



The Grange Primary School
Lower Key Stage 2
English Overview

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Year 3 English Overview

Term		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics		Scavengers and Settlers	Living Together	Active Planet		Let's Plant It	
Class end of day story to support with the teaching of English (refer to Pie Corbett reading spine where possible)		<ul style="list-style-type: none"> Stone Age Boy - Satoshi Kitamura 	<ul style="list-style-type: none"> Poppy Field - Michael Morpurgo 	<ul style="list-style-type: none"> The Abominables - Eva Ibbotson (Pie Corbett's Reading Spine) 		<ul style="list-style-type: none"> James and the Giant Peach - Roald Dahl 	
Other books linked with topic to use during writing lessons and guided reading (Refer to Pie Corbett reading spine where possible)		<ul style="list-style-type: none"> How to Wash a Woolly Mammoth - Michelle Robinson Ug - Raymond Briggs Stone Age to Bone Age - Mick Manning The Stone Age: Hunters, Gatherers and Woolly Mammoths - Marcia Williams Defenders: Pitch Invasion - Tom Palmer Stig of the Dump - Clive King 	<ul style="list-style-type: none"> Where the Poppies Now Grow - Hilary Robinson Peace Lily - Hilary Robinson War Game - Michael Foreman The Best Christmas Present in the World - Michael Morpurgo Frightful First World War - Terry Deary You Wouldn't Want to be in the Trenches in World War One - Alex Woolf 	<ul style="list-style-type: none"> Journey to the Centre of the Earth - Jules Verne The Pebble In My Pocket - Meredith Hooper Stone Girl Bone Girl - Laurence Anholt The Rock Factory - Jacqui Bailey This Little Pebble - Anna Claybourne Escape from Pompeii - Christina Balit 		<ul style="list-style-type: none"> Botanicum (Welcome To The Museum) - Kathy Willis The Little Gardener - Emily Hughes The Story of Frog Belly Rat Bone - Timothy B. Ering Plants Can't Sit Still - Rebecca E. Hirsch Plant The Tiny Seed - Christie Matheson Life in a Bucket of Soil - Alvin Silverstein 	
Further books from Pie Corbett's Reading Spine to read as whole class end of day stories		<ul style="list-style-type: none"> The Iron Man - Ted Hughes Cat Tales - Linda Newbury The Sheep Pig - Dick King-Smith The Lion, the Witch and the Wardrobe - C. S. Lewis The Battle of Bubble and Squeak - Phillippa Pearce Hansel and Gretel - Anthony Browne 					
Reading	Word Reading	Spelling progression links to the Sounds Write units which are applicable to Years 3 and 4. Additional interventions must be highlighted on the provision map for the specific year group. Year 3 stage expectations for Word Reading can be found in Appendix 1.					

	Comprehension	<p>Each year group follows the five 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 3. The following must be covered in addition to the writing genres.</p> <ul style="list-style-type: none"> • Playscripts • Reference books • Myths and Legends • Poetry (Free Verse and narrative) <p>Year 3 stage expectations for Comprehension 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	Transcription (Spelling)	<p>See spelling progression for Y3 (Appendix 2) and spelling lists for Y3 (Appendix 3). Year 3 stage expectations for Spelling can be found in Appendix 4.</p>						
	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)	Narrative (There and Back Again)	Recount (A day in the life of a Stone Age child)	Poetry (Calligram)	Instructions	Non Chronological Report	Narrative (Happily Ever After)	
	Year 3 stage expectations for Composition can be found in Appendix 4.							
Vocabulary, Punctuation, Grammar	Alan Peat	<p>The following Alan Peat Exciting Sentences must be taught throughout the year in Year 3: BOYS with comma (progression from Y2 - BOYS with no comma) Emotion word, comma sentences (ed endings) Verb, person sentences Ad, same ad</p>						
	PATSVAN	<p>The following PATSVAN openers must be taught throughout the year in Year 3: Preposition openers (Y2 revision on prepositions) Time adverbial openers Verb openers</p>						

		Year 3 stage expectations for Vocabulary, Punctuation and Grammar can be found in Appendix 4.
	Handwriting	Year 3 follow the Nelson scheme for handwriting.
Speaking and Listening		Speaking Listening objectives are covered through Talk4Writing, Quality First Teaching and Kagan structures which are implemented throughout the school. Year 3 stage expectations for Speaking and Listening can be found in Appendix 5.

