



The Grange Primary School
EYFS and Key Stage 1
English Overview

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Foundation Stage 1 English Overview

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	Marvellous Me	Colour and Light	People Who Help Us	Bears	Once Upon a Time	In the Garden
Class end of day story to support with the teaching of English (refer to Pie Corbett's Reading Spine where possible)	<ul style="list-style-type: none"> What I Like About Me - Allia Zobel-Nolan 	<ul style="list-style-type: none"> Brown Bear, Brown Bear, What Can You See? - Bill Martin Jr. (Pie Corbett's Reading Spine) 	<ul style="list-style-type: none"> When I Grow Up: Firefighter - When I Grow Up: Doctor - Busy People: Police Officer - Busy People: Vet - 	<ul style="list-style-type: none"> We're Going On a Bear Hunt - Michael Rosen (Pie Corbett's Reading Spine) Peace at Last, Brown Bear - Jill Murphy 	<ul style="list-style-type: none"> Goldilocks and the Three Bears The Three Little Pigs Little Red Riding Hood 	<ul style="list-style-type: none"> Oliver's Vegetables - Alison Bartlett The Enormous Turnip Titch and the Sunflower - Pat Hutchins Minibeast Calypso - Tony Langham
Other books linked with topic to use during writing lessons and guided reading	<ul style="list-style-type: none"> The Bravest Fish- Matt Buckingham Titch- Patt Hitchens You Choose- Nicola Davis and Nick Sharrat 	<ul style="list-style-type: none"> The Mixed-up Chameleon- Eric Carle The Day the Crayons Quit-Drew Daywalt Elmer-David Mckee 	<ul style="list-style-type: none"> Topsy and Tim meet the Firefighters- Jean Adamson Busy People: Doctor-Lucy George Busy People- Builder-Lucy George 	<ul style="list-style-type: none"> I Love You to the Moon and Back- Amelia Hepworth Can you Sleep Little Bear?-Jill Murphy Peace at Last- Jill Murphy Little Bears Trousers-Jane Hissey 	<ul style="list-style-type: none"> Jack and the beanstalk Hansel and Gretel The Gingerbread Man The Ugly Duckling The Three Billy Goat Gruff 	<ul style="list-style-type: none"> Jasper's Beanstalk - Nick Butterworth (Pie Corbett's Reading Spine) The Very Hungry Caterpillar - Eric Carle (Pie Corbett's Reading Spine) Each Peach Pear Plum - Allan and Janet Ahlberg
Key Nursery Rhymes	<ul style="list-style-type: none"> Head Shoulders knees and toes If your happy and you know it 	<ul style="list-style-type: none"> Twinkle Twinkle Little Star Firework poetry- whizz, pop,bang 5 little men in a flying saucer 	<ul style="list-style-type: none"> The wheels on the bus. Row Row your boat 	<ul style="list-style-type: none"> The Bear went over the Mountain Teddy bear Teddy Bear 	<ul style="list-style-type: none"> This little Piggy The grand old duke of York There was a princess long ago 	<ul style="list-style-type: none"> Incy Wincy Spider Going in the garden to eat worms Round and Round the Garden Little Miss Muffet
Further books from Pie Corbett's Reading Spine to read as whole class end of	<ul style="list-style-type: none"> Where's Spot - Eric Hill Dear Zoo - Rod Campbell You Choose - Pippa Goodhart Hairy Maclary from Donaldson's Dairy - Lynley Dodd 					

day stories	<ul style="list-style-type: none"> ● Hug - Jez Alborough ● The Train Ride - June Crebbin ● Come on, Daisy! - Jane Simmons
Reading	<p>In the Foundation Stage, children are provided with an environment rich in print where children can learn about words, e.g. using names, signs, posters. Children have access to a range of stories within the provision and are encouraged to use puppets and props to retell stories and talk about what they can see and have heard.</p> <p>The relevant ages and stages statements for Literacy: Reading in Foundation Stage 1 can be found in Appendix 1.</p> <p>Note: Teachers are expected to follow the reading guide document for guidance on the teaching of reading at The Grange Primary School.</p>
Writing	<p>In the Foundation Stage, children are provided with opportunities to give meanings to the marks that they have made. Mark making tools are available within all areas of the provision and children are encouraged to experiment and talk about what they have done. Opportunities for children to practise their fine and gross motor skills are provided daily through the provision and adult-led activities.</p> <p>The relevant ages and stages statements for Literacy: Writing in Foundation Stage 1 can be found in Appendix 1.</p>
Speaking	<p>In the Foundation Stage, activities such as; repetitive stories, nursery rhymes, puppets and playing games which involve repetition of words or phrases are used daily through adult led activities and within the continuous provision. Opportunities which help children to learn to distinguish differences in sounds, word patterns and rhythms are also provided for within the provision and focused activities.</p> <p>The relevant ages and stages statements for Speaking in Foundation Stage 1 can be found in Appendix 1.</p>
Listening and Attention	<p>In the Foundation Stage, children are given the opportunity to listen to others in small groups, listen to short stories and focus attention on short activities. Children are provided with opportunities through continuous provision and adult led activities.</p> <p>The relevant ages and stages statements for Listening and Attention in Foundation Stage 1 can be found in Appendix 1.</p>

Foundation Stage 2 English Overview

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	New Beginnings	Lighting Up the Sky	Dinosaur Stomp		On the Farm	Creepy Crawlies
Class end of day story to support with the teaching of English (refer to Pie Corbett's Reading Spine where possible)	<ul style="list-style-type: none"> Funny Bones - Janet and Allan Ahlberg Sometimes I Feel Sunny - Gillian Shields 	<ul style="list-style-type: none"> Aliens Love Underpants - Whatever Next - Room on the Broom - Julia Donaldson 	<ul style="list-style-type: none"> Dinosaur Roar! - Henrietta and Paul Stickland Dinosaurs Love Underpants - Claire Freedman Digging Up Dinosaurs - Alikei Brandenburg 	<ul style="list-style-type: none"> The Little Red Hen (Fable) Farmer Duck - Martin Waddell (Pie Corbett's Reading Spine) 	<ul style="list-style-type: none"> The Very Hungry Caterpillar - Eric Carle The Very Busy Spider - Eric Carle 	
Other books linked with topic to use during writing lessons and guided reading	<ul style="list-style-type: none"> Elmer - David Mckee Harry and the Bucketful of Dinosaurs - Ian Whybrow Borris Starts School- Carrie Weston Super Potato-Sue Hendra 	<ul style="list-style-type: none"> Whatever Next - Jill Murphy (Pie Corbett's Reading Spine) Goodnight Moon - Margaret Wise Brown (Pie Corbett's Reading Spine) 	<ul style="list-style-type: none"> Dear Dinosaur: T. Rex on Tour - Chea Strathie and Nicola O-Bryne 10 Little Dinosaurs - Mike Brownlow and Simon Rickerty Tyrannosaurus Drip- Julia Donaldson. 	<ul style="list-style-type: none"> Handa's Surprise - Eileen Browne (Pie Corbett's Reading Spine) Rosie's Walk - Pat Hutchins (Pie Corbett's Reading Spine) 	<ul style="list-style-type: none"> Aaaarrgghh Spider! - Lydia Monk Yucky Worms - Vivian French & Jessica Ahlberg SuperWorm- Julia Donalson What the ladybird Heard -Julia Donalson. Spinderella- Julia Donaldson Norman the slug with the silly shell- Sue Hendra 	
Further books from Pie Corbett's Reading Spine to read as whole class end of day stories	<ul style="list-style-type: none"> Owl Babies - Martin Waddell The Gruffalo - Julia Donaldson Mr Gumpy's Outing - John Burningham Six Dinner Sid - Inga Moore Mrs Armitage - Quentin Blake On the Way Home - Jill Murphy Shhh! - Sally Grindley 					
Traditional Tales	<p>Traditional Tales will be explored through daily storytime and within the continuous provision.</p> <ul style="list-style-type: none"> The Three Little Pigs Little Red Riding Hood The Enormous Turnip The Ugly Duckling Jack and the Beanstalk Goldilocks and the Three Bears The Gingerbread Man 					

