



Our Vision:

At St. Barnabas and St. Paul's, we are guided by our Christian Values and we endeavour to 'Be the best for God you can be.'

'Whatever you do, work at it with all your heart, as though you were working for the Lord and not for people' – Colossians 3:23

Trust:

'Trust in the Lord with all your heart and lean not on your own understanding'

Proverbs 3:5

Compassion:

'Love the Lord your God with all your heart, with all your soul and with all your mind. And love your neighbour as yourself'

Matthew 22:37

Thankfulness:

'Be thankful in all circumstances. This is what God wants from you in your life'

Thessalonians 5:18

Hope:

'But those who hope in the Lord will renew their strength'

Isaiah 40:31

Perseverance:

'I know your deeds, your love and faith, your service and perseverance'

Revelations 2:19

Forgiveness:

'For if you forgive other people when they sin against you, your heavenly father will also forgive you'

Matthew 6:14

English Policy

1. Statement of intent

At St Barnabas and St Paul's Church of England Primary School, our vision is that we become the best for God that we can be, in all we do, whilst demonstrating Christian values which are pertinent to all faiths.

Our vision is based on *Colossians 3:23*, 'Whatever you do, work at it with all your heart, as though you were working for the Lord and not for people.'

The curriculum at St Barnabas and St Paul's is underpinned by the school values and Christian ethos, which supports the development of pupil wellbeing as well as academic success. We believe that literacy and communication are key life skills. Through the English curriculum, we will help children develop the skills and knowledge that will enable them to communicate effectively and creatively through spoken and written language, and equip them with the skills to become lifelong learners. English is at the heart of all children's learning. It enables children both to communicate with others effectively for a variety of purposes and to examine their own and others' experiences, feelings and ideas, giving these order and meaning. Because Literacy is central to children's intellectual, emotional and social development, it has an essential role across the curriculum at St Barnabas and St Paul's, and helps pupils' learning to be coherent and progressive. By the end of Year 6, we want our pupils' writing to be sufficiently fluent and effortless to equip them not only for the general demands of the curriculum as they move into secondary school, but also to enable them to participate fully as a member of society.

1.1 Aims

Through the teaching of English, we aim to:

- Deliver a broad, balanced and creative English curriculum.
- Be effective, competent communicators and good listeners.
- Express opinions, articulate feelings and formulate responses to a range of texts both fiction and non-fiction, using appropriate technical vocabulary.
- Foster an interest in words and their meanings and to develop a growing vocabulary in both spoken and written form.
- Encourage pupils to have an interest in books and to read for enjoyment, engaging with and understanding a range of text types and genres.
- Enable our children to become fluent and responsive readers.
- Equip our pupils with the ability to write in a variety of styles and forms showing awareness of audience and purpose.
- Equip our pupils with the ability to use grammar and punctuation accurately, and understand spelling conventions.
- Foster a positive writing ethos and develop confidence and pleasure in writing.
- Enable our pupils to write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences.
- Promote fluent, legible and, eventually, speedy handwriting.
- Provide clear and consistent teaching throughout the school.

With these aims in mind, writing and reading opportunities are timetabled daily across all year groups.

2. Roles and responsibilities

The **subject leader** is responsible for:

- Preparing policy documents, curriculum plans and schemes of work for the subject, liaising at all times with SLT.
- Reviewing changes to the national curriculum and advising on their implementation.
- Monitoring the teaching and learning of English, providing support and training for staff where necessary.
- Ensuring the continuity and progression from year group to year group.
- Helping to develop colleagues' expertise in the subject.
- Organising the deployment of resources and carrying out an annual audit of all English-related resources.
- Communicating developments in the subject to all teaching staff.
- Organising, providing and monitoring CPD opportunities in the subject.
- Advising on the contribution of English to other curriculum areas, including cross-curricular and extra-curricular activities.
- Collating assessment data and setting new priorities for the development of English in subsequent years.
- Promote good subject practise throughout the school

The **classroom teacher** is responsible for:

- Acting in accordance with this policy.
- Ensuring progression of pupils' English skills in lessons, with due regard to the national curriculum.
- Planning and teaching lessons effectively, ensuring a range of teaching methods are used to cover the content of the national curriculum.
- Liaising with the **subject leader** about key topics, resources and support for individual pupils.
- Monitoring the progress of pupils in their class and intervening when concepts are not understood by pupils.
- Reporting assessment data to parents three times a year, giving clear targets and next steps.
- Undertaking any training that is necessary in order to effectively teach the subject.
- Marking books in-line with the marking policy.

The **special educational needs coordinator (SENCO)** is responsible for:

- Liaising with the subject leader in order to implement and develop English for children on the SEN register.
- Organising and providing training for staff regarding the English curriculum for pupils with special educational needs and disabilities (SEND).
- Advising staff how best to support pupils' needs.
- Advising staff on the inclusion of English objectives in pupils' individual education plans.
- Advising staff on the use of 1:1s in order to meet pupils' needs.

3. Early years provision

Communication, Language and Literacy is one of the six areas of learning in the Early Years Foundation Curriculum. It includes communication, speaking and listening in different situations and for different purposes, being read a wide range of books, reading simple texts and writing for a variety of purposes.