Year 4 English Overview

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	Land, Sea and Sky	Food Glorious Food	High Voltage		Rampaging Romans	
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"> The Animals of Farthing Wood - Colin Dann 	<ul style="list-style-type: none"> George's Marvellous Medicine - Roald Dahl 	<ul style="list-style-type: none"> Percy Jackson and the Lightning Thief - Rick Riordan 		<ul style="list-style-type: none"> The Orchard Book of Roman Myths - Geraldine McCaughrean A Roman Adventure (The Histronauts) - Francis Durkin 	
Other books linked with topic to use during writing lessons and guided reading	<ul style="list-style-type: none"> When the Mountains Roared - Jess Buterworth Charlotte's Web - E. B. White (Pie Corbett Reading Spine) The Peppermint Pig - Nina Bawden The Midnight Fox - Betsy Byars Wild Animals of the North - Dieter Braun Lots: The Diversity of Life on Earth - Nicola Davies 	<ul style="list-style-type: none"> Fresh Picked Poetry: A Day at the Farmers' Market - Michelle Schaub Charlie and the Chocolate Factory - Roald Dahl Maddi's Fridge - Lois Brandt Granny Torrelli Makes Soup - Sharon Creech Cloudy with a chance of Meatballs (Judi Barrett) Green eggs and Ham (Dr Seuss) 	<p><u>Electricity</u></p> <ul style="list-style-type: none"> Electrigril - Jo Cotterill Goodnight Mr Tom - Michelle Magorian Electrical Wizard: Candlewick Biographies: How Nikola Tesla Lit Up the World - Elizabeth Rusch <p><u>William Shakespeare (Poetry - Sonnet)</u></p> <p>A range of Shakespeare's sonnets plus:</p> <ul style="list-style-type: none"> Hamlet Macbeth Much To Do About Nothing <ul style="list-style-type: none"> A Midsummer Night's Dream 		<ul style="list-style-type: none"> Avoid Being a Roman Soldier - David Salariya Roman Invasion - My Story - Jim Eldridge Diary of Dorkius Maximus - Collins Tim Romans on the Rampage - Jeremy Strong Defenders: Dark Arena - Tom Palmer Roman Diary: The Diary of Iliona - Richard Platt 	
Further books from Pie Corbett's Reading Spine to read as whole class end of day stories	<ul style="list-style-type: none"> Bill's New Frock - Anne Fine Why the Whales Came - Michael Morpurgo The Firework-Maker's Daughter - Philip Pullman The Snow Walker's Son - Catherine Fisher Perry Angel's Suitcase - Glenda Millard Voices in the Park - Anthony Browne 					

Reading	Word Reading	Spelling Progression links to the Sounds Write units which are applicable to Years 3 and 4. Additional interventions must be highlighted on the provision map for the specific year group. Year 4 stage expectations for Word Reading can be found in Appendix 1.						
	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 4. The following must be covered in addition to the writing genres:</p> <ul style="list-style-type: none"> • Play scripts • Reference books • Myths and Legends • Poetry (e.g. free verse and narrative) <p>Year 4 stage expectations for Comprehension 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	Transcription (Spelling)	See spelling progression for Y4 (Appendix 2) and spelling lists for Y4 (Appendix 3) Year 4 stage expectations for Spelling can be found in Appendix 4.						
	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)	Narrative (Defeating the Enemy)	Non-Chronological Report	Instructions	Poetry (Sonnet)	Recount (A day in the life of a Roman child)	Narrative (In Search of a Goal)	
		Year 4 stage expectations for Composition can be found in Appendix 4.						
Vocabulary, Punctuation, Grammar	Alan Peat	The following Alan Peat Exciting Sentences must be taught throughout the year in Year 4: 4A sentences 2 Pair sentences If, if, if, then sentences 3 ed sentences						
	PATSVAN	The following PATSVAN openers must be taught throughout the year in Year 4: Prepositions and Time Adverbials (Y3 revision on prepositions)						

		Adjectives Verb Adverb
		Year 4 stage expectations for Vocabulary, Punctuation and Grammar can be found in Appendix 4.
	Handwriting	Year 4 to follow the Nelson scheme for handwriting.
Speaking and Listening	Speaking and Listening objectives are covered through Talk4Writing, Quality First Teaching and Kagan Structures which are implemented throughout the school. Year 4 stage expectations for Speaking and Listening can be found in Appendix 5.	

