Annanhill Primary School



Literacy and English

Policy and Procedures

August 2023

**Rationale**

Annanhill Primary is a Rights Respecting School. Article 29 of UNCRC states that *“the education of the child should be directed to: …… the development of the child’s mental and physical abilities to their fullest potential”.*

Literacy is fundamental to all areas of learning, as it unlocks access to the wider curriculum. Being literate increases opportunities for the individual in all aspects of life, lays the foundations for lifelong learning and work, and contributes strongly to the development of all four capacities of Curriculum for Excellence.

The Literacy and English framework promotes the development of critical and creative thinking as well as competence in listening and talking, reading, writing and the personal, interpersonal and team-working skills which are so important in life and in the world of work. The framework provides, for learners, parents and teachers, broad descriptions of the range of learning opportunities which will contribute to the development of literacy, including critical literacy, creativity, and knowledge and appreciation of literature and culture.

Traditionally, all aspects of the language framework were developed by all practitioners in pre-school establishments and primary schools and by the English department in secondary schools. This will continue to be the case, but the framework recognises that all practitioners in secondary schools and in colleges and youth work settings have important responsibilities for and contributions to make towards the development of literacy.

Curriculum for Excellence: ‘Literacy and English Principles and Practice’. Page 1

A Curriculum for excellence Literacy and English clarifies its broad aims, and identifies 3 areas for Literacy. The experiences and Outcomes are organised into the following sections;

* Listening & Talking
* Reading
* Writing

Within these organisers there are subdivisions.

* Enjoyment and choice experiences and outcomes highlight the importance of providing opportunities for young people to make increasingly sophisticated choices.
* The tools sections include important skills and knowledge: for example, in reading it includes such important matters as reading strategies, spelling and grammar.
* The sections on finding and using information include, in reading, critical literacy skills; while the understanding, analysing and evaluating statements encourage progression in understanding of texts, developing not only literal understanding but also the higher order skills.
* Finally, the creating texts experiences and outcomes describe the kind of opportunities which will help children and young people to develop their ability to communicate effectively, for example, by writing clear, well-structured explanations.

**Aims and Objectives**

Throughout their education, children and young people should experience an environment which is rich in language and which sets high expectations for literacy and the use of language. Children and young people need to spend time with stories, literature and other texts which will enrich their learning, develop their language skills and enable them to find enjoyment.

In Annanhill Primary we aim to:

* Promote enjoyment, interest and a sense of purpose in all literacy activities
* Make meaningful links across different curricular areas, building on the principles of Assessment is for Learning.
* Develop problem solving skills and approaches to allow pupils to apply their knowledge and skills in a variety of contexts
* Ensure a curriculum with breadth and balance which offers a coherent and progressive experience in language
* Allow children to experience and develop a variety of skills in language which are used to develop the four capacities.

**Roles and Responsibilities**

**Teaching Staff**

* To plan experiences taking account of prior learning.
* To create real life contexts which are relevant to the curricular levels at which children are working.
* To recognise and seize on opportunities where children can have joint ownership and guide their own learning.
* To employ a variety of teaching tools including active, cooperative and outdoor learning.
* To provide opportunities for children to work collaboratively.
* To incorporate high quality ICT encounters and digital literacy where appropriate.
* To recognise and seize on opportunities for learning across the curriculum and raise awareness of the relevance of literacy within other curricular areas by applying skills learnt to new situations.
* To promote a positive attitude to literacy by developing the children’s skills, knowledge and understanding.
* To consistently monitor children’s written literacy skills and promote a high standard of presentation
* To monitor pupils, identify those who require additional challenge and support and address these needs appropriately.
* To develop skills in formative assessment

**Senior Management Team**

* To be responsible for Literacy across the school.
* To ensure that training opportunities are facilitated and resources are available.
* To monitor learning and teaching across the school through class observations, fab feedback and pupil tracking.
* To be responsible for monitoring and evaluating literacy practice across the school to ensure that it is in accordance with policy and procedures

