

East Hanningfield
C of E
Primary School

Literacy
Scheme of Work
September 2014
Review Date: September 2015

Reading

EYFS and KS1

Throughout EYFS and Key Stage 1, reading material should include content with interesting subject matter, relevant to the children's experiences and that extend their experiences.

It should include a range of genres, age appropriate repetitive pattern and rhyme, a clear characterization and plot, a variety of presentational styles and stimulating illustrations which enhance the text.

The range of reading material to be available includes:

- Picture books
- Children's own writing
- Class made books
- Extended reading books for more able readers
- Sets of the same book for group reading
- Poems
- Plays
- Story books with collections of stories in
- Big books
- Dictionaries and Thesauruses
- Information texts
- Newspapers and magazines
- Audio and interactive books

Poems, stories and plays include those with:

- Familiar settings
- Imaginative settings, fantasy
- Traditional folk tales and fairy tales
- A range of cultures
- Pattern, rhyme and predictable language
- Challenging characteristics in terms of length and vocabulary

Non-fiction/information includes that found in:

- Books, encyclopedias etc
- ICT resources
- The Internet
- Dictionaries
- Posters etc

During reading based activities the skills introduced include:

- Recognising basic sight vocabulary
- Phonic awareness and word building
- Graphic – verb endings, plurals, prefixes etc
- Syntax – re-reading for meaning, sentence construction
- Context and understanding

Reading based activities will provide opportunities for:

- Discussing events, characters, feelings, personal response
- Prediction, including joining in with repetitive patterns
- Re-telling
- Explaining
- Reviewing
- Reading complete texts as a group – plays etc
- Re-reading favourite texts
- Hearing stories read aloud including longer and more challenging texts
- Presenting and acting out stories
- Reciting rhymes and poems

When reading with an adult (teachers, parents, TAs, students, older children within school) at the earliest stages, the adult and child talk about the book, discuss the pictures and tell their own stories from picture books. These books promote speaking and listening skills, sharing ideas, stimulating ideas and demonstrating the pattern of stories.

Throughout Reception and KS1, specific reading skills are taught when appropriate to the individual. Children are then encouraged to use the skills they have acquired to decode text. Particularly in the early stages, they will need support, which may include:

- Adult reading and child repeating
- Child and adult reading together
- Adult pointing to the word
- Adult helping/encouraging child to point to words
- Child reading for themselves with adult help
- Child can enjoy reading a book silently or aloud and can discuss with others

Within these sessions the following skills are encouraged:

- Use of pictures
- Breaking down words into smaller parts
- Re-reading to work out words
- Accuracy
- Expression

- Awareness of punctuation
- Use of initial letter cues
- Use of context cues
- Listening comprehension through discussion

All children take a book home daily in their book bag. This is color coded according to the book bands scheme. It is accompanied by a reading record book in which parents and staff may comment. All children are encouraged to share/read their book at home.

Reception Reading

Skills

Sight Vocabulary

Sight recognition of HFW are promoted through activities such as:

- Look and Read (as flash cards)
- Word games including jigsaws, lotto, treasure hunts etc
- Their relevance to children's activities (I am 5 today etc)
- Display and accessibility for use

Phonics

See separate sheet. Individual letter sounds and cvc word building are particularly relevant to Reception children, though some children will progress beyond this stage.

Other skills such as early blends will be included as part of day-to-day reading with an adult or reading in an equally levelled ability group and will be addressed at an appropriate level.

Group Reading

Group reading enhances opportunity for highlighting certain skills which may include:

- Discussion
- Listening to ideas of others
- Opportunity to look at and discuss punctuation, grammar
- Discussion of use of certain styles of print, illustration
- Focus on particular words, sounds

Big Books/Shared Books

These are for use with:

- Class
- Group
- Pairs
- Individuals

Skills promoted are similar to those under the heading of 'group reading'. The conventions of fiction and non-fiction books are clearly demonstrated.

Non Fiction

Books from the school Library are borrowed and displayed.

Big books suitable for Reception will introduce children to the conventions and layout of non-fiction.