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

Year Group	Genre Coverage					
EYFS	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 – Key Stage 2

The Grange Primary School's Approach to writing for Key Stage 2 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	<p>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. Narrative 'Defeating the Enemy' – What is a narrative? What do you think 'defeating the enemy' means? What type of characters appear in narratives? What themes appear in narratives?</p> <p>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.</p>
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 curricular drivers, the hook/stimulus should create memorable experiences that are immersive and ignite their imaginations, including visits, visitors etc.
	Imitation of the Text	<p>The imitation of a core text is essential to the Talk4Writing process and follows the structure below:</p> <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. It is at the teacher's discretion as to whether this text matches the genre being studied (modelling the features of the genre) or matches a different genre in order for the content to be manipulated in the innovate stage. The text should include, where possible, 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. <i>(For further guidance, please refer to 'How to write a model text' on the shared drive and 'Additional Guidance' below.)</i> b. The children learn the text using actions and expression to retain key elements of the text and its structures in their working memory. Unlike KS1, the children do not have to learn the <i>whole</i> text word-for-word, again it is at the teacher's discretion (following KS1's structure in Autumn term for Y3 is advised). Instead, the text could be learned as a summary of the narrative or as a word-for-word retelling of one section of the text, for example. The amount the children will learn off by heart must not be more than 350 words. c. The teacher maps the text using pictures and punctuation (where necessary) 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.

		<p>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.</p> <p>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.</p> <p>3. From this, the children independently construct sentences to rewrite the text using actions previously learned. This can be recalled through a general re-telling of the text to encourage free, independent writing, or can be word-for-word specific. Teachers are expected to use their own judgement for what is best for their class here.</p> <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. Where teachers have opted for an imitate text which does not match the genre being taught, other high-quality texts matching the genre must be made available for identifying features and structures (as outlined above) prior to the innovate stage.</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 KS2, 'Innovation' can take place through the following levels and challenges.</p> <ul style="list-style-type: none"> ● Alteration: alter part of a text in ways that change the course of events (mainly for Y3) ● 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 <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 verbalising their thought process with limited input from the children. 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. <p>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.</p>
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. 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>

		Note: The hot task should be written straight into tracking to demonstrate the writing and editing process.
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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

Stage 3 Reading Expectations

Word Reading

1. **Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) both to read aloud and to understand the meaning of new words they meet**
2. **Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word**

Comprehension

3. **Listen to & begin to discuss a wide range of fiction, poetry, plays, non-fiction & reference or text books**
4. Reading books that are structured in different ways and understanding why, as well as reading for a range of purposes
5. **Choosing books for specific purposes including using a dictionary to check the meaning of words that they have read**
6. Increasing their familiarity with a wide range of books, including fairy stories, legends, and retelling some of these orally
7. **Identifying conventions in text types covered**
8. Preparing simple poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
1. Discussing words and phrases that capture the reader's interest and imagination
2. Recognising some different forms of poetry (e.g. free verse, list and shape poems)
3. **Checking that the text makes sense to them, discussing their understanding and responses and explaining the meaning of words in context**
4. Asking questions to improve their understanding of a text
5. **Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences**
6. **Predicting what might happen from details stated**
7. **Identify main ideas drawn from more than one paragraph**
8. Identifying how language, structure and presentation contribute to meaning
9. **Retrieve and record information from non-fiction**
10. Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.

Stage 4 Reading Expectations

Word Reading

1. **Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) both to read aloud and to understand the meaning of new words they meet and attempt their pronunciation based on prior knowledge of similar looking words**
2. Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word

Comprehension

3. Listen to & discuss a wide range of fiction, poetry, plays, non-fiction & reference or text books
4. Reading books that are structured in different ways and reading for a range of purposes
5. **Know which books to choose for specific purposes e.g. reference books for research, using a dictionary to check the meaning of words that they have read**
6. Be familiar with a wide range of books, and know the difference between fairy stories, myths and legends, and retelling some of these orally
7. **Identifying themes and conventions in a wide range of books**
8. Preparing simple poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action

9. Discuss and record words and phrases that capture the reader's interest and imagination
10. Recognising some different forms of poetry (e.g. free verse, list and rhyming poetry)
11. **Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context**
12. Asking relevant questions to improve their understanding of a text
13. **Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence, commenting on what they have read**
14. **Predicting what might happen from details stated and deduced information**
15. **Identify main ideas and comment on the theme of a text, drawn from more than one paragraph and summarise these**
16. Identifying how language, e.g. precise word choices for impact, organisational features e.g. narrative, explanation and persuasion and text type features contribute to meaning
17. **Retrieve and record information from non-fiction**
18. Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say by making connections between similar texts using prior knowledge and experience by raising queries about the text