**Pupil Support**

* To support teaching staff and work with pupils as guided by the teacher.
* To work with groups of pupils to scaffold and extend learning as guided by the teacher.
* To support groups of pupils during practical activities.
* To develop literacy skills through guided resources e.g. 5 minute box

**Parents**

* To be partners in their child(ren)’s learning through literacy homework.
* To encourage a positive attitude towards literacy and encourage children to use their literacy skills in real life contexts (e.g reading labels when shopping, direction signs when on a trip).
* To encourage their child(ren) to produce literacy work to the highest standard of which they are capable.
* To alert the school of any difficulties that they notice with their child(ren)’s learning.
* To maintain positive communications with the appropriate class teacher
* To celebrate child(ren)’s successes

**Pupils**

* Pupils should embrace responsibility for their own learning and work to the best of their ability at all times.
* Use appropriate formative assessment strategies as directed, to assess their own work and the work of others.
* Pupils should aim to complete the tasks set.
* Pupils should be able to set and discuss their literacy targets.

**Learning and Teaching**

The school uses East Ayrshire (E.A.) Literacy programme, which is supplemented by a variety of other resources to allow all aspects of the Literacy curriculum to be covered.

Progression through attainment targets is organised according to each individual pupil’s ability. The programmes of study, along with teacher and pupil assessment inform the pace of learning,

(See Appendix 1)

**Spelling & Phonics**

Primary 1-3

* Single and double sounds along with tricky words are taught, following the order of the E.A. Literacy Programme.
* The program is supported by Jolly Phonics materials, websites, active games and teacher made resources.
* Tasks focus on hearing the sound, visual recognition of the sound, letter formation and generating words containing the given phoneme or sound.
* Magnetic boards and Elkonin boxes are used to aid the exploration of words and to develop the ‘Say, Make, Break, Read, Write’ process.
* Phoneme stories are used to develop skills in identifying words containing a specific phoneme.
* Spelling words are reinforced through daily active spelling tasks.
* The consolidation weeks are used to revisit tricky words.

Primary 4-7

* Phonemes, tricky words and spelling rules are introduced following the order of the E.A. Literacy Programme.
* One taught lesson to introduce rule, come up with examples of relevant words.
* Follow up activities include dictation and reciprocal teaching of spelling rule.
* Pupils investigate approach looking at phonemes with the same sounds but written in different representation.
* Exploration of these words through the use of phoneme charts and Elkonin boxes, diacritical marking and dictation phoneme stories.
* Focus on common words, tricky words and topic related words.
* Spelling words are assessed and dictation is used to demonstrate application.

**Reading**

Primary 1 – 3

* All children have access to reading for enjoyment books through class library as well as the school library.
* Children progress through banded books in both Bug Club and ORT
* Children engage in a variety of fiction and non-fiction texts
* Read to write tasks should be planned and delivered, cloze procedures, chopped sentences, sequencing, comprehension matched to the reading book being used
* Reading lessons follow the E.A. Literacy Programme.

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| The Front Cover | Share the title, number of words, author and illustrator, picture on the front and make predictions |
| The Walk Through | Discussion of characters, sequence of story, spelling words etc. Quick review of the story, pointing out tricky words and appropriate strategies that the children may need to read certain words. |
| Choral Read/Paired Reading | Book is read several ways over the course of the week in groups, pairs or individually |
| Reading to Write Task | Cut up sentence, strip book, Beginning, Middle and End task, teacher made comprehension task, grammar related activities  In P1-3 the ‘Find it, Prove it, Talk about it’ strategy is introduced. Children begin to develop the skill of note-taking and looking for inferences in the text. This can be introduced in P1 depending on the capabilities of the children, |

Primary 4-7

* Each class begins with a modelling block – Whole class introduction/refresher of novel study approach which allows the teacher to model the comprehension strategies
* Evidence of the use of these strategies should be through tasks of well-structured discussion and should be followed up with written tasks in literacy jotters, worksheets and whiteboards.
* Class to engage with two novel studies per session.

