestions • Attempt different roles and responsibilities in pairs or groups • Show understanding of characters or situations by adapting speech, gesture, and movement, helping to create roles and scenarios 	<p>Talking to and with others</p> <ul style="list-style-type: none"> • Recount experiences and imagine possibilities, • Often connecting ideas vary talk in simple ways to gain and hold attention of the listener • Make specific vocabulary choices and use nonverbal features that show awareness of different purposes and listeners In some contexts • Listen and respond to the speaker, making simple comments and suggestions make helpful contributions when speaking in turn in pairs, and small groups <p>Talking about talk</p> <ul style="list-style-type: none"> • Extend experience and ideas, adapting speech, gesture ,or movement to simple roles and different scenarios • Show awareness of ways in which speakers vary talk, and why, 	<p>Talking to and with others</p> <ul style="list-style-type: none"> • Express feelings and ideas when speaking about matters of immediate interest • Talk in ways that are audible and intelligible to familiar others show some awareness of the listener by making changes to language and non-verbal features In some contexts • Understand and engage with the speaker ,demonstrating attentive listening • Engage with others through taking turns in pairs and small groups <p>Talking about Talk</p> <ul style="list-style-type: none"> • Engage in imaginative play enacting simple characters and situations using everyday speech, gesture, or movement • Notice simple differences in speakers’ use of language and try out new words and ways of expressing meaning

Skills Map – English Speaking and Listening		
Year 4	Year 5	Year 6
<p>Talking to and with others</p> <ul style="list-style-type: none"> • Speak in extended turns to express straightforward ideas and feelings, with some relevant detail, structure talk in ways which support meaning and show attention to the listener • Vary vocabulary, grammar, and non-verbal features to suit audience, purpose, and context <p>Talking with in role play and drama</p> <ul style="list-style-type: none"> • Show generally clear understanding of content and how it is presented, sometime introducing new material or ideas • Take on straightforward roles and responsibilities in pairs and groups <p>Talking about talk</p> <ul style="list-style-type: none"> • Convey straightforward ideas about characters and situations, making deliberate choices of speech, gesture, and movement in different role and scenario • Show understanding of how and why language choices vary in their own and others' talk in different situations 	<p>Talking to and with others</p> <ul style="list-style-type: none"> • Express and explain relevant ideas and feelings, with some elaboration to make meaning explicit • Shape talk in deliberate ways for clarity and effect to engage the listener • Adapt vocabulary, grammar, and non-verbal features in ways well-matched to audience, purpose, and context • Recognise significant details and implicit meanings, developing the speaker's ideas in different ways <p>Talking within role play and drama</p> <ul style="list-style-type: none"> • Sustain roles and responsibilities with independence in pairs or groups, sometimes shaping overall direction of talk with effective contributions • Show insight into texts and issues through deliberate choices of speech, gesture, and movement, beginning to sustain and adapt different roles and scenarios <p>Talking about talk</p> <ul style="list-style-type: none"> • Explain features of own and others' language use, showing understanding of effect of varying language for different purposes and situations 	<p>Talking to and with others</p> <ul style="list-style-type: none"> • Explore complex ideas and feelings in a range of ways, both succinct and extended maintain generally controlled and effective organisation of talk to guide the listener • Adapt vocabulary, grammar, and non-verbal features to meet an increasing range of demands • Engage with complex material making perceptive responses, showing awareness of the speaker's aims and extending meanings <p>Talking within role play and drama</p> <ul style="list-style-type: none"> • Adopt group roles and responsibilities independently, drawing ideas together and promoting effective discussion <p>Talking about talk</p> <ul style="list-style-type: none"> • Demonstrate empathy and understanding through flexible choices of speech, gesture, and movement, adapting roles convincingly to explore ideas and issues • Analyse meaning and impact of spoken language variation, exploring significant details in own and others' language

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