Dictionaries

Word books and dictionaries appropriate to the EYFS are available in Reception and introduced where appropriate. Children can access them in the reading/writing areas alongside adult led sessions. Children are encouraged through spoken activities and games to apply their understanding of order of letters of the alphabet.

Ambient Print

The labelling of resources, which may include word matching, picture matching etc enable children to be more independent eg find the correct place on the shelf for lego.

Picture and display labels give opportunity for practicing reading skills.

Instructions (for choosing books etc) provide similar opportunities.

ICT

Online Phonics activities

Spelling games

Bug Club

Year 1 and 2 Reading

Skills

Sight vocabulary and words used in early writing, promoted through:

- Display and accessibility
- Look and read (as flash cards)
- Sound and read (phonics)
- Regular use in writing
- Sentence making
- Word games
- ICT
- Word lists, displays

Phonics

See separate sheet

Books in Classroom

- One-to-one with adult (staff, student, parent, older pupil)
- Quiet reading alone
- Group reading, simple stories, plays
- Taped story
- Paired reading (Cross Key Stage)
- Children needing extra support heard more regularly and a separate list available to staff only, is kept for this
- Sharing with a friend with opportunity to discuss, help with difficult text

Group/Guided Reading

Group/Guided reading enhances opportunity for highlighting particular skills promoting:

- Discussion of meaning
- Use of punctuation, grammar
- Use of particular vocabulary
- Use of print etc
- Reading for meaning
- Listening to others
- Turn taking

Resources include:

- Big books, suitable for class, group
- Classroom books
- Non-fiction

Comprehension and Extended Reading Skills

- Discussion of books/stories
- Cloze related to a variety of classroom activities eg RE, History
- Following instructions to carry out activity such as ‘draw a picture’
- Assessment focused task e.g. inference and deduction questions, identifying style and tone used by the author.

Non-fiction includes:

- Books from school reference library displayed for use in classroom
- Big books for class and group use. Suitable for introducing conventions of non-fiction ie index, contents and so on
- Activities may include:
 - Using a small number of books to help with topic work, drawing etc
 - Find and draw eg a creature which lives in the sea, a creature with no legs, a toy made from wood
- Non-fiction books are included in class library

Ambient Print

- Print on classroom walls may be labelling, instructions etc
- Labelling of resources eg for construction toys encourages independence

Dictionaries

- Word books and dictionaries are introduced and are easily available
- Alphabet (capitals and lower case) displayed
- Simple alphabetical order worksheets introduced

ICT

Online Phonics activities

Spelling games

Bug Club

KS2

Reading Material

This should include some more challenging texts to:

- Broaden perspectives
- Extend thinking

which contain

- Sustained ideas
- Figurative language
- Increasingly complex structure
- A variety of structural and organization features

Range

Literature – to include:

- Modern fiction by significant author
- Classic children’s fiction (simplified where appropriate)
- Modern poetry
- Some classic poetry
- A variety of plays
- Text from a variety of cultures and traditions
- Myths, legends and traditional stories

Information – to include:

- Variety of non-fiction books, some in classroom, some in KS2 library
- Dictionaries
- Encyclopaedias
- Thesauruses
- ICT based reference
- Newspapers, magazines etc

This should include some sources of information which are not specifically designed for children.

Reading Year 3 and Year 4

Comprehension and Extended Reading Skills

Children should become familiar with use of:

- Contents
- Glossary
- Index
- Headings
- Chapters
- Deleting irrelevant sentences from a text
- Underlining/highlighting sentences from a text to find key information
- Drawing pictures to illustrate a passage

Other Skills

Graphic and phonic knowledge building on KS1 work will include increasingly complex patterns and irregularities. Children should be encouraged to apply skills previously acquired with increasing independence and confidence.

Skimming, scanning and detailed reading techniques to be practiced.

To develop understanding, the teaching and learning of reading should include response to:

- Language and vocabulary
- Plot and characterization
- Ideas presented
- Evaluation of what is read

Opportunity to write book reviews, supported initially by frames or other guidance given.