<p>Reading</p>	<p>In the Foundation Stage, children are encouraged to add to their first-hand experience of the world through the use of books, other texts, information and technology. A range of opportunities are provided throughout the learning environment , which include: storyboards, puppets and props which support children to talk about a story’s characters and sequence of events. A variety of texts are used and available within provision to encourage children to use all their skills including their phonic knowledge to decode words.</p> <p>Phonics Children will be taught the Initial Code of the “Sounds Write” phonics programme. Opportunities for children to apply and embed the skill of blending will be provided throughout the learning environment. HFW words will be taught alongside the Sound Write programme.</p> <p>The relevant ages and stages statements for Literacy: Reading in Foundation Stage 2 can be found in Appendix 1.</p> <p>Note: Teachers are expected to follow the reading guide document for guidance on the teaching of reading at The Grange Primary School.</p>							
<p>Writing</p>	<p>In the Foundation Stage, children are provided with a range of opportunities to write for different purposes about key themes and subjects of particular interest to them. There are opportunities for writing in all areas of the provision, both indoors and outdoors which enable children to apply and embed their phonic skills. Word banks, letter formation sheets and other writing aids are made readily available within all areas of provision within the learning environment.</p> <p>Phonics Children will be taught the Initial Code of the “Sounds Write” phonics programme. Opportunities for children to apply and embed the skill of segmenting will be provided throughout the learning environment.</p> <p>The relevant ages and stages statements for Literacy: Writing in Foundation Stage 2 can be found in Appendix 1.</p>							
<p>Term</p>	<p>Autumn 1</p>	<p>Autumn 2</p>	<p>Spring 1</p>	<p>Spring 2</p>	<p>Summer 1</p>	<p>Summer 2</p>	<p>Persuasion embedded across the curriculum throughout the year.</p>	
<p>Genre</p>	<p>Poetry</p>	<p>Narrative</p>	<p>Narrative</p>	<p>Non-Chronological Report</p>	<p>Instructions</p>	<p>Recount</p>		
<p>Speaking</p>	<p>In the Foundation Stage, children are provided with a range of opportunities to participate in meaningful speaking and listening activities for a wide range of purposes. Staff regularly model spoken language and how it is used in a range of contexts and key vocabulary linked to activities and experiences. Children have the opportunity through continuous provision to talk to their peers and play imaginatively through role play and storytelling. They are encouraged to work collaboratively and are given time to initiate discussions from shared experiences and having conversations with each other.</p> <p>The relevant ages and stages statements for Speaking in Foundation Stage 2 can be found in Appendix 1.</p>							
<p>Listening and Attention</p>	<p>In the Foundation Stage, children are given the opportunities to listen and share experiences with each other. Opportunities for children to listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions are provided within the continuous provisions and adult-led activities.</p> <p>The relevant ages and stages statements for Listening and Attention in Foundation Stage 2 can be found in Appendix 1.</p>							

Year 1 English Overview

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	Toys	It's on Fire	Woodland		Pirates - Land Ahoy!	
Class end of day story to support with the teaching of English (refer to Pie Corbett's Reading Spine where possible)	<ul style="list-style-type: none"> • Dogger - Shirley Hughes (Pie Corbett's Reading Spine) 	<ul style="list-style-type: none"> • You Wouldn't want to be in the Great Fire of London - Jim Pipe 	<ul style="list-style-type: none"> • Little Red Riding Hood (traditional tale - use as an imitate for Talk4Writing) • Where the Wild Things Are - Maurice Sendak (Pie Corbett's Reading Spine) • Re-reading of favourite traditional tales from the Foundation stage 		<ul style="list-style-type: none"> • The Lighthouse Keepers Lunch - Ronda and David Armitage • Captain Flynn and the Pirate Dinosaurs - Giles Andreae 	
Other books linked with topic to use during writing lessons and guided reading	<ul style="list-style-type: none"> • Kipper's Toybox - Mick Inkpen • Old Bear - Jane Hissey • Toys Around The World - Joanna Brundle • The Magic Paintbrush (Chinese Folk Story) • The Velveteen Rabbit - Margery Williams • Knuffle Bunny - Mo Willems (Pie Corbett's Reading Spine) 	<ul style="list-style-type: none"> • Toby and the Great Fire of London - Margaret Nash • The Great Fire of London: 350th Anniversary of the Great Fire of 1666 - Emma Adams • The Great Fire of London Unclassified - Nick Hunter • The Great Fire Of London - Liz Gogerly • People Who Help Us - Firefighter - Rebecca Hunter • Who Was Samuel Pepys - Paul Harrison 	<ul style="list-style-type: none"> • The Gruffalo - Julia Donaldson • The Gruffalo's Child - Julia Donaldson • Stick Man - Julia Donaldson • Into the Forest - Anthony Browne • Tree - Patricia Hegarty (non fiction seasonal changes) • Tidy - Emily Gravett (poetry/ rhyming story about tidying up the woodland home) • Snow White and the Seven Dwarfs (Grimm) • Hansel and Gretel (Grimm) 		<ul style="list-style-type: none"> • 10 Little Pirates - Mike Brownlow • Pirates Love Underpants - Claire Freedman • Captain Sparklebeard – Timothy Knapman • The Night Pirates - Peter Harris • Captain Flynn and the Pirate Dinosaurs - Giles Andreae • Mungo and the Picture Book Pirates - Timothy Knapman • Katie Morag - Mairi Hedderwick • Seaside Poetry - Nick Sharrat • What the Ladybird Heard at the Seaside - Julia Donaldson 	
Further books from Pie Corbett's Reading Spine to read as whole class end of day stories	<ul style="list-style-type: none"> • Peace at Last - Jill Murphy • Can You Sleep Little Bear? - Martin Waddell • The Elephant and the Bad Baby - Elfreda Vipont and Raymond Briggs • Avocado Baby - John Birmingham • The Tiger Who Came to Tea - Judith Kerr • Lost and Found - Oliver Jeffers • Beegu - Alexis Deacon • Cops and Robbers - Alan and Janet Ahlberg 					

		<ul style="list-style-type: none"> Elmer - David McKee 						
Reading	Word Reading	Spelling progression links to the Sounds Write units which are applicable to Year 1. Additional interventions must be highlighted on the provision map for the specific year group. Year 1 stage expectations for Word Reading can be found in Appendix 2.						
	Comprehension	Each year group follows the five strands for reading: <ul style="list-style-type: none"> Literal Evidence Deduction Inference Authorial Intent Teaching of comprehension links to core text, the above and the national curriculum expectations for Year 1. The following must be covered in addition to the writing genres: <ul style="list-style-type: none"> Non-fiction books that are structured in different ways Fairy stories and traditional tales Poetry (e.g. contemporary and classic) Year 1 stage expectations for Comprehension can be found in Appendix 2. Note: Teachers are expected to follow the reading guide document for guidance on the teaching of reading at The Grange Primary School.						
Writing	Transcription (Spelling)	See spelling progression for Year 1 (Appendix 3) and spelling lists for Year 1 (Appendix 4). Year 1 stage expectations for Spelling can be found in Appendix 5.						
	Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Persuasion embedded across the curriculum throughout the year.
	Genre (Composition)	Instructions	Recount (Diary Entry)	Poetry (List)	Traditional Tales	Non-Chronological Report	Narrative (There and Back Again)	
		Year 1 stage expectations for Composition can be found in Appendix 5.						
Vocabulary, Punctuation, Grammar	Alan Peat	The following Alan Peat Exciting Sentences must be taught throughout the year in Year 1 : What+! All the Ws						
	Year 1 stage expectations for Vocabulary, Punctuation and Grammar can be found in Appendix 5.							

	Handwriting	Year 1 follows the Nelson scheme for handwriting.
Speaking and Listening		Speaking and Listening objectives are covered through Talk4Writing, high quality teaching, Kagan structures and P4C which are implemented throughout the school. Year 1 stage expectations for Speaking and Listening can be found in Appendix 6.