Appendix 2

Stage 3 and 4 Spelling Progression

Stage Expectations	National Curriculum	Sounds Write Units	Word lists (Sounds Write)	Word lists (NC)	Alternative words (Polysyllabic)	Statutory Word List
Spell words that are often misspelt.	The ^ sound spelt OU.	Unit 14	Cousin Double Touch Trouble Young	<u>Country</u>	Couple Courage Flourish Nourish Rough Tough Enough	<u>Famous</u> <u>Various</u>
	The 'l' sound spelt 'Y' elsewhere than at the end of words.	Unit 30	Gypsy Hymn Mystery Pygmy	<u>Myth</u> <u>Gym</u> <u>Egypt</u> <u>Pyramid</u>	Crypt Calypso Lyric Oxygen Symbol System Typical	<u>Bicycle</u>
	Words with endings sounding like 'ure'.	NA		<u>Measure</u> <u>Treasure</u> <u>Pleasure</u> <u>Enclosure</u> <u>Creature</u> <u>Furniture</u> <u>Picture</u> <u>Nature</u> <u>Adventure</u>	Leisure Temperature Puncture Figure Vulture Signature	<u>Pressure</u>
	Endings, which sound like tion.	NA		<u>Division</u> <u>Invasion</u> <u>Confusion</u> <u>Decision</u> <u>Collision</u> <u>Television</u>	Provision Explosion Persuasion Erosion Conclusion Vision Corrosion	<u>Occasion</u>
	Words with the 'k' sound spelt 'ch'.	Unit 45	Anchor Chemist Echo School	<u>Scheme</u> <u>Chorus</u> <u>Character</u>	Ache Chaos Monarch Stomach Chemistry	<u>NA</u>

					Mechanic Technical Technology	
Words with the sh sound spelt 'ch'.	NA			<u>Chef</u> <u>Chalet</u> <u>Machine</u> <u>Brochure</u>	Champagne Parachute Chute Charade Chivalry Fuchsia Moustache Quiche Pistachio Niche Cache	<u>NA</u>
Words ending with 'g' spelt gue.	NA			<u>League</u> <u>Tongue</u>	Fatigue Intrigue Plague Rogue Vague Catalogue Dialogue Synagogue Colleague Epilogue Monologue	<u>NA</u>
Words ending with the 'k' sound spelt que.	NA			<u>Antique</u> <u>Unique</u>	Boutique Picturesque Grotesque Mosque Plaque Cheque Barbeque Critique Mystique Opaque Technique Applique Arabesque	<u>NA</u>
Words with s sound spelt sc.	Unit 16	Ascend Science Scissors		<u>Scene</u> <u>Discipline</u> <u>Fascinate</u> <u>Crescent</u>	Scenery Scent Scientist Ascent Descend Descent	<u>NA</u>

				Disciple	
Words with the a sound spelt 'ei' 'eigh' or 'ey'	Unit 27	Freight Neigh Obey Grey Prey Rein Sleigh They Veil Vein Weigh Whey	<u>Neighbour</u>		<u>Eighth</u> <u>Height</u> <u>Eight</u> <u>Reign</u> <u>Weight</u>
Endings which sound like 'tion' spelt 'tion' 'sion' 'ssion' 'cian'	NA		<u>Invention</u> <u>Injection</u> <u>Action</u> <u>Hesitation</u> <u>Completion</u> <u>Expression</u> <u>Discussion</u> <u>Confession</u> <u>Permission</u> <u>Admission</u> <u>Expansion</u> <u>Extension</u> <u>Comprehension</u> <u>Tension</u> <u>Musician</u> <u>Electrician</u> <u>Magician</u> <u>Politician</u> <u>Mathematician</u>		<u>Mention</u> <u>Occasion</u> <u>Position</u> <u>Possession</u> <u>Question</u>

Stage Expectations	National Curriculum Expectation	Sounds Write Unit	Word List NC	Statutory Word List
Spell further homophones.	Homophones and near homophones.	Unit 19	Ball/Bawl	<u>Caught</u> /Court <u>Eight</u> /Ate <u>Exercise</u> /Exorcise <u>Heard</u> /Herd <u>Heart</u> /Hart <u>Naughty</u> /Noughties <u>Reign</u> /Rain/Rein <u>Through</u> /Threw <u>Weight</u> /Wait
		Unit 1	Break/Brake Great/Grate Mail/Male Main/Mane Plain/Plane Rain/Reign/Rein	
		Unit 20	Fair/Fare/Fayre	
		Unit 4	Grown/Groan	
		Unit 49	Here/Hear/Ear	
		Unit 2	Meet/Meat Heal/Heel/He'll Peace/Piece Scene/Seen	
		Unit 27	Rain/Reign/Rein	
		Unit 10	Whose/Who's	
			Accept/Except Affect/Effect Berry/Bury Not/Knot Meddle/Medal Mist/Missed Past/Passed Whether/Weather	