Group/Guided Reading

Group reading enhances opportunity for discussion. There are sets of books in school and books can be accessed via Bug Club (Pearson). Children are listened to on an individual basis, up to once every two weeks.

Reading Year 5 and Year 6

Comprehension and Extended Reading Skills

Tasks related to classroom topic books children should understand use of:

- Contents
- Glossary
- Index
- Headings
- Chapters
- Labelling
- Dewey Library System

Children's understanding of a text should be developed through a variety of techniques.

Response to books should show awareness of:

- Language and vocabulary
- Plot and characterization
- Ideas presented

Children should be able to evaluate what they have read, both orally and in written form.

Book Reviews

Children write reviews of some of the books they have read. Sometimes a framework may be used.

Children's reading record books include an opportunity for each child and adults to comment on each book read.

Additional Reading Opportunities

Festival of Books

The Festival of Books celebrates reading across the school and will take place in the Summer Term. Activities and opportunities will be developed by the Literacy Co-ordinator and class teachers, and may include author visits, live performances, writing book reviews, shared reading, etc.

World Book Day

Children dress up as characters from books.

Reading in School

Silent Reading - a short time twice weekly (at the teacher's discretion), perhaps during registration, after lunch etc, when children are able to read their own choice of book.

Reading One-To-One – with teacher, parent helper, teaching assistant etc. All children read regularly with an adult. The poorer readers will read on a daily basis. Children who are not independent readers may read with an adult on a daily basis or as regularly as possible.

Guided Reading – will take place either within the Literacy Hour or at another appropriate time led either by the teacher or a teaching assistant.

Literacy Booster Groups – the delivery and content of these sessions is to be reviewed following the analysis of assessment data by the Headteacher, Literacy Co-ordinator and Year 6 class teacher to ensure the needs of the children are met each year.

Phonics

Phonics EYFS and KS1

Our early phonic work is based on the Letters and Sounds scheme. Lessons take place daily, in short 15-20 minute sessions. Children are grouped according to their Phase and are taught by either a teacher or LSA.

In Reception the sounds are introduced alongside the printed letter and pictures are displayed to enhance familiarity and to aid early writing skills. The teacher will conduct an early baseline of the skills of the children on entry to the school and make a judgement about where to start the teaching of Phonics. Usually, after a brief recap on Phase 2 sounds, this will be Phase 3 for all children where appropriate. Reception children are expected to be secure in Phase 3 by the end of the year, with some children secure in Phase 4. Children are assessed on their grapheme-phoneme recognition twice weekly, on a one to one basis.

In Years 1 and 2 the children progress to Phase 4, 5 and 6 as appropriate. They are encouraged to apply their developing phonic knowledge into their independent writing wherever possible. Children are assessed on their grapheme-phoneme recognition once every half term, although regular assessment for learning takes places from session to session. Planning is adapted according to the needs of the group. By the end of the Key Stage, the majority of children are expected to be at least working within Phase 6 (unless previously identified as having a particular difficulty in this area).

When teaching phonics, children are made aware of the correct pronunciation of the sound alongside tongue position and mouth shape. Intervention through the SENCO and SLT may be used for any child struggling in this area.

Phonic games are regularly used when teaching this area and include:

- Sound lotto and jigsaw type games
- I Spy
- I am an animal beginning with 'd'
- Fetch me something beginning with ...
- Phonic treasure hunts
- Looking at letters in familiar words
- Spelling robots d-o-g what am I?

Initial, medial and final sounds are all introduced in Reception. It is agreed that the concepts of word building encountered in Phase 4 are vital to a child's ability to apply phonic skills in both reading and spelling; therefore, these principles and concepts will be consistently taught throughout all Phases of Letters and Sounds, at an appropriate level for the individual child. Letter sounds and names, alphabetical order and suffixes and prefixes are introduced and confidence built on within phonic based sessions.

Phonics KS2

Small group phonics sessions will be delivered to pupils identified by class teachers as needing extra support in this area. These sessions will take place twice weekly as an intervention outside of the normal Literacy session. Children taking part in this intervention will also continue to take part in Spelling sessions relevant to their age group.