Year 2 English Overview

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	Guess Who?	In the Dark	Scented Garden		Let's Be Detectives	
Class end of day story to support with the teaching of English (Refer to Pie Corbett's Reading Spine where possible)	<ul style="list-style-type: none"> • Sulwe - Lupita Nyong'o • Imani's Moon - Janay Brown-Wood 	<ul style="list-style-type: none"> • The Owl Who Was Afraid of the Dark - Jill Tomlinson (Pie Corbett's Reading Spine) • Fantastic Mr Fox - Roald Dahl (Pie Corbett's Reading Spine) • The Clue Is In The Poo - Andy Seed 	<ul style="list-style-type: none"> • Jack and The Beanstalk • The Enchanted Wood - Enid Blyton • The Flower - John Light 	<ul style="list-style-type: none"> • Somebody Swallowed Stanley • Traction Man is Here - Minnie Grey (Pie Corbett's Reading Spine) • The Owl and the Pussy Cat - Edward Lear 		
Other books linked with topic to use during writing lessons and guided reading	<ul style="list-style-type: none"> • Amazing Grace - Mary Hoffman (Pie Corbett's Reading Spine) • Diary of the Killer Cat - Anne Fine • Florence and the Drummer Boy - Penny Dolan • Hoorah for Mary Seacole- Ann Axworthy 	<ul style="list-style-type: none"> • Meerkat Mail- Emily Gravett (Pie Corbett's Reading Spine) • Owl Babies - Martin Waddell 	<ul style="list-style-type: none"> • Gardening books • Jack and the Baked Beanstalk - Colin Stimpson • Frog and Toad Together - Arnold Lobel (Pie Corbett's Reading Spine) • Who's Afraid of the Big Bad Book? Lauren Child 	<ul style="list-style-type: none"> • Building Boy - Ross Montgomery • The Pirates Next Door - Johnny Duddle • The Tunnel - Anthony Browne 		
Further books from Pie Corbett's Reading Spine to read as whole class end of day stories	<ul style="list-style-type: none"> • Pumpkin Soup - Helen Cooper • Not Now Bernard - David McKee • Tuesday - David Wiesner • Gorilla - Anthony Browne • Emily Brown and Thing - Cressida Cowell • The Giraffe, the Pelly and Me - Roald Dahl • Flat Stanley - Jeff Brown • Willa and Old Miss Annie - Bernie Doherty • Xargle's Book of Earthlets, Tony Ross (Pie Corbett's Reading Spine) 					
Reading	Word Reading	Spelling progression links to the Sounds Write units which are applicable to Years 1 and 2. Additional interventions must be highlighted on the provision map for the specific year group.				

		Year 2 stage expectations for Word Reading can be found in Appendix 2.						
	Comprehension	<p>Each year group follows the 5 strands for reading:</p> <ul style="list-style-type: none"> • Literal • Evidence • Deduction • Inference • Authorial Intent <p>Teaching of comprehension links to core text, the above and the national curriculum expectations for Year 2. The following must be covered in addition to the writing genres:</p> <ul style="list-style-type: none"> • Non-fiction books that are structured in different ways • Fairy stories and traditional tales • Poetry (e.g. contemporary and classic) <p>Year 2 stage expectations for Comprehension can be found in Appendix 2.</p> <p>Note: Teachers are expected to follow the reading guide document for guidance on the teaching of reading at The Grange Primary School.</p>						
Writing	Transcription (Spelling)	See spelling progression for Y2 (Appendix 3) and spelling lists for Y2 (Appendix 4). Year 2 stage expectations for Spelling can be found in Appendix 5.						
	Term	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2	Persuasion embedded across the curriculum throughout the year.
	Genre (Composition)	Recount (Diary Entry)	Non-Chronological Report	Instructions	Traditional Tale	Poetry (Narrative)	Narrative (There and Back Again)	
		Year 2 stage expectations for Composition can be found in Appendix 5.						
Vocabulary, Punctuation, Grammar	Alan Peat	The following Alan Peat Exciting Sentences must be taught throughout the year in Year 2: List sentences 2A sentences + ly sentences BOYS sentences						
	Year 2 stage expectations for Vocabulary, Punctuation and Grammar can be found in Appendix 5.							

	Handwriting	Year 2 follow the Nelson scheme for handwriting.
	Speaking and Listening	Speaking and Listening objectives are covered through Talk4Writing, high quality teaching, Kagan structures and P4C which are implemented throughout the school. Year 2 stage expectations for Speaking and Listening can be found in Appendix 6.

The Grange Primary School's Approach to Writing - Genre Coverage

Year Group	Genre Coverage					
FS2	Instructions	Recount (Sequencing)	Poetry (Nursery Rhyme)	Traditional Tales	Narrative	Non-Chronological Report
Year 1	Instructions	Recount (Diary Entry)	Poetry (List)	Traditional Tales	Narrative	Non-Chronological Report
Year 2	Instructions	Recount (Diary Entry)	Poetry (Narrative - The Owl and the Pussycat)	Traditional Tales	Narrative	Non-Chronological Report
Year 3	Instructions	Recount (A Day in the Life of...)	Poetry (Calligram)	Narrative	Narrative	Non-Chronological Report
Year 4	Instructions	Recount (A Day in the Life of...)	Poetry (Sonnet)	Narrative	Narrative	Non-Chronological Report
Year 5	Instructions	Recount (Newspaper Report)	Poetry (Narrative - Jabberwocky)	Narrative	Narrative	Non-Chronological Report
Year 6	Instructions	Recount (Newspaper Report)	Poetry (Narrative - The Highwayman)	Narrative	Narrative	Non-Chronological Report

Persuasive writing is to be taught across the curriculum, linking to Speaking and Listening. Persuasive writing can be presented in different formats (e.g. radio/tv broadcast, advertising, podcast etc.) and opportunities can take place through: P4C debates; Enterprise; Team building sessions

The Grange Primary School's Approach to Writing - Talk4Writing Progression

To ensure progression of innovation throughout school, from EYFS to Year 6, the expectation for the stages and innovation levels will take place as follows:

Year Group		Talk4Writing Stage	Autumn Term		Spring Term		Summer Term	
			Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS		Imitate	This stage will be taught throughout EYFS. FS2 only - includes written recall					
		Innovate	N/A	Substitution FS2 only - modelled by class teacher to make class innovated version	Substitution (change words, characters, settings etc.) FS1 - oral discussion with class teacher FS2 - independent			
		Independent	N/A				This stage will be taught throughout Summer in FS2 only.	
Key Stage 1	Year 1	Imitate	This stage will be taught throughout Year 1.					
		Innovate	Substitution			Substitution and/or Addition		
		Independent	This stage will be taught throughout Year 1.					
	Year 2	All three stages of Talk4Writing ('Imitate', 'Innovate' and 'Independent') will be taught throughout Year 2 in each term. Teachers will choose the levels of innovation and challenge which best suit the teaching of the genre, in line with their English expectations and curricular coverage. The levels of innovation and challenge for Year 2 are as follows: <ul style="list-style-type: none"> ● Addition: add to or embellish to expand/extend a text and/or ● Alteration: alter part of a text in ways that change the course of events 						
Key Stage 2		All three stages of Talk4Writing ('Imitate', 'Innovate' and 'Independent') will be taught throughout Years 3 to 6 in each term. Teachers will choose the levels of innovation and challenge which best suit the teaching of the genre, in line with their English expectations and curricular coverage. The levels of innovation and challenge for Key Stage 2 are as follows: <ul style="list-style-type: none"> ● Alteration: alter part of a text in ways that change the course of events (mainly for Year 3) 						

- **Genre switching:** change text type, e.g. switch a story to a newspaper report etc. or change story type, e.g. to sci-fi, fantasy etc.
- **Change time/point of view:** past to present, same story from different point of view etc.
- **Reorder:** flashbacks, time slips etc.
- **Authorial style:** write in the style of a different author
- **Sequels or Prequels**
- **Blend story types**

The Grange Primary School Approach to Writing – EYFS and Key Stage 1

The Grange Primary School's Approach to writing for EYFS and Key Stage 1 is very structured. It is key that teachers follow the approach as outlined below in order to provide a solid basis for internalising writing structures, but they may adapt elements of the below to suit their class' individual needs.

Talk4Writing Stage	Sequence of Teaching	Content of Teaching
Initial Assessment	Cold Task	Children to complete a piece of independent writing based on the genre prior to any input/teaching. Teachers prompt thinking through questioning to enable children to access the genre to which they have been introduced to, e.g. Fairy tales – What is a fairy tale? What type of characters appear in fairy tales? What themes appear in fairy tales? Pictures and the writing toolkit can be shared at this point, but modelled writing and success criteria for the genre should not be shared prior to the cold task. As the children progress through the year, sentence structure should show clear improvement during cold tasks even if their produced work does not match the genre to be taught.
Imitate	Hook/Stimulus (Entry Point)	This is to introduce the children to the purpose for writing. It should be an engaging, purposeful activity to make them excited about the genre (e.g. virtual reality alien landing (fiction - flashback story) or making fairy buns (non-fiction - instructions) etc.). In line with our four curriculum drivers, the hook/stimulus should create memorable experiences that are immersive and ignite their imaginations, including visits, visitors etc.
	Imitation of the Text	The imitation of a core text is essential to the Talk4Writing process and follows the structure below: <ol style="list-style-type: none"> 1. Internalisation of the text: <ol style="list-style-type: none"> a. A high-quality text must be used which models the features of the genre being taught whilst including the grammar expected to be taught through the genre (as mapped out in medium term plans). Although some texts are available from Pie Corbett, teachers will benefit from writing the text themselves in order to target and support the specific expectations and needs of their class and to make clear cross-curricular links between English and the topic being taught. The text must not be more than 350 words. (For further guidance, please refer to 'How to write a model text' on the shared drive and 'Additional Guidance' below.) b. The children learn the text off by heart using actions and expression to retain the text and its structures in their working memory. c. The teacher maps the text using pictures and punctuation during the lesson as a visual aid to the child's retention of the text. This is then displayed on the washing line throughout the coverage of the genre. Jane Considine maps can be used to support with the shape for story mapping e.g. backwards S, story mountain, there and back again circle etc. Teachers are expected to use their own judgment to identify the best shape for the genre they are focusing on. d. Activities such as word and sentence tennis, role play and Pie Corbett's Jumpstart games can be used to support the process of understanding and retaining the text. 2. The children then create their own text map (including punctuation) of the imitate text in their books. This is a skill which requires the training of the children, but is a stage which can be used at the teacher's discretion. 3. From this, the children independently construct sentences to rewrite the text using actions previously learned.