Stage Expectations		National Curriculum Expectation	Suffix/Prefix	Word List NC	Alternative words (Polysyllabic)	Statutory Word List
<u>Year 3 and Year 4</u>	Use further prefixes and suffixes and understand how to add them.	Adding suffixes (beginning with a vowel) –ing –en –ed -er to words of more than 1 syllable.	-ing	Forgetting Beginning	Travelling Cancelling Controlling Regretting Occurring Forbidding Committing Permitting Admitting Referring Omitting Conferring Kidnapping	<u>NA</u>
			-er	Beginner	Traveller Controller Signaller Kidnapper Propeller Acquitter Modeller Labeller Forgetter Admitter Expeller	
			-ed	Preferred	Travelled Cancelled Controlled Regretted Occurred Committed Admitted Permitted Referred Omitted Kidnapped	

				Formatted Propelled Signalled	
		-en	Forgotten	Forbidden	
	More prefixes	in-	Inactive Incorrect	Inconsiderate Independent Indefinite Incredible Incompatible Inability Insecure Indecisive Indecent Incapable Inconvenient Inattentive Inaccurate	
		dis-	Disappoint Disagree Disobey	Dislike Disown Disqualify Disinfect Disconnect Dislodge Dishonest Disembark Discover Displease	<u>Disappear</u>
		mis-	Misbehave Mislead Misspell	Misfire Mishear Misplace Misread Misuse Misunderstand Misjudge Miscalculate Mistake Miscount Misfortune Misinform	
		il-	Illegal Illegible	Illogical Illiterate Illuminate	
		im-	Immature	Immobile	

				Immortal Impossible Impatient Imperfect	Impractical Improbable Improper Impolite	
			ir-	Irregular Irrelevant Irresponsible	Irremovable Irreparable Irrational Irresistible	
			re-	Redo Refresh Return Reappear Redecorate	Replay Revenge Review Revise Reaction Recycle Reinvent Reliable Relight Rebound Rebuild Recall Refill Reform Retreat Recede Replace Recover	
			sub-	Subdivide, Subheading, Submarine Submerge	Subway Subcontinent Subscribe Subtropical Subtotal Subjoin Subtext Subzero Subsoil Sublevel Subside Subtitle	
			inter-	Interact Intercity International Interrelated	Internet Interchange Interconnect Interact Intersport Interdependent	

					Interactive Intercom Interlock Interview Interlink	
			super-	Supermarket Superman Superstar	Superhuman Supersonic Supernatural Supernova Superpower Superimpose Superfine Superstore Superglue Supercar Supervise Supertrooper	
			anti-	Antiseptic Anticlockwise Antisocial	Antifreeze Antibiotic Antibacterial Antiviral Antidote Antihistamine Antibody Antiseptic Antihero Antibodies Antigravity Antioxidant	
			auto-	Autobiography Autograph	Autopilot Autocue Automobile Automate Automatic Autodial Autofocus Autoimmune	
		More suffixes -ation (Added to verbs to create nouns)	-ation	Information Adoration Sensation Preparation Admiration	Vibration Decoration Donation Registration Population Foundation Education	

					Translation Demonstration Translocation	
		The suffix –ly	-ly	Sadly Completely Usually Finally Comically Happily Angrily Gently Simply Humbly Nobly Basically Frantically Dramatically		<u>Accidentally</u> <u>Actually</u> <u>Occasionally</u> <u>Probably</u>
		The suffix –ous	-ous	Poisonous Dangerous Mountainous Tremendous Enormous Jealous Humorous Vigorous Courageous, Serious Obvious, Curious Hideous		<u>Famous</u> <u>Various</u>

Appendix 3

Stage 3 Weekly Spelling Lists

Bold spellings are taken from the National Curriculum statutory word lists.

	Sound/Spelling Rule	Year 3
List 1	Year 2 Review of suffixes: -ed, -ing, -er, -est,	copied happier happiest shiniest latest making
List 2	Year 2 Review of suffixes -ness, -ment, -ful, -less	fearless brightness hopeless playful payment agreement
List 3	The 'l' sound spelt 'Y' elsewhere than at the end of words	bicycle myth gym hymn pygmy mystery
List 4	The 'u' sound spelt 'ou'	famous various country cousin double touch
List 5	The 'ai' sound spelt 'ei', 'eigh' or 'ey'	eight eighth height sleigh prey veil

List 6	un- prefix	unlucky unhappy unwanted untruthful unable unlean
List 7	dis- prefix (negative meaning)	disappear disbelieve disagree dislike disobey disappoint
List 8	mis- prefix (negative meaning)	misbehave mislead misspell misfortune misplace misread
List 9	re- prefix (means 'again' or back')	rebuild reposition redo refresh return reappear
List 10	super- prefix (means 'above')	superstar superman supermarket superglue supernatural superpower
List 11	anti- and sub- prefixes (sub means 'under' and anti means 'against')	antiseptic anticlockwise antisocial subdivide submarine submerge
List 12		autograph

	auto- and inter- prefixes (inter means 'between' or 'among' and sub means 'under')	autobiography automatic interact International Intercity
List 13	-ly added to an adjective to form an adverb. The suffix starts with a consonant letter, so it is added straight on to most root words.	sadly softly completely usually finally comically
List 14	-ly suffix (change the 'y' to an 'i')	happily angrily merrily easily chirpily crazily
List 15	-ly suffix (if the root word ends in -le changed to -ly)	probably gently sensibly terribly horribly cuddly
List 16	further -ly and -ally suffix	actually accidentally occasionally basically dramatically traditionally
List 17	-ation suffix	information sensation determination multiplication operation imagination
List 18		earth early