Writing

Writing Reception

Emergent Writing

Children write their own 'stories' eg news with an accompanying picture. They may use:

- Early mark making (random marks on paper)
- Random letters
- Relevant letters (according to phonic sound). This is often the initial lettering of a word

Aids available include:

- Letter lines drawn in books
- Picture/sound sheets based on Letters and Sounds
- Word cards/banks
- Words displayed around the room
- Adult support

The child reads their own writing, the teacher re-writes this, pointing out similarities in child's/teacher's writing. The teacher then ticks the correct sounds and words.

Simple sentence copying using familiar words.

Watching teacher model writing – in books, on whiteboard, as caption for pictures.

Name writing with an emphasis on letter formation.

Opportunity to make cards, lists, charts sometimes linked to the current topic or role play theme.

Book making eg zigzag book for sequencing 'My Day', simple story etc.

Comprehension - activities such as drawing main characters from a story.

Audience – writing for family, peers, teachers, themselves eg invitations to our Harvest Tea Party, Christmas Cards.

Mark making opportunities are always available during free choice time eg the office, outdoor mark making box, whiteboards and pens, indoor and outdoor chalk boards, role play area, painting etc.

Handwriting – Reception

Variety of materials for writing may include pens, pencils, crayons, chalkboards, whiteboards, paint, play dough.

Left to right orientation and flow is promoted through:

- Patterns
- Pathways
- Mazes

Children are encouraged to:

- Trace patterns
- Copy patterns
- Continue patterns
- Individual letter shapes with attention to formation

Physical play is also encouraged to strengthen the muscle in the wrist eg swinging from monkey bars, play dough etc.

Writing Year 1

Emergent writing as for Reception.

Children write their own stories eg news

- Using random letters
- Using relevant letters

Use of:

- Letter lines
- Alphabetical word cards
- Words around the room
- Words from list produced in the National Curriculum 2014
- ICT programs
- Use of whiteboards

Teacher writes as child reads own writing, pointing out similarities in child/teacher writing and ticking correct sounds and words.

‘Try-It’

Try-it books introduced in the Spring Term. Initially children try out word on paper for checking by teacher. Progress to writing in Try-it book where child attempts words, has it checked and corrected when necessary by adult.

Dictionaries

- Picture dictionaries introduced
- How to find correct letter
- Alphabet displayed
- Letter names introduced

Variety of Strategies

Variety of strategies now used for writing include:

- Phonics
- Letter strings
- Available words
- Word books/try-it books
- Dictionaries

Range

- News writing
- Reporting (eg topic science work)
- Poetry (including group poems)
- Story Writing
- Tell story from picture
- Tell story from picture books
- Retell known story
- Imaginative story
- Character profiles
- Letter writing
- List writing
- Labelling diagrams
- Recipes

Story Form

- Sequencing with sentence about each picture (eg zigzag book style)
- Illustrate events in order eg story read to children to be illustrated cartoon style
- Pictures of main characters
- Emphasis on beginning/middle/end

Different Styles of Presentation

- Speech bubbles
- Labelling
- Comic strip style

Comprehension

- Cloze procedure
- Captions to pictures
- Following instructions to draw a picture
- Listening comprehension

Punctuation

- Introduction of capital letter and full stop

Audience

- Writing should be for a range of readers eg teacher, family, peers, themselves

Children should have opportunity to re-read own writing.

Skills should not be taught in isolation, but be built into pieces of work.

Children need to understand the reasons for learning specific skills.

Handwriting Year 1

Individual letter shapes as Reception.

2 letter joins

- Simple joins eg 'it'
- More difficult joins eg ag
- Breaking down own name

3 letter joins

- Simple joins eg 'lit'
- More complex joins 'dog' etc
- Joining letter strings

Spacing between words and lines

Looking at difference between letters (ascenders, descenders)

Introduction of capitals – corresponding to lower case letters

Handwriting – taught as a discrete subject. Use handwriting books to be in line with whole school policy

Writing Year 2

Aids for writing may include:

- Phonics, alphabet and diagraphs displayed
- Words displayed in room
- Spellings given
- Familiar words
- ‘Try-It’ books
- Dictionaries

Range

- Reporting (eg topic, Science)
- Poetry (including group poetry)
- Story
- Re-tell known story
- Imaginative story with variety of stimuli
- Letters eg to famous people
- Captions
- Instructions eg recipes
- Messages eg invitations, cards

Children should have opportunity to present their work to different audiences (child, group, adult etc).