		<p>Note: The imitate text should be used for identifying features and structures. This could be done through reading activities such as matching features to the text, 'Navigating Genres' (Jane Considine), true or false cards etc. or during the imitate lesson where texts naturally allow themselves to be broken into genre features (e.g. instructions). When identifying features, the imitate text should be referred to throughout and can be annotated and displayed by teachers where appropriate. There is no expectation for this to be a stand-alone lesson. This does not need to be evidenced in books but pictures can be shared on Tapestry, Twitter and the server. This is a further opportunity to develop word reading and comprehension skills (e.g. through the use of comprehension cards, event sequencing and shades of meaning). During this, a success criteria must be created with the children on a separate piece of paper to the writing toolkit, outlining the features and grammar/punctuation focus specific to the genre being taught. This should be displayed on your wall or washing line. There are success criterias available on the shared drive for teachers to refer to.</p> <p>This stage should be delivered alongside the learning of the text.</p>
Innovate	Explicit Grammar or Punctuation Lessons	These lessons should link to a grammar or punctuation feature from the genre being taught. One or two lessons as appropriate will be fine. In order to have the highest impact, these lessons can be taught at different points during the writing process e.g. teaching adverbials of place before writing a setting description within a narrative. Additional grammar or revision can be taught through early bird activities e.g. using Pie Corbett's Jumpstart games starters.
	Idea Generation	Ideas in preparation for the warm task should be generated with the children. This can be through kind calling out, annotating pictures, thesaurus work etc. and should be displayed on the washing line for the children to refer to through the writing process. Children should also record these ideas in their magpie books. This is an opportunity to refer to the writing toolkit, success criteria, and any other school initiatives such as the FANTASTICS, BOOMTASTICS (where appropriate), exciting sentences etc. Idea generation can take place prior to or alongside the warm task at the teacher's discretion.
	Warm Task	<p>A modelled writing session should take place for each genre. In EYFS and KS1, 'Innovation' can take place through the following levels and challenges.</p> <ul style="list-style-type: none"> ● Substitution: change words, characters, settings etc ● Addition: add to or embellish to expand/extend a text ● Alteration: alter part of a text in ways that change the course of events. <p>These levels of innovation and challenge are taught following the structure below:</p> <ol style="list-style-type: none"> 1. First, teachers demonstrate the planning stage of writing whilst <u>verbalising their thought process with limited input from the children</u>. This should link to the ideas previously generated. The children then plan for their warm task. Planning can include a text map. 2. Then, teachers model the writing stage by demonstrating how to transfer ideas from planning into writing. The thought process for writing should be verbalised with limited input from the children. The modelled writing could be either a WAGALL or a WABALL, but proof-reading can take place and be verbalised alongside this. The children then use their own plans to create their warm task. 3. Finally, teachers demonstrate how to proof-read and/or edit their modelled writing with limited input from the children. Teaching points should be provided within the modelled writing so that children have the opportunity to observe the proof-reading and/or editing process being verbalised by their teacher at their stage, including opportunities to revisit previous stage expectations. It is vital that proof-read/editing stage expectations are taught explicitly during a genre so that pupils are able to employ this skill in subsequent pieces of writing throughout the year. Following the modelled edit, the children proof-read and edit their warm task around the same teaching point. Further editing and proof-reading should have a tighter focus to meet the children's individual needs – e.g. Chilli 1 – check for CFSS, Chilli 2 – check for punctuation, Chilli 3 – check for spelling.

		The teacher's model must be displayed on the washing line for the children as a reference point/scaffolding tool and not for copying purposes. This must be taken down before starting the 'Independent Application' stage.
Independent Application	Idea Generation	Ideas in preparation for the warm task should be generated with the children. This can be through kind calling out, annotating pictures, thesaurus work etc. and should be displayed on the washing line for the children to refer to through the writing process. Children should also record these ideas in their magpie books. This is an opportunity to refer to the writing toolkit, success criteria, and any other school initiatives such as the FANTASTICS, BOOMTASTICS (where appropriate), exciting sentences etc. Idea generation can take place prior to or alongside the hot task at the teacher's discretion.
	Hot Task	<p>A shared writing session should take place for each genre being taught and follow the structure below:</p> <ol style="list-style-type: none"> 1. First, the children generate ideas for a whole-class shared plan (scribed by the teacher on flip chart) with limited input from the teacher. The teacher should be eliciting ideas from children through guided questioning to provide support and direction. The plan is then hidden and the children independently plan for their hot task. The use of magpie books should be encouraged here and should link to the ideas previously generated. Planning can include a text map. 2. Then, the children generate sentences and paragraphs for a whole-class shared write (scribed by the teacher on flip chart) with limited input from the teacher. The teacher should be eliciting sentence structure ideas from children through guided questioning to provide support and direction. This process should be increased over time (e.g. one sentence at time, then two, then three etc.) to aid working memory, increasing confidence and forming coherent sentences. Teachers should direct the children to refer to the writing toolkit, imitate text and success criteria, but the ideas for the paragraph/section come from the children. Proof-reading and editing can take place and be verbalised alongside this. The shared write is then hidden and the children independently create their hot task. 3. Finally, the children demonstrate how to proof-read and/or edit their modelled writing in line with current and previous stage expectations (scribed by the teacher on flip chart) with limited input from the teacher. The children refer to the success criteria and writing toolkit during this process. Following the shared edit, the edited shared-write is then hidden and the children proof-read and edit their hot task, using prior and current taught proof-reading and editing skills. <p>Note: At no point during the independent stage should any modelled/shared planning or writing be on display for the children. Through high-quality teaching and following the above approach to writing, the children will be confident to write independently without the need to refer to adult-scribed texts.</p> <p>Note: The hot task should be written straight into tracking to demonstrate the writing and editing process.</p>

Additional Guidance:

The Imitate Text

The imitate text must be created in line with the expectations of the children at the teaching point in the year. For example, an imitate text for Year 2 in Autumn 1 should include Summer 2 expectations for Year 1, but an imitate text for Year 2 in Summer 2 should include Summer 2 expectations for Year 2. Throughout the year, texts should build upon the previous year group's stage expectations as well as the current year group's program of study to continually revise and embed the skills needed for writing.

Writing Toolkit

A list of all taught grammar, punctuation, exciting sentences etc. must be displayed and added to as each objective has been taught throughout the year. This will create a 'go to' of possible things that the children should include in their writing and builds on prior knowledge. The writing toolkit should follow the children through school and be passed on to the next year group so that prior year groups' expectations for grammar, punctuation, exciting sentences are added to, creating a comprehensive list of teaching in order to aid retention and application.

Assessment of Writing at TGPS

Formative assessment in writing takes place through the use of self/peer assessment, pupil target sheets and teacher input through Classtrack. It is expected that pupils consistently use self and peer assessment, peer critique and WINKs, in line with the Marking and Feedback Policy. Staff are expected to be providing assessment and feedback, in line with the Marking and Feedback Policy. Individual targets for writing through years 1-6 will be on target cards and kept in books for children and teachers to refer to. Targets should be signed and dated three times to achieve a bead for pupils' rainbows. Completed cards should be filed in the Assertive Mentoring Files.

Summative assessment in writing takes place through hot tasks and OTrack assessments. Hot tasks are to be written straight into tracking books from Summer 2 in Foundation Stage 2. Writing directly into tracking will evidence the full process of editing and improving. Teachers will print out the current Classtrack sheets (pupil subject development record) for each pupil at their stage level and mark against these, gluing them into the tracking books, following the Assessment Policy.