	Alternative spellings for the phoneme /ur/	learn particular popular calendar answer
List 19	suffixes (vowel letters)	forgetting forgotten beginning beginner gardening gardener
List 20	Double consonants	appear address difficult different possible dropped
List 21	Prefixes il-/im/ir	illegal illusion impossible impatient irregular Irrelevant
List 22	Year 2 revision. Split digraphs -long vowel sounds	cake time arrive guide complete describe
List 23	Homophones and near homophones	ball bawl break brake berry bury
List 24		fair fare

	Homophones and near homophones	grate great here hear
List 25	Homophones and near homophones	grown groan heel heal whose who's
List 26	Homophones and near homophones	knot not mail male main mane
List 27	Statutory Words from across the Curriculum	history century library length fruit question
List 28	Statutory Words from the Science Curriculum	breathe breath exercise material Separate increase
List 29	-sion ending	television explosion division confusion invasion occasion (exception word)
List 30	-tion ending	question position mention

		action injection direction
List 31	's' sound spelt 'c'	medicine recent decide pencil lcycle spicy
List 32	Statutory words from across the Curriculum	woman remember imagine heart group heard
List 33	Statutory spelling words: adjectives	peculiar strange special natural regular important
List 34	Statutory words from across the Curriculum	straight experiment quarter knowledge minute strength
List 35	Possessive apostrophe with plural words	girls' boys' babies' children's mice's women's

Stage 4 Weekly Spelling Lists

	Sound/Spelling Rule	Year 4
List 1	Year 2 Review of suffixes: -ed, -ing, -er, -est,	chillier funniest funnier biking closest completed
List 2	Year 2 Review of suffixes -ness, -ment, -ful, -less	sadness loneliness beautiful movement happiness equipment
List 3	The 'l' sound spelt 'Y' elsewhere than at the end of words	bicycle Egypt gypsy pyramid lyrics symbol
List 4	The 'u' sound spelt 'ou'	famous various trouble young courage tough
List 5	The 'ai' sound spelt 'ei', 'eigh' or 'ey'	reign weight weigh vein neighbour obey
List 6		don't

	Apostrophe for missing letters	haven't you'll I'd you've won't
List 7	Split digraphs -long vowel sounds	extreme surprise opposite favourite explode precede
List 8	Double consonants	occasion pressure suppose business grammar possess
List 9	-sion ending	decision collision conclusion corrosion confusion division
List 10	-tion endings	injection completion attention invention solution fiction
List 11	-ssion endings	possession expression confession admission permission discussion
List 12		preparation information

	-ation suffix	admiration sensation adoration hesitation
List 13	-cian endings	musician magician politician electrician optician mathematician
List 14	-ly suffix (change the 'y' to an 'i')	funnily fussily greedily cheekily clumsily drearly
List 15	-ly suffix (-le changed to -ly)	probably simply humbly responsibly possibly fiddly
List 16	further -ly and -ally suffix	actually accidentally occasionally frantically emotionally historically
List 17	-ous suffix	dangerous poisonous mountainous humourous courageous hideous
List 18	-sure and -ture endings	measure treasure pleasure

	(Words that sound like 'zher' usually spelt -sure. Words that sounds like 'cher' are usually spelt -ture)	picture adventure furniture
List 19	The 'k' sound spelt 'ch'	scheme chaos echo ache chorus anchor
List 20	's' sound spelt 'c'	bicycle centre century certain circle consider notice
List 21	-ough words	thought although enough through though rough
List 22	Unstressed vowels	February interest ordinary forward continue guard
List 23	'sh' sound spelt 'ch'	chef chalet machine brochure quiche moustache
List 24	The /or/ sound is spelled with the letters au.	caught naughty sauce

		cause haunt pause
List 25	'g' sound spelt -gue	league tongue fatigue catalogue colleague plague
List 26	'k' sound spelt -que endings	antique unique cheque grotesque mosque picturesque
List 27	Prefixes il-/im/ir	illegible illuminate immature immortal irresponsible Irresistible
List 28	Homophones and near homophones	mist missed peace piece plain plane
List 29	Homophones and near homophones	rain reign scene seen accept except
List 30	Homophones and near homophones	weather whether affect effect

		groan grown
List 31	un-, dis-, mis-, and re- words	released remained misplaced misunderstood disappeared unusual
List 32	Words with the /s/ sound spelt sc (Latin in origin)	science scene discipline fascinate crescent muscle (5/6)
List 33	ence words (5/6 rule - Y3/4 statutory word link)	experience (3/4) sentence (3/4) absence silence audience existence (5/6)
List 34	Y3/4 Statutory words	island often perhaps potatoes promise therefore