They should also have opportunity to discuss their work and quality of work.

The Writing Process

- Introduction of planning (as group, class or individual if appropriate)
- Drafting and reviewing
- Feed back to be positive with intervention for spelling, punctuation etc
- Final copy neatly presented

Punctuation and Grammar

- Full stop, capital letter for sentence structure
- Question marks
- Commas introduced if appropriate
- Refer to National Curriculum 2014 for extensive list

Handwriting

- 3 letter joins
- Letter strings
- Working towards a flowing joined style
- Finger spacing, line spacing
- Guidelines
- Correctly formed capital letters
- Clearly demarcated ascenders and descenders

Handwriting practice.

Skills should not be taught in isolation but built into pieces of work.

Children need to understand reasons for learning and using specific skills.

ICT

Use of 'Word' for typing.

Writing Year 3

Independent Writing

Imaginative story, for which there may be a particular focus such as:

- Sentence structure
- Use of sentence connectives
- Use of logical sequence
- Extended vocabulary

Stories may include some which are:

- Topic related
- Empathic

Letters (domestic 'thank you' etc)

Poems

- Topic related
- Seasonal
- Other

Report, factual writing

- Instructions
- Science experiment etc

Descriptive such an account of outings etc

- Captions, notices
- Book review, with some guidance
- Recount
- Comprehension, for which pupils read short passage and extract relevant information. Record using complete sentences.

The Writing Process

For appropriate pieces of work children will have the opportunity to:

- Plan (brainstorm, jot down ideas)
- Prepare first draft, leaving a line space to make corrections, changes etc easier to insert

- Read through and improve. Focus may be given eg full stops and other punctuation, more interesting vocabulary, spelling
- Final copy which is neat, clear and well presented

Teacher guidelines may include for example:

- Verbal questions to provide base from which children may work
- First draft as a class
- Supportive writing frame

Punctuation and Grammar

Teach/revise

- Full stop
- Capital letters
- Commas
- Question marks
- Adjectives (substitute adjective in given sentence etc)
- Variety of connectors
- Use of dictionaries/alphabet
- Refer to National Curriculum 2014 for extensive list

Strategies

- Oral and written exercises
- Use of relevant software
- Interactive whiteboard
- Grammar and spelling activities

Dictionary Skills

Putting words into alphabetical order using:

- First letter
- First two letters
- More than first two letters
- Words with same beginnings
- Use of dictionary to find meanings and spellings

Handwriting

- Introduce KS2 guidelines
- Develop joined style
- Copy good handwriting

- Re-drafting for presentation
- Practice – formal lesson

Skills should not be taught in isolation but built into piece of work. Children need to understand reasons for learning and using specific skills, being, aware for example that punctuation can change meaning. Children should have opportunity to read their own writing.

Writing Year 4

Independent Writing

Imaginative story, for which there may be a particular focus such as:

- Sentence structure
- Logical sequence
- Extended vocabulary
- Varied sentence connectives

Stories may include:

- Those related to topic
- Empathic stories
- Letters (domestic)
- Report, factual writing for Science experiment etc
- Newspaper reports based on nursery rhymes
- Instructions for ICT, Menus, Recipes
- Poems – limericks, kennings, simile poems, rhyming couplets
- Diaries
- Descriptive (outings etc), Science Fiction, story settings
- ICT
- Comprehension skills

Read a variety of material, extract relevant information and present it coherently and appropriately.

Independent writing for the development of independent writing and ability to include main points, plan and write a story in specified time. Emphasis on planning and story structure.