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| Prior Knowledge | What do I already know about?  What does my partner/group already know?  How has our thinking changed? |
| Visualisation | Using sensory images to gain more information about a character or situation e.g. ‘Find out as much as you can about the character of Sophie’. Children write down words/phrases related to Sophie that helps them to build a clear picture in their mind. |
| Metalinguistics | Exploring new language within a text by using strategies such as reading on, re-reading, using a dictionary, or partner discussion. |
| Inferencing | Gathering information about something not specifically stated in the text e.g.’ ‘What inferences tell us that Sophie care so much for the giant, that she would do anything for him?’ |
| Developing the main idea | Identifying the main themes developing throughout the book – not the main events. |
| Summarising | Skimming and scanning to find the main events and important information. Creating a diary entry, letter etc |

* Pupils will also experience non-fiction and poetry texts from a variety of sources

**Writing**

**P1-7**

* Pupils develop confidence and pleasure in writing through a whole school approach – E.A. Literacy Programme SAC COW
* Writing should be taught through interdisciplinary topics with agreed targets and session aims.
* Pupils will be provided with opportunities to develop imagination and creativity through enjoyment and choice.
* Pupils cover a variety of writing styles across their primary learning journey with an aim to experience each style a minimum of twice across a level.
* Baseline assessments are undertaken twice a year with a focus on Reports and Procedural writing.

(see appendix 4)

Learning and teaching is based on the Curriculum for Excellence Guidelines, taking account East Ayrshire Progression Frameworks.

* Time Allocation – A minimum of 1hr per week (P1-3) and 1.5hrs per week (P4-7) should be allocated to teach writing. The opportunity for writing during the week should be greater than the minimum allocation.
* Frequency and Range of Writing – Pupils should be exposed to a balance of personal, imaginative and functional writing throughout the year.
* Classroom Organisation – All classes should have a writing wall with the four elements of VCOP clearly displayed. Pupils should access this display as an interactive resource to record good examples of vocabulary, openers, connectives and punctuation. Pupils work should be celebrated on a weekly basis e.g. writer of the week
* Technical skills – Grammar, handwriting and spelling are important technical skills which are developed through specifically taught lessons (E.A. Literacy, Grammar progression etc). Pupils should demonstrate knowledge and application of these skills during writing sessions.

Assessment

Assessment is an integral part of learning and teaching. A balance of formative and summative assessment will be used to:

* Provide pupils with clear and regular feedback
* Assist learners and teachers to plan next steps

Formative assessment approaches will be carried out weekly. Summative assessment will take place termly in the form of an unsupported piece of writing. Summative assessment pieces will be marked using the E.A. Literacy Writing Tools Assessment Grid, with individual pupils given the opportunity to self and peer assess using this tool (P3-7).

(See appendix 2 and 3)

Annanhill Primary Writing Presentation Guidance

As a school we promote a consistent approach to jotter layout to ensure pupils aim for a high standard of presentation and a smooth transition between stages and teachers.

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| **Consistent standards in Literacy** | **What that looks like at Annanhill Primary School** |
| Jotter clearly labelled | Name – Class – Teacher - Subject |
| Long date on pieces of work | P1-2 Numerical date on pieces of work  P3-7 Written date on pieces of work (teacher judgement) |
| Appropriate title underlined with a ruler | P3-7 - Appropriate title underlined with a ruler |
| Evidence of LI and SC | Genre specific throughout the jotter – 3 examples of one genre |
| Pupil friendly targets | Pupil friendly tools for writing targets at the beginning of jotter  Highlight each term: Term 1 (Pink) Term 2 (Blue) Term 3 (Yellow) Term 4 (Green) |
| Evidence of common approach to setting out work | Date – Underline - Miss a line – Title - Underline – miss a line (DUM TUM)  Miss a line after each completed paragraph  Line using a ruler under last piece of writing |
| Presentation | Sharp pencil – writing on the line – no drawing, scribbling or doodling on the jotter – eraser used for pencil errors – one line through for pen errors |
| Correction code implemented eg tickled pink | P1-2 – Tickled Pink  P3-7 – 2 stars and a wish  Highlight Teacher – Peer – Self Assessment  Green – Strong Evidence Orange – Some Evidence Red – Little or no evidence |
| Awareness of DFS strategies | Printed work, blue line jotter, immersive reader, word bank, FAB boxes etc. |
| Evidence of progression | Specific genre coverage for each stage |
| Marking and corrections completed | P1-2 – Teacher  P3-7 – Teacher – Self - Peer |
| Tools for writing | V.C.O.P. strategies to be implemented across the stages to support Active Literacy |
| Any underlining done with a ruler | Any freehand underlining should be rubbed out |
| Spell checker when needed | Encourage use of dictionary, ACE spelling dictionary, thesaurus, word banks |