Appendix 1

Relevant ages and stages for the teaching of English in the Foundation Stage:

Literacy: Reading

30-50 months

1. Enjoys rhyming and rhythmic activities.
2. Shows awareness of rhyme and alliteration.
3. Recognises rhythm in spoken words.
4. Listens to and joins in with stories and poems, one-to-one and also in small groups.
5. Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.
6. Beginning to be aware of the way stories are structured.
7. Suggests how the story might end.
8. Listens to stories with increasing attention and recall.
9. Describes main story settings, events and principal characters.
10. Shows interest in illustrations and print in books and print in the environment.
11. Recognises familiar words and signs such as own name and advertising logos.
12. Looks at books independently.
13. Handles books carefully.
14. Knows information can be relayed in the form of print.
15. Holds books the correct way up and turns pages.
16. Knows that print carries meaning and, in English, is read from left to right and top to bottom.

40-60 months

1. Continues a rhyming string.
2. Hears and says the initial sound in words.
3. Can segment the sounds in simple words and blend them together and knows which letters represent some of them.
4. Links sounds to letters, naming and sounding the letters of the alphabet.
5. Begins to read words and simple sentences.
6. Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.
7. Enjoys an increasing range of books.
8. Knows that information can be retrieved from books and computers.

Early Learning Goal: Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.

Literacy: Writing

30-50 months

1. Sometimes gives meaning to marks as they draw and paint.
2. Ascribes meanings to marks that they see in different places.

40-60 months

1. Gives meaning to marks they make as they draw, write and paint.
2. Begins to break the flow of speech into words.
3. Continues a rhyming string.
4. Hears and says the initial sound in words.
5. Can segment the sounds in simple words and blend them together.
6. Links sounds to letters, naming and sounding the letters of the alphabet.
7. Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.
8. Writes own name and other things such as labels,captions.
9. Attempts to write short sentences in meaningful contexts.

Early Learning Goal: Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.

Speaking

30-50 months

1. Beginning to use more complex sentences to link thoughts (e.g. using and, because).
2. Can retell a simple past event in correct order (e.g. went down slide, hurt finger).
3. Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences.
4. Questions why things happen and gives explanations. Asks e.g. who, what, when, how.
5. Uses a range of tenses (e.g. play, playing, will play, played).
6. Uses intonation, rhythm and phrasing to make the meaning clear to others.
7. Uses vocabulary focused on objects and people that are of particular importance to them.
8. Builds up vocabulary that reflects the breadth of their experiences.
9. Uses talk in pretending that objects stand for something else in play, e.g, 'This box is my castle.'

40-60 months

1. Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.
2. Uses language to imagine and recreate roles and experiences in play situations.
3. Links statements and sticks to a main theme or intention.
4. Uses talk to organise, sequence and clarify thinking, ideas, feelings and events.
5. Introduces a storyline or narrative into their play.

Early Learning Goal: Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.

Listening and Attention

30-50 months

1. Listens to others one to one or in small groups, when conversation interests them.
2. Listens to stories with increasing attention and recall.
3. Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.
4. Focusing attention – still listen or do, but can shift own attention.
5. Is able to follow directions (if not intently focused on own choice of activity).

40-60 months

1. Maintains attention, concentrates and sits quietly during appropriate activity.
2. Two-channelled attention – can listen and do for short span.

Early Learning Goal: Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.

Appendix 2

Stage 1 Reading Expectations

Word Reading

1. Apply phonic knowledge and skills as the route to decode words
2. Respond speedily with the correct sound to graphemes for all 40+ phonemes, including, where applicable, alternative sounds for graphemes
3. Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught
4. Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
5. Read words containing taught GPCs and –s, -es, -ing, -ed, -er and -est endings
6. Read other words of more than one syllable that contain taught GPCs
7. Read words with contractions and understand that the apostrophe represents the omitted letter(s)
8. Read aloud accurately books that are consistent with their phonic knowledge and that do not require them to use other strategies to work out words
9. Re-read these books to build up their fluency and confidence in word reading

Comprehension

10. Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently
11. Being encouraged to link what they read or hear read to their own personal experiences
12. Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics
13. Recognising and joining in with predictable phrases
14. Learning to appreciate rhymes and poems, and able to recite some by heart
15. Discussing word meanings, linking new meanings to those already known
16. Drawing on what they already know or on background information and vocabulary provided by the teacher
17. Checking that the text makes sense to them as they read and correcting inaccurate reading
18. Discussing the significance of the title and events
19. Making inferences on the basis of what is being said and done
20. Predicting what might happen on the basis of what has been said so far
21. Participate in discussion about what is read to them, taking turns and listening to what others say
22. Explain clearly their understanding of what is read to them

Stage 2 Reading Expectations

Word Reading

1. Continue to apply phonic knowledge and skills to decode words until automatic decoding has become embedded and reading is fluent.
2. Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.

3. Read accurately words of two or more syllables that contain the same graphemes as above.
4. Read words containing common suffixes.
5. Read further common exception words, noting unusual correspondences between spelling and sound where these occur in the word.
6. Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered.
7. Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.
8. Re-read these books to build up their fluency and confidence in word reading.

Comprehension

9. Listen to, discuss and express views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently.
10. Discussing the sequence of events in books and how items of information are related.
11. Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales.
12. Being introduced to non-fiction books that are structured in different ways.
13. Recognising simple recurring literary language in stories and poetry and discussing their favourite words and phrases.
14. Discussing and clarifying the meanings of words, linking new meanings to known vocabulary; discussing their favourite words and phrases.
15. Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.
16. Drawing on what they already know or on background information and vocabulary provided by the teacher.
17. Checking that the text makes sense to them as they read and correcting inaccurate reading.
18. Make simple inferences from illustrations and text on the basis of what is being said and done and on a characters' actions.
19. Answering and asking questions appropriately.
20. Predicting what might happen on the basis of what has been read so far.
21. **Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say.**
22. Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.

Appendix 3

Year 1 and Year 2 Spelling Progression

Y1 Stage expectations	National Curriculum	Sounds Write Units	Word lists (Sounds Write)	Word lists NC	Sound/Rule
<p>Spell words containing each of the 40+ phonemes already taught; all letters of the alphabet and the sounds which they most commonly represent</p> <ul style="list-style-type: none"> consonant digraphs which have been taught and the sounds which they represent vowel digraphs which have been taught and the sounds which they represent the process of segmenting spoken words into sounds before choosing graphemes to represent the sounds words with adjacent consonants <p>guidance and rules which have been taught</p>	<p>The digraphs ai and oi are virtually never used at the end of English words. ay and oy are used for those sounds at the end of words and at the end of syllables.</p>	EC 1	<p>bake, came, cave, day, game, gate, make, pail, pain, play, quaint, rain, say, Spain, spray, tail, take, tray, way, whale.</p>	<p>rain, wait, train, paid, afraid day, play, say, way, stay made, came, same, take, safe</p>	<p>ai a a_e</p> <p>Y2 - ea</p>
	EC 2	<p>bee, been, dolly, eat, feet, funny, Jean, keep, meal, meet, messy, need, please, read, seen, tea, three, tree, tummy.</p>	<p>these, theme, complete sea, dream, meat, each, read, see, tree, green, meet, week, very, happy, funny, party, family. chief, field, thief</p>	<p>ee e y e ie</p> <p>Y2 - e</p>	
	<p>The digraph oa is very rare at the end of an English word.</p>	EC 4	<p>boat, bone, bowl, coat, crow, float, goat, grow, Joe, know, pole, slow, snow, toe.</p>	<p>home, those, woke, hope, hole, boat, coat, road, coach, goal, toe, goes, own, blow, snow, grow, show.</p>	<p>oe oa ow o_e</p> <p>Y2 - o</p>
	EC 6	<p>bird, church, curl, dirt, fir, first, germ, girl, her, herd, hurt, kerb, shirt, skirt, turn, twirl, verb.</p>	<p><i>Stressed vowel:</i> her, term, verb, person <i>Unstressed (schwa sound):</i> better, under, summer, winter, sister. girl, bird, shirt, first, third, turn, hurt, church, burst, Thursday.</p>	<p>er ir ur</p> <p>Y2 - or</p>	
	EC 7	<p>Bread, deaf, dread, head, meant, spread, sweat, thread, wealth.</p>	<p>head, bread, meant, instead, read (past tense)</p>	<p>ea (as /e/)</p> <p>Y2 - ai</p>	
	<p>The only common English word ending in ou is you. Both the /u:/ and /ju:/ ('oo' and 'yoo') sounds can be spelt as u-e, ue and ew. If words end in</p>	EC 8	<p>bound, brown, cloud, clown, count, count, cow, foul, frown, ground, growl, house, loud, mouse, mouth,</p>	<p>out, about, mouth, around, sound, now, how, brown, down, town</p>	<p>ow ou</p>