The Writing Process

For appropriate pieces of work, children will have opportunity to:

- Plan (brainstorm, jot down ideas)
- Prepare 1st draft (leaving a line space for improvements)
- Read through, improve by checking/inserting eg punctuation, connectors, adjectives
- Final copy which is neat, clear and well presented

Punctuation and Grammar

- Revise capitals, full stops, question marks, commas
- List making
- Apostrophe (omission)
- Extension of connectives
- Speech marks
- Nouns, verbs, adjectives, similes
- Tenses
- Refer to National Curriculum 2014 for extensive list

Strategies

- Oral and written exercises
- Corrections and feedback as part of marking policy

Dictionary Skills

- First letter
- First two letters
- More than first two letters
- Words with same beginning eg danger, dangerous
- Apply knowledge by searching in dictionary for meaning and spelling of words
- Collections of words meaning 'nice' etc

Handwriting

- Development of good joined style
- Pencil/pen as appropriate
- Redrafting for presentation
- Weekly practice

Writing Year 5

Independent Writing

Imaginative story, for which there may be a particular focus, eg use of punctuation, adjectives etc.

Story may be:

- Topic related
- Empathic eg victorious
- Traditional tale with a twist
- Letters (domestic)
- Factual writing/reporting as for Science, Technology and Topic
- Poems
- Descriptive – character studies, place studies
- Language of advertising
- Newspaper reporting (ICT links)
- Questionnaires and quizzes
- Plays
- Comprehension skills – reading a variety of material, extracting relevant information and presenting it coherently and appropriately
- Plan and write/retell story in specified time, emphasis on planning and structure, inclusion of all main points

The Writing Process

- Concept map, plan – group, class, alone etc (using ICT for research purposes)
- Rough draft, leaving line space to make alterations and improvements easier to see
- Revise, alter, improve (guidance given)
- Final copy which is neat, clear and well presented (sometimes with the use of ICT)
- Class anthologies

Punctuation and Grammar

- Revision of previous work
- Exclamation marks
- Paragraphs
- Speech marks
- Direct and indirect speech
- Adverbs
- Prepositions
- Conjunctions and verb tenses

- Refer to National Curriculum 2014 for extensive list

Dictionary Skills

As in previous years, putting words in alphabetical order using:

- 1st and 2nd letters
- Words with same beginnings
- Apply knowledge by using dictionary for meaning, spelling etc
- Collections of words meaning 'kind' etc (as in a thesaurus)

Handwriting

- Presentation skills, as for final copy
- Understand the purpose of different styles of writing eg printing for labels etc

Writing Year 6

Independent Writing

Imaginative with emphasis on:

- Story structure
- Engaging interest of reader with use of powerful language
- Use of dialogue to carry plot forward
- These may be topic related, empathic (linked with Greek/World War Two work)
- Based on storyboards
- Letters – formal and informal
- Factual writing, reporting as for Science and Technology
- Newspaper reports
- Poetry
- Holiday brochures
- Questionnaires/quizzes
- Persuasive writing – inference and prediction
- Plays
- Discursive writing – looking at argument for and against an issue
- Plan and write/retell story in a specified time. Emphasis on planning and structure, inclusion of all main points
- Comprehension skills – read a variety of materials, extracting relevant information and presenting appropriately and coherently

The Writing Process

- Concept mapping/plan – individual, group, class
- Rough draft (line space between each line for insertion of improvements)
- Read, revise, improve by checking/inserting punctuation, adjectives etc
- Final copy, emphasis on neat, clear presentation

Punctuation and Grammar

- Revision of previous years
- Apostrophe for possession
- Pronouns
- Alliteration
- Simile and metaphor
- Personification
- Onomatopoeia
- Refer to National Curriculum 2014 for extensive list

Dictionary Skills

- Alphabetical order including words with same beginnings eg 'ex'
- Apply knowledge to search for spelling and meaning
- Word collections eg other words for 'kind' etc
- Use of thesaurus

Handwriting

- Presentation skills as for final copy etc
- Use of different types of handwriting for different purposes eg labelling diagrams, presentational features

ICT

Using the Internet to inform their writing – using programmes such as Word to word process their written work.