**Talking & Listening**

Talking and listening skills should be developed and assessed through all aspects of literacy. East Ayrshire progression frameworks should be referred to for the teaching of specific skills relevant to each level. Assessment should be planned for and delivered holistically.

**Grammar**

Should be formally taught once a week in line with the E.A Literacy Grammar Planner. Assessment through application should be built into writing tasks.

(see appendix 5)

**Handwriting**

Should be formally taught once a week using the Nelson Handwriting whole school programme. Assessment through application should be built into writing tasks.

**The Learning Environment**

A literacy rich and supportive learning environment is imperative and should include:

* Sharing of learning intentions and success criteria at the start, during and at the plenary of a lesson.
* Active, cooperative and outdoor learning opportunities to promote enthusiasm for literacy.
* Contextualised and relevant experiences.
* Exposure to high quality ICT experiences, where appropriate.
* Effective use of AifL techniques, including an understanding of the purpose and relevance of the learning experiences.
* Support and challenge techniques, such as mixed ability pairings, independent challenges.
* Access to a wide range of texts for different purposes.
* Making links across the curriculum to ensure skills are frequently applied in different, relevant contexts.
* Literacy rich displays to scaffold learning and generate interest, enthusiasm and ideas.

Assessment of Literacy

Assessment is a continual process so that teachers can take appropriate, timely next steps on a daily basis to maximise pupils’ learning potential. Teachers will use a range of summative materials e.g. standardised SNSA, WRAT, writing baselines etc.

Formative assessments should be on going and should be in line with the school’s marking code as well as additional strategies such as traffic lights, self, peer and teacher comment based assessment, fist of five, thumbs up/down, tickled pink, green for growth, 2 stars and a wish.

It is vital that teachers use this information together with their professional judgement to plan next steps in learning so that each child is challenged and supported to the level required for each individual.

Appendix 1

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| **Curricular Area: Literacy**  **Key Drivers:** Talking, Listening, Reading and Writing | | |
| **Early Level** | **First Level** | **Second Level** |
| **Talking & Listening**   * I-pads   **Reading**   * Jolly Phonics * Active Literacy * Magnetic letters and boards * Phonics cubes * CVC flashcards * Literacy board games * SAC DUG * SAC DEER * Bug Club * Rocket Phonics   **Writing**   * VCOP Big Writing Starters * Nessy Spelling * SAC COW * SAC DUG | **Talking & Listening**   * News Time * Group Discussion * Active Literacy   **Reading**   * Jolly Phonics/Literacy World * EA Literacy * Class Novels * Active Literacy (Spelling & Reading) * Teacher created comprehension * Bug Club * DK Eyewitness Non-fiction texts * Magnetic letters & whiteboards * SAC Dug * SAC DEER   **Writing**   * EA Literacy (Spelling) * IDL / Real life Context * Nelson Handwriting * VCOP Big Writing * SAC COW * Nessy Spelling * Immersive Reader | **Talking & Listening**   * Bloomers Q&A * Active Literacy   **Reading**   * Bug Club * Class Novels * EA Literacy (Spelling & Reading) * DK Eyewitness Non-fiction texts * Cloze Passages * Dictionaries / Thesauruses * SAC DEER   **Writing**   * EA Literacy (Spelling) * IDL / Real life Context * Nelson Handwriting * VCOP Big Writing resources * Immersive Reader * Nessy Spelling * SAC COW * SAC DUG |