Statutory Word List

accident	certain	forward	medicine	quarter
actual	circle	forwards	minute	recent
address	complete	fruit	natural	remember
although	consider	grammar	notice	sentence
answer	continue	group	often	separate
appear	decide	guard	opposite	special
arrive	describe	guide	ordinary	straight
believe	different	history	particular	strange
breath	difficult	imagine	peculiar	strength
breathe	early	increase	perhaps	suppose
build	earth	important	popular	surprise
busy/business	enough	interest	possible	therefore
calendar	experience	island	potatoes	though
centre	experiment	knowledge	promise	thought
century	extreme	learn	purpose	woman
	favourite	length		women
	February	library		
		material		

Appendix 4

Stage 3 Writing Expectations

Spelling, punctuation and grammar

1. Use further prefixes and suffixes and understand how to add them (Sp 3:1-10; GH 3:1,2)
2. Spell further homophones (Sp 3:17-20; GH 3:3,4)
3. Spell words that are often misspelt (KW 3:1-3:3; GH 3:5,6)
4. Use the first two or three letters of a word to check its spelling in a dictionary (GH 3:7,8)
5. **Write from memory simple sentences that include words and punctuation taught so far** (Sp St 3; GH St 3)
6. Extend range of sentences with more than 1 clause using wider range of conjunctions (GH 3:10,11,16,21)
7. **Use the perfect form of verbs in contrast to the past tense** (GH 3:12-15)
8. **Expressing time, place and cause using conjunctions e.g. when, before, after, while, because; adverbs e.g. then, next, soon, therefore; or prepositions e.g. before, after, during, in, because of**(GH 3:16,-18,21)
9. Y3 Grammar: formation of nouns using a range of prefixes e.g. super-, anti-, auto-
10. **Use of the forms 'a' or 'an', according to whether the next word begins with a consonant or a vowel**
11. Word families based on common words showing how words are related in form and meaning e.g. solve, solution, solver, dissolve, insoluble) (GH 3:19,20)
 1. Begin to identify main and subordinate clauses (GH 3:21)
 2. Indicate possession by using possessive apostrophe with singular nouns and regular plurals (GH 3:22,23)
 3. **Use inverted commas to punctuate direct speech** (GH 3:24,25)
 1. Use and understand the grammatical terminology for Stage 3-word family, conjunction, adverb, preposition, direct speech, inverted commas, consonant, vowel, clause, subordinate clause (Sp St 3; GH St 3)

Composition

Planning writing:

1. Discuss writing similar to that they are planning to write to learn from its structure, vocab and grammar
2. **Discuss and record ideas for writing** and annotating with key language and vocabulary

Draft and write by:

3. Compose and write sentences progressively, building a varied vocabulary and an increasing range of sentence structures following oral rehearsal (pupil prompts LKS2, GH 3:9-11)
4. **Organise paragraphs around a theme** (text type prompts and plans LKS2)
5. **In narratives, create a clear structure for settings, characters and plot** (text type prompts and plans LKS2)
6. In non-narrative material, using simple organisational devices such as headings and sub-headings

Evaluate and edit:

1. Evaluate and edit by assessing the effectiveness of own and others' writing & suggesting improvements e.g. peer-assessment, self-assessment, way forward
2. Evaluate and edit by proposing changes to grammar and vocabulary to improve consistency, including accurate use of pronouns in sentences
3. **Proof-read for spelling and punctuation errors** ('up-stage' prompts LKS2)
4. Read aloud own writing to a group/class using appropriate intonation/tone/volume so meaning is clear

Handwriting

1. Use the diagonal and horizontal strokes that are needed to join letters and understand which letters are break letters
2. Increase legibility/consistency/quality of handwriting (ensuring downstrokes are parallel and equidistant).