	the /oo/ sound, ue and ew are more common spellings than oo.		now, out, owl, pouch, proud, round, shout, sprout, town.		
	Very few words end with the letters oo, although the few that do are often words that primary children in year 1 will encounter, for example, zoo	EC 10	blew, blue, broom, chew, clue, drew, flew, flute, food, fool, glue, grew, hoop, igloo, June, loop, moon, root, rude, true.	rule, rude, food, pool, moon, zoo, soon, blue, clue, true, rescue, Tuesday new, few, grew, flew, drew, threw	oo ew ue u_e Y2 - o
	EC 11		bite, bright, five, fright, high, higher, lie, lies, light, line, lime, might, night, nine, pie, pies, right, sigh, slime, smile, tie, tight, tries, wine.	five, ride, like, time, side, lie, tie, pie, cried, tried, dried, high, night, light, bright, right.	igh ie i_e Y2 - i y
	EC 12/14		book, bull, bush, cook, crook, full, hook, look, pudding, pull, put, rock, shook, took, wood, but, cup, fun, jump, luck, mug, run, stuck, sum.	book, took, foot, wood, good	oo u (as /u/) Y2 - oul o ou
	EC 19		August, author, autumn, born, cork, crawl, draw, fort, fork, haul, hawk, Paul, pork, saw, straw, yawn.	for, short, born, horse, morning, more, score, before, wore, shore, saw, draw, yawn, crawl, author, August, dinosaur, astronaut	or ore aw au Y2 - a ar al
	EC 20		air, bare, bear, care, chair, dare, fair, fare, flair, flare, glare, hair, pair, pear, share, square, stair, stare, swear, tear, wear.	air, fair, pair, hair, chair, bear, pear, wear, bare, dare, care, share, scared.	air ear are Y2 - ere eir ayer, ayor
EC 49			Beard, ear, fear, near, rear, smear, spear, tear, year.	dear, hear, beard, near, year	ear Y2 - eer ere
Not on the curriculum and never featured in the screening.					ure -
EC 21			argue, due, duel, feud, few, fuel, fuse, huge, knew, new,	June, Tuesday, new, few	ue (yoo) ew u_e Y2 - u

			news, staw, tune, use, value.		
EC 23			boil, boy, coil, coin, enjoy, join, joy, noise, oil, oyster, Roy, spoil, toilet, toy.	oil, join, coin, point, soil, boy, toy, enjoy, annoy	
EC 24			car, card, cart, dart, jar, partner, smart, star, start.	car, start, park, arm, garden	
-tch	The /tʃ/ sound is usually spelt as tch if it comes straight after a single vowel letter. Exceptions: rich, which, much, such		Witch, itch, watch, match, hitch, patch, sketch, pitch	catch, fetch, kitchen, notch, hutch	
Polysyllabic (using initial code) where the vowel in the second syllable is not stressed.			pocket, rabbit, carrot, thunder, sunset	n/a	

Stage Expectations	To be taught throughout the year in day to day teaching and English lessons.	Word List NC	Statutory Word List
Spell the days of the week		Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday.	n/a
Spell common exception words		the, a, do, to, today, of, said, says, are, were, was, is, his, has, I, you, your, they, be, he, me, she, we, no, go, so, by, my, here, there, where, love, come, some, one, once, ask, friend, school, put, push, pull, full, house, our	n/a

KS1 Spelling Progression

Stage Expectations	National Curriculum Expectation	Rules and guidance (non-statutory)	Suffix/Prefix	Word List NC
Year 1	Uses the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs	Adding s and es to words (plural of nouns and the third person singular of verbs)	If the ending sounds like /s/ or /z/, it is spelt as –s. If the ending sounds like /ɪz/ and forms an extra syllable or ‘beat’ in the word, it is spelt as –es.	-s -es cats dogs spends rocks thanks catches
	Use the prefix un-	Adding the prefix –un	The prefix un– is added to the beginning of a word without any change to the spelling of the root word.	-un unhappy, undo, unload, unfair, unlock
	Use the suffixes -ing, -ed, -er and -est where no change is needed in the spelling of root words	Use the suffixes -ing, -ed, -er and -est where no change is needed in the spelling of root words	–ing and –er always add an extra syllable to the word and –ed sometimes does. The past tense of some verbs may sound as if it ends in /ɪd/ (extra syllable), /d/ or /t/ (no extra syllable), but all these endings are spelt –ed. If the verb ends in two consonant letters (the same or different), the ending is simply added on.	-ed -ing -er -est hunting, hunted, hunter, buzzing, buzzed, buzzer, jumping, jumped, jumper
	n/a	Compound words	Compound words are two words joined together. Each part of the longer word is spelt as it would be if it were on its own.	n/a football, playground, farmyard, bedroom, blackberry
	n/a	The /v/ sound at the end of words	English words hardly ever end with the letter v, so if a word ends with a /v/ sound, the letter e usually needs to be added after the ‘v’.	n/a have, live, give

Stage Expectations		National Curriculum Expectation	Sounds Write unit	Words from Sounds Write Words in red are Y1 recap words	Suffix/Prefix	Word List NC Words in red are Y1 recap words
Year 2	Spell words containing each of the 40+ phonemes already taught	The /i:/ sound spelt –ey	EC 2 EC29	key, donkey, valley bee, been, dolly, eat, feet, funny, Jean, keep, meal, meet, messy, need, please, read, seen, tea, three, tree, tummy. HF words – be, he, she, we, me		key, donkey, monkey, chimney, valley <i>these, theme, complete sea, dream, meat, each, read, see, tree, green, meet, week, very, happy, funny, party, family.</i> <i>chief, field, thief</i>
		The /ɜ:/ sound spelt or after w or makes /er/ sound	EC 6	word, work, worm, world, worst bird, church, curl, dirt, fir, first, germ, girl, her, herd, hurt, kerb, shirt, skirt, turn, swirl, verb.		word, work, worm, world, worth Stressed vowel: her, term, verb, person Unstressed (schwa sound): better, under, summer, winter, sister. girl, bird, shirt, first, third, turn, hurt, church, burst, Thursday.
		The /aɪ/ sound spelt –y at the end of words	EC 11	by, child, cry, dry, find, fly, kind, mild, mind, my, nine, sky, try, wild bite, bright, five, fright, high, higher, lie, lies, light, line, lime, might, night, nine, pie, pies, right, sigh, slime, smile, tie, tight, tries, wine.		cry, fly, dry, try, reply, July <i>five, ride, like, time, side, lie, tie, pie, cried, tried, dried, high, night, light, bright, right.</i>
		The /ʌ/ sound spelt o	EC 14			other, mother, brother, nothing, Monday <i>book, took, foot, wood, good</i>
		The /s/ sound spelt c before e, i and y	EC 16	acid, Alice, cancel, cellar, city, else, fence, force, goose, horse, house, ice, mince, mouse, scene science, scissors		race, ice, cell, city, fancy
		The /l/ or /əɫ/ sound spelt –le at the end of words. The /l/ or /əɫ/ sound spelt –el at the end of words.	EC 18	Ankle, apple, bible, bubble, camel, double, dribble, gerbil, kennel, little, metal, model, mumble, paddle, pedal, pencil, petal, pupil, ramble, rebel, table, title, total, towel, travel, uncle		table, apple, bottle, little, middle camel, tunnel, squirrel, travel, towel, tinsel metal, pedal, capital, hospital, animal pencil, fossil, nostril

	<p>The –el spelling is used after m, n, r, s, v, w and more often than not after s.</p> <p>The /l/ or /əl/ sound spelt –al at the end of words</p> <p>Words ending –il</p> <p>The /ɔ:/ sound spelt ar after w</p> <p>ar makes the /or/ sound</p>				
	<p>The /ɔ:/ sound spelt a before l and ll</p> <p>The /ɔ:/ sound ('or') is usually spelt as a before l and ll.</p> <p>The /ɔ:/ sound spelt ar after w</p> <p>ar makes the /or/ sound</p>	EC 19	<p>all, also. always, call, cause, fall, small, tall, talk, walk, war, warm, water</p> <p><i>August, author, autumn, born, cork, crawl, draw, fort, fork, haul, hawk, Paul, pork, saw, straw, yawn.</i></p>		<p>all, ball, call, walk, talk, always, war, warm, towards <i>for, short, born, horse, morning, more, score, before, wore, shore, saw, draw, yawn, crawl, author, August, dinosaur, astronaut</i></p>
	<p>The /ɒ/ sound spelt a after w and qu</p> <p>a makes the /o/ sound.</p>	EC 25	<p>swat, wander, want, wash, wasp, what</p> <p>bottle, cot, odd, on, stop</p>		<p>want, watch, wander, quantity, squash</p>
	<p>The /n/ sound spelt kn and (less often) gn at the beginning of words.</p>	EC 33	<p>Gnash, gnat, gnaw, gnome, knee, kneel, knew, knife, knit, knock, reign, sign</p>		<p><u>knock, know, knee, gnat, gnaw</u></p>
	<p>'j' sound at the end of words spelt as –ge or –dge straight after a vowel sound.</p> <p>Elsewhere in words 'j' can be spelt with g before e, i or y.</p> <p>j is used before a u o</p>	EC 37	<p>Badge, bulge, fridge, garage, gentle, germ, giant, gym, hedge, hinge, huge, Jack, jolly, jumper, jungle, large, sledge, smudge.</p>		<p><u>badge, edge, bridge, dodge, fudge</u> <u>age, huge, change, charge, bulge, village</u> <u>gem, giant, magic, giraffe, energy</u> <u>jacket, jar, jog, join, adjust</u></p>