Skills should not be taught in isolation, but built into pieces of work. Children need to understand reasons for learning, being aware for example that punctuation can change meaning.

Spelling

Spelling KS1

Spelling in Reception and KS1 includes phonic work – CVC, diagraphs etc, similar word patterns, National Literacy Strategy core word lists and words related to specific topics.

In Reception early writing and spelling is largely based on emergent writing principles. Spelling works alongside the phonic sessions. The child writes their sentence using the sounds they can hear and the adult writes their sentence underneath and ticks the sounds they wrote correctly.

The Year 1 and 2 words are displayed in the KS1 classroom as a word bank and as they are gradually introduced in Reception, the word bank is added to.

'Try it' books are introduced in Y1 in which children attempt to spell words themselves and then have it checked and corrected by an adult where appropriate. 'Try it' papers may be used before books are introduced to the whole group.

Picture dictionaries and word books are introduced as appropriate and alphabetical order work is carried out in Year 1 and Year 2. Early introduction games to these skills may be used in Reception for the most able children or with support for others interested.

Each Year Group's word list from the National Curriculum 2014 is to be sent home to parents at the start of the year. Children are expected to be secure in their list of words for that year by the end of the Summer term. Alongside these key words, children should be introduced to topic words each half term, which should also be shared with parents.

Spelling KS2

Spellings in KS2 include:

- Topic related words
- Key words
- Words from other resources

In lower KS2 children should work towards correct spelling of:

- A range of common words
- Monosyllable words
- Some polysyllabic words
- Common letter strings
- Early prefixes and suffixes
- Words with regular patterns of vowel sounds

Children should:

- Begin to check the accuracy of their spelling through use of word books and dictionaries
- Correct own spellings
- Recognise silent letters
- Show some awareness of word families
- Become aware of rules related to their spelling

In upper KS2 children should:

- Use the apostrophe to spell shortened forms of words
- Show awareness of rules related to their spelling
- Recognise and use regular spelling patterns
- Recognise irregular patterns
- Use increasingly complex prefixes and suffixes
- Recognise alternative spellings
- Spell useful topic words correctly
- Spell some complex polysyllabic words

Speaking and Listening

Speaking and Listening EYFS and KS1

The following applies to all of Reception and KS1 at appropriate levels, unless otherwise stated.

Early circle time strategies involve passing round a teddy or special object to encourage turn taking. This helps children to become aware of when it is their turn to speak and allows a child to 'pass' without having to speak which is important for a shy or anxious child.

Throughout Reception and KS1, listening to others is encouraged and the circle time sessions are a regular event held at the teacher's discretion. They are usually related to personal experiences or current topics.

Other classroom conversations may revolve around the class as a whole, a smaller group, a talking partner or in a friendship group. It may be with the teacher, TA, a less familiar adult visitor or to other children.

Regular speaking and listening activities (in addition to those listed in the Whole School Approach) include:

- Question and answer sessions
- Role play
- Drama activities
- Group or pair work within teaching sessions
- Group or pair work within play
- Listening to stories and tapes/rhymes/poems etc
- Listening comprehension activities
- Assemblies
- Visits from theatre groups
- Sound lotto games
- Music sessions
- Discussions
- Delivering messages around school
- Show and tell

Children are encouraged to:

- Speak calmly
- Use eye contact
- Interest their listener
- Use/experiment with new vocabulary
- Comment on what they see/hear etc
- Speak in complex sentences

- Recall experiences
- Listen to the reactions of others
- Be aware that different styles of communication are appropriate for different situations/audiences

If appropriate, Early sign language skills are introduced in classes with deaf or non-speaking children and their TAs are training accordingly. Their contributions are valued and they are included in all sessions that are appropriate to them.

Early intervention is made through contact with the SENCO and SLT department for children who are struggling with spoken language.

In EYFS and KS1, the book 'Time to Talk' is used with small groups to support those who lack confidence or need to develop the conventions of speaking and listening.