Appendix 2 - Writing Tools Teacher – Self – Peer Assessment Grid Exemplar

Information Reports

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| **Learning Intention - I am learning to write INFORMATION REPORT texts** | | | |
| Green – Strong Evidence Orange – Some Evidence Red – No or little evidence | Self | Peer | Teacher |
| **Success Criteria for 1st Level REPORT texts** |  | | |
| 1. A title and opening sentence which tells what the report is about |  |  |  |
| 1. Important facts grouped together – under sub-headings |  |  |  |
| 1. No ‘ I’ or ‘we’ |  |  |  |
| 1. Factual language – not chatty |  |  |  |
| 1. Words that are about the topic (technical vocabulary) |  |  |  |
| 1. Closing sentence to round off report |  |  |  |
| 1. Pictures, photos, labelled diagrams to help the reader |  |  |  |
| **Comment** | | | |
| **Wish** | | | |

Appendix 3 - Writing Tools Baseline Assessment Grid Exemplar

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| **First Level INFORMATION REPORT texts** | | | |
| **Learner Name:** | Evidence (add date) | | |
| **Tools for Writing** | No evidence or weak (1.1) | Some evidence  (1.2) | Strong Evidence  (1.3) |
| 1. I have used my knowledge of spelling strategies and phonics to help me spell words. *Lit 1-21a* |  |  |  |
| 1. I have spelled most common words and topic words correctly. *Lit 1-21a* |  |  |  |
| 1. I have used capital letters, full stops, question marks and exclamation marks in most sentences *Lit 1-21a* |  |  |  |
| 1. I have used conjunctions to link sentences e.g. *and/but/then/ because/so. (at least 2 sentences + at least 2 examples = strong) Lit 1-22a* |  |  |  |
| 1. I have started sentences in different ways. *(At least 2 sentences) Lit 1-22a* |  |  |  |
| 1. My writing is legible on first read. (✓ or x) *Lit 1-24a* |  | | |
| 1. I have read my writing to check it makes sense, editing where needed. (✓ or x) *Lit 1-24a* |  | | |
| **TOTAL** |  |  |  |
| **Success Criteria for REPORT texts** | *Lit 1-25a, Lit 1-26a, Lit 1-28a,/Lit 1-29a* | | |
| 1. A title and opening sentence which tells what the report is about |  |  |  |
| 1. Important facts grouped together – under sub-headings |  |  |  |
| 1. No ‘ I’ or ‘we’ |  |  |  |
| 1. Factual language – not chatty |  |  |  |
| 1. Words that are about the topic (technical vocabulary) |  |  |  |
| 1. Closing sentence to round off report |  |  |  |
| 1. Pictures, photos, labelled diagrams to help the reader |  |  |  |
| **Strengths** | | | |
| **Next Steps in Learning** | | | |