		The /r/ sound spelt wr at the beginning of words	EC 46	Rhino, rhubarb, rhythm, wrapper, wreath, wreck, wrist, write, wrong		<u>write, written, wrote, wrong, wrap</u>
		The /z/ sound spelt s	EC 48	Amaze, blouse, choose, cozy, crazy, desert, lazy, legs, please, prize, scissors, was		<u>television, treasure, usual</u>
	Recap and more spellings	ea a ei ey eigh <i>Y1 recap - ai ay a_e</i>	EC 1 EC 27 ALSO REFER TO EC 3	break, great, steak, apron, eight, grey, obey, prey, sleigh, they, veil, weigh <i>bake, came, cave, day, game, gate, make, pail, pain, play, quaint, rain, say, Spain, spray, tail, take, tray, way, whale.</i>		<i>rain, wait, train, paid, afraid day, play, say, way, stay made, came, same, take, safe</i>
	Recap and more spellings	o ough ou <i>Y1 recap - oe oa ow o_e</i>	EC 4 EC 32 ALSO REFER TO EC 5	go, no, old, so, cold, most, only, open, dough, host, though, shoulder, soul, mould, boulder <i>boat, bone, bowl, coat, crow, float, goat, grow, Joe, know, pole, slow, snow, toe.</i>		<i>home, those, woke, hope, hole, boat, coat, road, coach, goal, toe, goes, own, blow, snow, grow, show.</i>
	Recap and more spellings	ai as /e/ <i>Y1 recap - ea (as /e/)</i>	EC 7	again, said <i>Bread, deaf, dread, head, meant, spread, sweat, thread, wealth</i>		<i>head, bread, meant, instead, read (past tense)</i>
	RECAP ONLY IF NECESSARY	<i>ow ou</i>	EC 8 Also refer to EC 9	<i>bound, brown, cloud, clown, count, count, cow, foul, frown, ground, growl, house, loud, mouse, mouth, now, out, owl, pouch, proud, round, shout, sprout, town.</i>		<i>out, about, mouth, around, sound, now, how, brown, down, town</i>
	Recap and more spellings	o ui ou ough <i>Y1 recap - oo ew ue u_e</i>	EC 10/EC 36 Also refer to EC 13	do, to, today, bruise, coupon, fluid, fruit, group, into, juice, route, soup, suit, through, who, you <i>blew, blue, broom, chew, clue, drew, flew, flute, food, fool, glue, grew, hoop, igloo, June, loop, moon, root, rude, true.</i>		<i>rule, rude, food, pool, moon, zoo, soon, blue, clue, true, rescue, Tuesday new, few, grew, flew, drew, threw</i>
	RECAP IF NECESSARY	Y2 – ere eir <i>Y1 recap - air ear are</i>	EC 20	Teach as HFW – their, there, where <i>air, bare, bear, care, chair, dare, fair, fare, flair, flare, glare, hair, pair, pear, share, square, stair, stare, swear, tear, wear.</i>		<i>air, fair, pair, hair, chair, bear, pear, wear, bare, dare, care, share, scared.</i>
	Recap and more spellings	eer ere <i>Y1 recap - ear</i>	EC 49	deer, cheer, here, sphere <i>Beard, ear, fear, near, rear, smear, spear, tear, year.</i>		<i>dear, hear, beard, near, year</i>
	RECAP IF NECESSARY	<i>ue (yoo) ew u_e</i>	EC 21	<i>argue, due, duel, feud, few, fuel, fuse, huge, knew, new, news, staw, tune, use, value.</i>		<i>June, Tuesday, new, few</i>

RECAP IF NECESSARY	oi oy	EC 23	<i>boil, boy, coil, coin, enjoy, join, joy, noise, oil, oyster, Roy, spoil, toilet, toy.</i>		<i>oil, join, coin, point, soil, boy, toy, enjoy, annoy</i>
Recap and more spellings	a al au <i>Y1 recap - ar</i>	EC 24	almond, balm, calm, father, palm <i>car, card, cart, dart, jar, partner, smart, star, start.</i>		<i>car, start, park, arm, garden</i>
Adding –es to nouns and verbs ending in –y y is changed to i add es			To be taught throughout the year in day to day teaching and English/grammar lessons.	-es -s	<u>flies, tries, replies, copies, babies, carries</u>
To use compound words e.g. whiteboard and add suffixes to create nouns e.g. –er, –ness Formation of adjectives using suffixed such as –ful, –less.	The suffixes –ment, –ness, –ful , –less and –ly If a suffix starts with a consonant letter, it is added straight on to most root words without any change to the last letter of those words. Exceptions: (1) argument (2) root words ending in –y with a consonant before it but only if the root word has more than one syllable.			-ing, –ed, –er, –est	<u>copied, copier, happier, happiest, cried, replied</u>
					hiking, hiked, hiker, nicer, nicest, shiny
Adding –ing, –ed, –er, –est and –y to words of one syllable ending in a single consonant letter after a single vowel letter				N/A	-ing -er -est -ed -y
The use of suffixes –er, –est in adjectives and the use of –ly in Standard English to turn adjectives into adverbs	The suffixes –ment, –ness, –ful , –less and –ly		N/A	-ment -ness -ful -less -ly	enjoyment, sadness, careful, playful, hopeless, plainness (plain + ness), badly merriment, happiness, plentiful, penniless, happily
Contractions			N/A		can't, didn't, hasn't, couldn't, it's, I'll

	The possessive apostrophe (singular nouns)		Megan's, Ravi's, the girl's, the child's, the man's
	Words ending in -tion		station, fiction, motion, national, section
	Homophones and near-homophones		there/their/they're, here/hear, quite/quiet, see/sea, bare/bear, one/won, sun/son, to/too/two, be/bee, blue/blew, night/knight
	Common exception words		door, floor, poor, because, find, kind, mind, behind, child, children*, wild, climb, most, only, both, old, cold, gold, hold, told, every, everybody, even, great, break, steak, pretty, beautiful, after, fast, last, past, father, class, grass, pass, plant, path, bath, hour, move, prove, improve, sure, sugar, eye, could, should, would, who, whole, any, many, clothes, busy, people, water, again, half, money, Mr, Mrs, parents, Christmas

Appendix 4

Foundation Stage 2 Spellings

Children in Foundation Stage 2 will learn to read and write the following words ready for Year 1: **the I to go no into he be we she was**

Year 1 and Year 2 Spelling Lists

	Sound/Spelling Strategy	Year 1	Sound/Spelling Strategy	Year 2
List 3	ai	make train tail day play said	ey	field donkey dolly meal these been because
List 4	ai	rain whale safe cave stay my	ur	work ladder church her bird turn children
List 5	ee	tree green funny team meal his	igh	July my kind five lie bright people
List 6	ee	three family party sea	u	other come Monday good

		dream you		pull pudding beautiful
List 5	oe	boat road home snow they	Soft c	race ice science mouse fence would
List 6	oe	show home coat bone toe your	Soft c	city fancy force house scissors could
List 7	er	bird first under her curl of	l alternatives – le/al	apple bubble table metal pedal capital every
List 8	er	dirt shirt church turn winter so	l alternatives – el/il	camel tunnel travel pencil pupil gerbil money
List 9	Ow	cloud mouth now	or	ball walk water

		owl town by		warm fork pretty
List 10	ow	brown growl loud around sound here	or	also always war more saw Christmas
List 11	oo (moon)	moon igloo grew blue rude there	o	what wasp watch want bottle odd clothes
List 12	oo (moon)	soon new true rescue rule come	n	knew knock sign gnome gnash everybody
List 13	igh	light high pie smile line some one	dge	edge bridge magic germ jumper large giant parents
List 14	igh	higher tried tie	wr	rhino rhubarb write

		side ask school		wrap wrong father
List 15	oo – (book)	book wood foot jump mug our	ai	great steak apron eight they gate play should
List 16	oo – (book)	good look shook pull push house	oe	go most dough boulder toe improve
List 17	or	fork born saw August before friend	oe	open cold snow coat pole
List 18	or	short more author dinosaur crawl love	e	bread said again sweat head
List 19	air	fair stair	ew	fruit through