Stage 4 Writing Expectations

Spelling, punctuation and grammar

1. Spell words with further prefixes and suffixes and understand how to add them to root words e.g. ation, ous, ion, ian (*Sp 4:1-4:10; GH 4:1,2*)
2. Recognise and spell further homophones e.g. who's/whose (*Sp 4:19-4:20; GH 4:3,4*)
3. Spell words that are often misspelt (*KW 4:1-4:3; GH 4:5,6*)
4. Use the first two or three letters of a word to check its spelling in a dictionary (*GH 4:7,8*)
5. **Write from memory simple sentences that include words and punctuation taught so far** (*Sp St 4, GH St 4*)
6. **Extend range of sentences with more than 1 clause using wider range of conjunct, adverbs or prepositions**
7. **Choose nouns or pronouns** appropriately for clarity & cohesion & to avoid repetition (*GH 4:14,15*)
8. Use conjunctions, adverbs and prepositions to express time and cause (*GH 4:16,17*)
9. Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases e.g. *'the teacher' expanded to, 'the strict maths teacher with curly hair'*
1. Y4 Grammar: plural and possessive –s, verb inflections (*GH 4:18,19*)
2. Standard English forms for verb inflections instead of local spoken forms **e.g. 'we were' instead of 'we was' or 'I did' instead of 'I done'**
3. **Use fronted adverbials** followed by commas (*GH 4:20,21*)
4. Indicate possession by using the possessive apostrophe with plural nouns e.g. *the girls' names, the girl's name, the boys' boots.* (*Sp 4:15,16; GH 4:22,23*)
5. **Use and punctuate direct speech using inverted commas and other punctuation: a comma after the reporting clause, end punctuation within inverted commas** (*GH 4:24,25*)
6. Learn the grammar for St 5. Use & understand the St 5 grammatical terminology – *pronoun, possessive, pronoun, adverbial, determiner* (*GH St 5*)

Composition

Planning writing:

1. Discuss writing similar to that they are planning to write to learn from its structure, vocab and grammar
2. Discuss and record ideas for writing and annotating with key language, words and phrases.
3. Choose a planning format appropriate for the text type.

Draft and write by:

1. Compose and write sentences progressively, building a varied vocabulary and an increasing range of sentence structures following oral rehearsal (*pupil prompts LKS2; GH 4:9-11*)
2. **Organise paragraphs with a clear theme opening with a topic sentence** (*text type prompts, planning scaffolds LKS2*)
3. In narratives, create a clear structure for settings, characters and plot (*text type prompts and plans LKS2*)
4. In non-narrative material, using organisational devices appropriate to the text type.
5. Evaluate & edit by assessing the effectiveness of own and others' writing & suggesting improvements
6. Evaluate and edit by proposing changes to grammar and vocabulary to improve consistency
7. Proof-read for spelling and punctuation errors (*'up-stage' prompts LKS2*)
8. Read aloud own writing to a group/class using appropriate intonation/tone/volume so meaning is clear.

Handwriting

1. Understand which letters, when adjacent to one another, are best left unjoined
2. Increase legibility/consistency/quality of handwriting (*lines spaced, ascenders/descenders not touching*)

Appendix 5

Stage 3 Speaking and Listening Expectations

1. Talk and listen confidently in different situations.
 2. Show they have listened carefully by asking relevant questions.
 3. Develop and explain their ideas giving reasons.
 4. Sequence and communicate ideas in an organized and logical way in complete sentences as required.
 5. Vary the amount of detail dependent on the purpose and audience.
 6. Participate fully in paired and group discussions.
 7. Show understanding of the main points in a discussion.
 8. Vary the use and choice of vocabulary dependent on the audience and purpose.
 9. Start to show awareness of how and when Standard English is used.
1. Retell a story using narrative language and added relevant detail.
 2. Perform poems from memory adapting expression and tone as appropriate.
 3. Show they have listened carefully through making relevant comments.
 4. Formally present ideas or information to an audience.
 5. Recognise that meaning can be expressed in different ways dependent on the context.
 6. Begin to adapt use of language to meet the needs of the audience/listener.

Stage 4 Speaking and Listening Expectations

1. Talk and listen confidently in a wide range of contexts.
2. Ask questions to clarify or develop understanding.
3. Give an answer and justify it with evidence.
4. Sequence, develop and communicate ideas in an organized, logical way in complete sentences as required.
5. Show understanding of the main points and significant details in a discussion.
6. Show they have listened carefully through making relevant comments.
7. Increasingly able to adapt what they say to meet the needs of the audience/listener.
8. Vary the use and choice of vocabulary dependent on the audience and purpose.
9. Vary the amount of detail dependent on the purpose and audience.
10. Show understanding of how and why language choices vary in different contexts.
11. Use some features of Standard English.

12. Present writing to an audience, using appropriate intonation and controlling the tone and volume so that the meaning is clear.
13. Perform poems from memory, conveying ideas about characters and situations by adapting expression and tone.
14. Understand when the context requires the use of Standard English.