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| **Writing**  **Style** | **Text Type** | **Purpose** | **General Structure** | **Key Language/grammar features** |
|  | Description  often embedded in other texts | to describe the characteristics or features of a thing or a phenomenon, to entertain, or inform | * Introduction to the subject of the description * Characteristic features of the subject e.g. physical appearance, qualities, behaviour, significant attributes\* | * Particular nouns * Variety of adjectives- shape, size, colour, number, texture\* * Action verbs: escaped, stampeded * Figurative language: similes, metaphors, personification * Uses imagery to paint a picture (see, touch, taste, hear, smell) |
| **Narrative** | Narrative  **Descriptive** | to entertain, to inform or amuse | * Orientation – set the scene * Hook - or interesting opening * Plot: Series of events (can include turning points, complication, twists) * Resolution * Cliff hanger/ coda - optional | * An engaging title * Time connectives * Figurative language: similes, metaphors, alliteration, personification * Action words * Dialogue – optional * Consistent narrative voice |
| **Expository** | Report | toclassify,***convey information*** and /or describe | * General statement or classification * Description * Key facts grouped under sub-headings * May include: Bold type, graphics, illustrations, captions, charts, tables, maps, sidebar, contents, index, glossary * Conclusion – summary of key points | * Factual language- no personal pronouns, third person * Topic-specific vocabulary * Usually present tense (unless historical report) * Acknowledges sources |
| Explanation | to explain how or why something occurs *(****to explain processes****)* | * Identification of phenomenon * Explanation in sequence – subheadings to group main ideas together * May include charts, tables, labels, captions, maps, glossary, illustrations, diagrams, sidebars, flowchart * Final paragraph sums up | * Technical words * Present tense * Time connectives: *firstly* * Connectives to establish cause + effect: because, as a result of, consequently * Impersonal (2nd/3rd person) |
| Procedure | to instruct how to do something*(****convey information****)* | * Aim or purpose * Materials listed * Clear steps -numbered or bullet points * Short, clear sentences * Pictures and/or diagrams | * Imperative (bossy) verbs (usually at the start of each step) * Time connectives *(First, next)* * Second person * Present tense |
| Recount | ***to describe*** *or retell a series of* ***events*** | * Orientation -clear scene-setting (who, what, when, where, why?) * Chronologically sequenced series of events-may use subheadings * Final paragraph may include a summary or evaluative comment | * Details to add interest, descriptive language (adjectives) * Past tense * Often first person: ‘I’, ‘we’ * Time connectives * Topic specific vocabulary |
| **Persuasive** | Persuasive Text | to **persuade** and influence the reader by arguing one side of an issue | * Macro sentence stating point of view * Main points set out in paragraphs * Can include opinion, evidence, justification, reasoning * May use opinions that sound like facts | * Emotive and persuasive language e.g. exaggeration, slogans, dare reader to disagree * Logical + Cause/effective connectives: *therefore, however,* * Present tense |
| Response | to respond to a visual, written, performed piece of work + present a personal **opinion** | * Context of piece of work * Description of piece of work * Judgement * Use of quotes – for written piece * Making connections | * Implied first person * Words that express judgements e.g. dull, clever * Descriptive language * Cause and effect connectives: *therefore, however* |
| Discussion or Balanced Argument | *to* ***explore issues*** from more than one perspective | * Statement outlining the issue * Arguments for and against with reasons/evidence * A conclusion which may include author’s viewpoint | * Formal, impersonal style * First or third person * Present tense, mostly * Logical + Cause/effective connectives: *therefore, however, on the one hand* * Rhetorical questions. * Emotive language |

Appendix 4

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| **Writing Styles**  Appendix 4 | **Text Type** (some examples)  Text types and purposes can overlap | | | **Early Level**  **P1** | **First Level**  **P2** | **First Level**  **P3** | **First Level**  **P4** | **Second Level**  **P5** | **Second Level**  **P6** | **Second/**  **Third Level P7** |
| **Description** | * Character description (P1) * Setting description (P5) * Personal writing (P6) * Poetry (P5) | | |  |  |  |  |  |  |  |
| **Narrative** | * Story (imaginative) (P3, P4, P5, P7) * Poetry (P3) * Autobiography (P5) * Playscript (P4, P7) \* | | |  | **Only imaginative?** | **Including poetry** |  | **Including poetry/ autobiography** |  | **Including playscript** |
| **Report** | * Chronological report (P4, P6) * Non-chronological report (P3, P5, P7) * Fact file (mainly early/first level) (P1, P2) | | * Biography (P7) | **BASELINE ASSESSMENT 2 - MAY** | | | | | | |
| **Explanation** | * Explanation (P6) * Leaflet (P3) * Brochure (P5) * Signs and labels | | |  |  |  |  |  |  |  |
| **Procedure** | * Instructions (P2, P5, P7) * Recipes (P1, P3, P4, P6) | | | **BASELINE ASSESSMENT 1 - SEPTEMBER** | | | | | | |
| **Recount** | * Newspaper report (P5) * Personal – diary, blog, (P1, P3) * Recount of a visit * Science investigation (P4, P7) | | |  |  |  |  |  |  |  |
| **Response** | * Review of book, film, performance (P2, P3, P4) * Reading journal * Critical essay (P7) | * Article/Blog (opinion piece) (P7) * Letter of complaint (P6) | |  | **Very simple book review?** |  |  |  |  |  |
| **Persuasion** | * CV /application (P6) * Debate (P7) | | * Advert (P4) * Poster (P3) |  |  |  |  |  |  |  |
| **Discussion** | * Argument (multiple viewpoints) (P5) * Debate (P7) * Presentation (P1-7) | | |  |  |  |  |  |  |  |