		bear pear share where		soup chew true
List 20	air	chair hair care scared wear were	ew	today do juice who group
List 21	ear	dear near spear beard year	ar	almond balm calm father palm
List 22	ue (as yoo)	new few June rude Tuesday	-ment	enjoyment merriment shipment movement basement payment
List 23	ue (as yoo)	fuel new use fuse	-ness	sadness happiness weakness kindness illness fitness
List 24	oi	soil coin toilet toy enjoy	-ful	careful playful mouthful beautiful tearful useful
List 25	ar	car start park arm	-less	hopeless careless painless fearless

		garden		hairless endless
The following Year 1 spelling lists are to be used post-phonics screening. Spellings are based on sounds that need to be revised for the screening test.				
List 26	tch	catch watch kitchen pitch witch	-ly	finally badly happily easily quickly slowly
List 27	un prefix	unhappy undo unload unfair unlock	-ed	patted dropped hummed landed looked baked
List 28	s and es (for plurals)	cats rocks dishes glasses boxes	-ing	patting dropping humming running baking loving
List 29	Compound words (polysyllabic)	football playground farmyard bedroom blackberry	-er	bigger smaller runner sadder copier nicer
List 30	Polysyllabic	pocket rabbit carrot thunder sunset	-est	happiest nicest saddest Latest runniest poorest
List 31	Days of the week	Monday Tuesday Wednesday	y	shiny runny rainy

		Thursday Friday Saturday Sunday		messy sweaty windy
List 32			-tion	station fiction motion nation section
List 33			z	was television treasure usual please
List 34			eer	deer cheer here sphere near
List 35			contractions	don't can't won't didn't hasn't i'll it's
List 36			Possessive apostrophes	Megan's Ravi's the girl's the child's the man's
List 37			Homophones	To be taught through grammar activities. e.g. There/their/they're hear/here quite/quiet night/knight

List 38			Common Exception words	Taught and assessed in year 2 as part of the Teacher Assessment Framework.
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National Curriculum Word List

Common Exception Words - Pupils' attention should be drawn to the grapheme phoneme correspondences that do and do not fit in with what has been taught so far.

Appendix 5

Stage 1 Writing Expectations

Spelling, Punctuation and Grammar

1. Spell words containing each of the 40+ phonemes already taught (Sp St 1; GH St 1)
2. Spell common exception words (KW 1:1-1:3)
3. Spell the days of the week (GH 1:1)
4. Name the letters of the alphabet in order and use letter names to distinguish between alternative spellings of the same sound (Sp St 1; GH 1:2,3)
5. Use the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs (Sp 1:27; GH 1:4,5)
6. Use the prefix un- (Sp 1:30; GH 1:6)
7. Use the suffixes -ing, -ed, -er and -est where no change is needed in the spelling of root words (Sp 1:28,29; GH 1:7-9)
8. Apply simple spelling rules and guidance from Stage 1 (Sp St 1; GH St 1:10-13)
9. Write from memory simple dictated sentences inc the GPCs and common exception words taught so far (Sp St 1; GH St 1)
10. Leave spaces between words
11. Joining words and clauses using and (GH 1:15,16)
12. Begin to punctuate sentences using a capital letter, full stop, question or exclamation mark (GH 1:17-20)
13. Use capital letters for names of people, places, days of the week, personal pronoun 'I' (GH 1:19,20)
14. Learn how to use Y1 Grammar: (GH St 1)
15. Use the grammatical terminology for Stage 1 in discussing their writing (GH St 1)

composition

14. Write sentences: say out loud what they are about to write & compose a sentence orally before writing
15. Write sentences: sequencing sentences to form short narratives
16. Write sentences: re-reading what they have written to check that it makes sense
17. Discuss what they have written with the teacher or other pupils
18. Read aloud their writing clearly enough to be heard by their peers and the teacher

Handwriting

10. Sit correctly at a table, hold a pencil comfortably and correctly
11. Begin to form lower-case letters in the correct direction, starting and finishing in the right place
12. Form capital letters and digits 0 – 9
13. Understand which letters belong to which handwriting 'families' (i.e. formed in similar ways) (GH 1:14)and practise these.

Stage 2 Writing Expectations

Spelling punctuation and grammar

1. Spell by segmenting spoken words into phonemes & representing these by graphemes, spelling many correctly
2. Learn new ways of spelling phonemes for which one or more spellings are already known, learn some words with each spelling including a few common homophones (Sp 2:1-20, GH 2:3,4)
3. Spell common exception words (KW 2:1-2:3)
4. Spell more words with contracted forms and the possessive apostrophe (singular) (Sp 2:7-9; GH 2:1,2)
5. Distinguish between homophones and near homophones (Sp 2:17-20; GH 2:3,4)
6. To use compound words e.g. whiteboard and add suffixes to create nouns e.g. -er, -ness
7. Formation of adjectives using suffixed such as -ful, -less.
8. The use of suffixes -er, -est in adjectives and the use of -ly in Standard English to turn adjectives into adverbs. (Sp 2:27-30; GH 2:5,6)
9. Apply spelling rules and guidelines for Stage 2 (Sp St 2; GH St 2)
10. Write from memory simple dictated sentences inc the GPCs and common exception words & punctuation taught so far (Sp St 2; GH St 2)
11. 9. Learn to use correctly: full stops, capital letters, exclamation/question marks, commas for lists, apostrophe for contracted forms/possessive (singular) (GH 2:1,2,13-17; Sp 2:7,8)
12. 10. Learn how to use sentences with different forms: statement, question, exclamation, command (GH 2:15)

13. 11. Learn how to use expanded noun phrases to describe and specify (*GH 2:24*)
14. 12. Learn to use present/past tenses correctly/consistently inc in the progressive form (*GH 2:20; Sp 2:24, 2:26*)
15. 13. Learn to use subordination using *when, if, that, because* & co-ordination using *or, and, but* (*GH 2:19,20*)
16. 14. Learn how to use Y2 Grammar: suffixes to form nouns; adjectives and adverbs (*Sp 2:21-2:30; GH St 2*)
17. 15. Learn how to use some features of written Standard English (*GH St 2*)
18. 16. Use and understand the grammatical terminology for Stage 2 in discussing their writing (*GH St 2:21-25; Sp St 2,*)
- 19.
20. *Composition*
21. 17. Develop positive attitudes towards and stamina for writing by: *writing narratives about personal experiences and those of others (real and fiction); real events; poetry and writing for different purposes*
22. 18. Consider what they are going to write by: *planning/saying what they are going to write about; writing down ideas/key words/new vocab; encapsulating ideas sentence by sentence*
23. 19. Make simple additions, revisions and corrections to their writing by: *evaluating writing with others; re-reading to check that it makes sense; proof-reading spelling, grammar, punctuation*
24. 20. Read aloud what they have written with appropriate intonation to make the meaning clear
- 25.
26. *Handwriting*
27. 21. Form lower-case letters to the correct size relative to one another
28. 22. 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
29. 23. Write cap letters/digits of correct size/orientation/relationship to one another & to lower case letters
30. 24. Use spacing between words that reflects the size of the letters

Appendix 6

Stage 1 Speaking and Listening Expectations

1. Speak clearly and loudly enough to communicate meaningfully.
2. Ask questions about matters of immediate interest.
3. Express feelings and ideas when talking about matters of immediate interest.
4. Start to develop ideas by adding detail to their speech.
5. Start to understand how to take turns when speaking.
6. Start to listen to others and respond appropriately.
7. Join in with imaginative play, taking on roles of different familiar characters.
8. Speak in complete sentences after modelling and as appropriate.
9. Retell a familiar story in sentences, using narrative language.
10. Recount an event or experience in sentences.
11. Begin to understand how to change language when speaking to different listeners. e.g. peers and adults.

Stage 2 Speaking and Listening Expectations

1. Talk about topics that are of interest to them or which they enjoy.
2. Ask questions to gain information and clarify meaning.
3. Begin to develop and explain their ideas.
4. Express themselves using complete sentences when required.
5. Make more specific vocabulary choices. E.g. technical language.
6. Usually listen carefully and respond appropriately.
7. Take turns when talking in pairs or in small groups.
8. Offer appropriate comments in paired or small group discussion.
9. Begin to be aware that formal and informal situations require different role and language.
10. Retell a familiar story using narrative language and linking words and phrases.
11. Recount an event or an experience in sentences, using specifically chosen vocabulary.
12. Perform a simple poem from memory.
13. Hold the attention of listeners by adapting the way they talk.
14. Begin to understand how to speak for different purposes and audiences.