Speaking and Listening Year 3 and Year 4

Speaking and Listening – Varied Audience

- Talk for class/group on chosen topic (show and tell etc)
- Thinking partners to discuss key ideas
- Circle time – each child has opportunity to take a turn, perhaps related to topic, PHSE etc
- Group presentations
- Class assemblies for parents/school
- Hot seating
- Role play
- Play script
- Taking part in drama productions
- Opportunities for improvisation
- Learn and recite poetry
- Radio adverts
- Read aloud from book
- Dialogue – Earth to New Planet
- Read aloud your own work
- TV adverts – cereals

Recall and Discuss Significant Features

- Give opinions about stories and poems
- Discuss and identify key point in eg topic, science work etc discussion
- Listen to ideas of others in above
- Group reading, including plays with relevant discussion
- Collaborative work – paired or group eg shared story with each child contributing in turn (one as scribe), writing for play for class
- Quizzes about topics
- Make own pizza commercial for radio
- TV programmes, discussion etc
- Interactive teach programmes using laptops and the interactive whiteboard

Standard English

- Awareness of appropriate language for situations – characterisation plays
- Clear diction and appropriate intonation
- Imagined audience eg important visitor into school, understanding that formal contexts require particular vocabulary and language structure
- Vocabulary can be extended through:
 - Discussion of meanings of words
 - Looking at groups of words, word families
 - Range of words relevant to topic
 - Word games

Speaking and Listening Year 5

Speaking and Listening to Varied Audience

- Working in groups on class assembly, opportunity for improvisation and role play to be included where appropriate and taking part in drama productions
- Opportunity to respond to and evaluate own contribution to drama and that of others
- Learning and reciting poetry
- Reading aloud from book
- Reading aloud from own work

Recall and Discuss Significant Features

- Give opinions, express preferences when discussing stories, poems, using standard English (including specific terminology)
- Discuss and identify key points in topic, Science work
- Controversial subjects eg environmental issues, work in groups, some for some against listing points
- Group reading including plays with relevant discussion
- Work collaboratively in group to write story, play, 'newspaper' article etc, may involve brainstorming initially

Children should be able to:

- Make suggestion of their own
- Listen to and evaluate ideas of others
- Deal politely with opposing points of view
- Draw conclusions

ICT

- Listening to shared stories, poems etc on tape/IWB/DVD
- TV programmes

Standard English

Children should:

- Be aware of appropriate language for situations eg characterization in a play
- Understand that formal context demands particular vocabulary and language structure eg for imagined audience such as important visitor to school.

Vocabulary children need to develop:

- Awareness of standard and dialect forms
- Awareness of differences in written and spoken Standard English
- Words and their meanings – more imaginative choices to be encouraged
- Word games
- Word families, words relevant to topic

Speaking and Listening Year 6

Speaking and Listening Varied Audience

- Working in groups to prepare presentations
- Role play
- Taking part in drama productions/activities
- Opportunity for improvisation
- Learning and reciting poetry
- Reading aloud from books
- Reading aloud own work
- Class discussions on given subjects

Re-call and Discuss Significant Features

- Giving opinions and expressing preferences when discussing stories and poems, using standard English
- Discuss and identify key points for topic, Science work
- Controversial subjects – debate (identifying points for and against an argument)
- Enterprise – presentation, emphasis on standard English
- Group reading of plays/stories with relevant discussion
- Work collaboratively to write stories, plays or articles, concept mapping, planning

Children should be able to:

- Make suggestions
- Listen to and evaluate contribution of others
- Deal politely with opposing points of view
- Draw conclusions
- Explain games devised by children to others

Standard English

Children should:

- Be aware of appropriate language for different situations eg characterisation in plays
- Understand the formal context demands particular vocabulary and language structure eg for imagined audience such as important visitor to school

Vocabulary

Children need to be aware of:

- Standard and dialect forms
- Differences in written and spoken Standard English

They should have opportunities to:

- Study words and their meanings – more imaginative choices to be encouraged
- Study word families, words relevant to topic etc

ICT

- Listening to shared stories, poems on tape
- TV/computer games
- Multimedia presentations following on from trips
- Video recording