Appendix 5

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| **Early Level (P1)** |  | **First Level (P2)** |  | **First Level (P3)** |  |
| **Capital Letters** |  | **Capital Letters** |  | **Capitals + Full Stops +**  **Sentences** |  |
| **Full Stops** |  | **Full Stops** |  | **Alphabet +**  **Vowels /consonants** |  |
| **Spacing** |  | **Spacing** |  | **a / an** |  |
| **Sentence** |  | **Sentence** |  | **Question + Exclamation**  **marks** (identify + use) |  |
| **Alphabet introduce vowels and consonants** |  | **Alphabet +**  **Vowels /consonants** |  | **Joining words : *and, but,***  ***because, so*** (introduce the  term ***conjunction)*** |  |
| **word** and **letter** (be able to  identify/distinguish) |  | **word** and **letter** |  | **plurals** |  |
| **consonant** and **vowel** (be  able to identify) |  | **consonant** and **vowel** |  | **Nouns** (introduce terms  common / proper) |  |
| **Joining words : *and*** |  | **Joining words : *and, but,***  ***because*** |  | **Verbs – link with nouns**  **- tenses** |  |
| **Recognise question mark** |  | **question mark** (be able to  use) |  | **Recognise adjectives**  (introduce the term) |  |
| **Rhyming words – spot**  **when words rhyme** |  | **Recognise exclamation**  **mark** |  | **Recognise commas**  (introduce the term) |  |
| **Rhyming words – give a**  **word which rhymes** |  | **Recognise nouns**  (introduce the term) |  | **using a dictionary (need to**  **understand alphabetical order)** |  |
| **Identify syllables in words – e.g.**  **tap the syllables in own name** |  | **Identify syllables in**  **multisyllabic words** |  | **Identify syllables in multisyllabic words** |  |
|  |  | **Recognise plurals** |  | **Recognise speech marks** ( use  speech bubbles ) |  |
|  |  | **Recognise verbs** (and tenses) |  | **Introduce compound words** |  |
|  |  | **Words that rhyme** |  |  |  |

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| **1st level – (P4)** |  | **2nd Level - (P5)** |  | **2nd Level - (P6)** |  | **2nd (– 3rd ) Level - (P7)** |  |
| **Capital letters**  **start of sentence**   * **proper nouns** * **headings** |  | **Capital letters**  **- start of sentence**  **- proper nouns**  **- headings + emphasis** |  | **Capital letters - revision** |  | **Capital letters - revision.** |  |
| **Nouns - proper nouns**  **- common nouns**  **- singular + plural** |  | **Nouns - proper nouns**  **- common nouns**  **- singular + plural** |  | **Nouns - collective nouns**  **- masculine /feminine** |  | **Nouns: abstract nouns**  **irregular singular / plural**  **+ extend masculine /feminine** |  |
| **Synonyms Antonyms**  **Homonyms** |  | **Synonyms Antonyms**  **Homonyms Homophones**  **e.g. there/their/they’re** |  | **Synonyms Homonyms**  **Antonyms Homophones** |  | **extend knowledge of synonyms, antonyms, homonym, homophones** |  |
| **Adjectives - identify**  **- use** |  | **Adjectives (extend knowledge)**  **- use in own writing**  **- comparatives + superlatives** |  | **Adjectives**  **comparatives + superlatives** |  | **extend knowledge of adjectives and recognise the effect they have on the reader** |  |
| **Verbs - identify**  **- identify 1st + 3rd person**  **- identify and use**  **- past / present tense** |  | **Verbs (extend knowledge)**  **- identify 1st , 2nd + 3rd person**  **- past / present tense** |  | **Verbs - use tenses**  **- irregular past tenses**  **- the imperative form**  **- use 1st , 2nd + 3rd person** |  | **Verbs use auxiliary verbs; use tenses consistently. (Introduce *infinitive)***  **irregular past tenses**  **active / passive and imperative** |  |
| **Punctuation: - identify,**  **understand function of + use**   * **full stop** * **comma (lists)** * **question mark** * **exclamation mark** * **Identify + understand function of Speech Marks** * **Identify Apostrophes in simple contractions e.g. don’t** |  | **Punctuation: - use:,**   * **full stop** * **comma (lists)**   **commas in longer sentences**   * **question mark** * **exclamation mark**   **Use speech marks for direct speech**  **Use Conjunctions to join sentences.**  **Apostrophes:**   * **contractions** * **Intro. of ownership** |  | **Punctuation:**   * **Use all taught punctuation.** * **commas used in sentences to**   **separate a clause**   * **Use conjunctions / connectives to link ideas and join sentences** * **use of speech marks and commas to punctuate direct speech.** * **Identify Indirect / direct speech** * **Apostrophes:**   **contractions +ownership e.g.**  ***John’s bike*** |  | **Punctuation:**   * **commas (extend knowledge)** * **brackets (parentheses)** * **hyphens**   **Identify/begin to use colon: + semi-colon; ellipsis.**   * **Speech marks and commas used in direct speech** * **Use indirect and direct speech** * **Apostrophes for possession (*Sophie’s bag, the boys’ toilets*) and to contract words (*couldn’*t)** |  |
| **Introduce use of paragraphs** |  | **Use paragraphs to separate ideas and related facts.** |  | **Organise writing using paragraphs.**  **Begin to use appropriate topic sentences for paragraphs** |  | **Paragraphs include details to support main ideas. Use topic sentences to identify main ideas in paragraphs.** |  |
| **Introduce Pronouns** |  | **Identify pronouns and what they refer to in sentences.** |  | **Identify personal pronouns. Can match pronouns to subject. Use *its* and *it’s*** |  | **Extend knowledge and recognition of pronouns. (e.g. *whose, whom*)** |  |
|  |  | **Introduce Adverbs (of manner e.g. loudly)** |  | **Identify adverbs in sentences**   * **of manner - loudly** * **time –always** * **place -everywhere** |  | **Extend knowledge and use of adverbs e.g. to start a sentence.** |  |
| **Alphabetical Order**  **(to 1st + 2nd letter)** |  | **Alphabetical Order (extend to 3rd letter)** |  | **Alphabetical Order (extend)** |  |  |  |
|  |  |  |  | **Introduce prepositions** |  | **Identify prepositions in sentences** |  |
| **Introduce similes**  **Introduce alliteration**  **Introduce onomatopoeia** |  | **Extend knowledge and use of similes, alliteration and onomatopoeia** |  | **Extend knowledge and use of similes, alliteration and onomatopoeia**  **Introduce metaphors.**  **Introduce idioms e.g. *It’s raining cats and dogs.*** |  | **Identify and begin to use figurative language (imagery)e.g. similes, alliteration, onomatopoeia + metaphors in own writing. Introduce personification.**  **Extend knowledge of idioms.** |  |
| **Identify compound words** |  | **Extend knowledge of compound words** |  | **Introduce: Word Roots**  **Affixes (prefixes /suffixes)** |  | **Word Roots**  **Affixes (prefixes /suffixes)** |  |