At St. Barnabas and St. Paul's, we believe that developing children's positive attitudes to Literacy from the earliest stage is of paramount importance. We strive to foster these attitudes by using play, story, songs and rhymes and provide lots of opportunities and time to talk with children about their experiences and feelings.

We acknowledge that effective teaching in the Early Years Foundation Stage requires:

- Observing children and planning for the contexts in which they best develop their speaking and listening and their understanding of reading and writing.
- Helping children to develop language for communication through interaction and expression.
- Modelling the use of language as a tool for thinking.
- Demonstrating the use of language for reading and writing.
- Helping children understand how texts work.
- Planning that is flexible and informed and which involves the whole team.

Children work towards Early Learning Goals which establish expectations for most children to reach by the end of the Early Years Foundation Stage.

4. The National Curriculum

The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment.

The national curriculum for English aims to ensure that all pupils:

- Read easily, fluently and with good understanding.
- Develop the habit of reading widely and often, for both pleasure and information.
- Acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language.
- Appreciate our rich and varied literary heritage.
- Write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences.
- Use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas.
- Are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

5. Planning

All relevant staff members are briefed on the school's planning procedures as part of their staff training and induction. Throughout St Barnabas and St Paul's, English is taught as a discrete lesson and as part of cross-curricular themes when appropriate.

5.1 Long Term Plans and Medium Term Plans

Long Term Plans and Medium Term Plans, for writing, have been taken from The Literacy Company, Pathways to Write scheme. The LTPs give the main overview of the coverage for each year group (see Appendix 1) while the MTPs break this overview down into 15 sessions, taught across each half term. It also includes key grammar and vocabulary that needs to be taught within each unit. The vocabulary is split into two sections: national curriculum word list for the year group and also developing vocabulary, which can be split up into three tiers. These plans are designed to support the teaching and learning of writing and support the aims and objectives of the new National Curriculum.

The LTPs and MTPs are used as a guidance tool in order to pace out coverage of each unit. It is up to teachers to decide how to split up their 15 sessions and how many lessons are needed on each session. Teachers are encouraged to use professional discretion when deciding on how long is needed on a particular curriculum area whilst ensuring all objectives are covered by the end of the academic year. Grammar and Punctuation is taught, where possible, within all English lessons, allowing the children to learn skills and apply them in a meaningful manner. However, in Upper Key Stage 2, new concepts of Grammar and Punctuation are often taught in 'stand-alone' grammar lessons. Four mornings a week, children in Years 3 - 6 start their day with some SPaG (Spelling, Punctuation and Grammar) style questions as part of their 'Do Now' work and often teachers will try to make questions relevant to the skills that are being taught at that time in their English lessons or to review previous learning.

5.3 Homework

English homework will be set on a **weekly** basis and should build on that week's lesson objectives or be used as a revision tool. All children have a home reading book which should be read at least three times a week and logged onto Boom Reader or in a reading record. Children in KS2 also need to access Reading Plus at home and complete at least three sessions each week. Vocabulary linked to Whole Class Reading (WCR) will also be given out so children are exposed to this vocabulary ready for the following week.

6. Teaching and learning

All classes follow the Pathways to Write scheme of work produced by The Literacy Company. Pathways to Write is designed to equip pupils with key skills to move them through the writing process towards their final outcome. It is built around units of work that follow a mastery approach to the teaching of writing. To support this approach, clear detailed lesson plans and resources are linked to a high-quality text. Pathways to Write ensures engaging and purposeful English lessons.

Each unit covers a range of areas in the national curriculum:

- Mastery of vocabulary, grammar and punctuation skills.
- Writing a range of genres across a year.
- Vocabulary development.
- Using a wider range of reading comprehension strategies as a whole class.
- Spoken language activities including drama and presentations.
- Opportunities for practising previously taught genres.
- An extended, independent piece of writing.

The writing process follows three stages:

The Gateway (1-2 lessons)

- Begin at the Gateway with a 'hook' session to intrigue and enthuse young writers.
- Use objects, people, images or role-play to stimulate questions about the chosen text.
- Give pupils the opportunity to predict the text.
- Establish the purpose and audience of the writing.
- Revisit previous mastery skills and ongoing skills.

The Pathway (10 lessons)

- Introduce pupils to three new writing skills from their year group curriculum.
- Provide opportunities to practise and apply the skill they have learnt through short and extended writing tasks including character descriptions, poetry, dialogue, between characters, fact files or diary entries in role.
- Provide opportunities to re-cap and apply previously taught skills.
- Challenge greater depth writers through a wider range of tasks e.g. changes to form, viewpoint and audience.

Writeaway (4 lessons)

- Section and sequence texts independently or collaboratively.
- Create extended pieces of writing over time.
- Opportunity to apply mastery skills.
- Time for planning, writing, checking, editing, redrafting and publishing.
- A fiction or non-fiction outcome will be written (covering a wide range of genres and themes over the year.)

7. Assessment and Reporting

English should be assessed both formally and informally, using a mixture of summative and formative assessment techniques. Every child will be assessed throughout each half-term and teachers will complete this against the disciplinary knowledge document. At the end of each writing unit, pupils will produce an independent piece of writing which will consolidate

all their learning from the half-term. Children will also be able to apply grammar skills that they have been taught to their piece of writing. Teachers will use the 'Feature Keys Progression' document to ensure skills are being built upon throughout the school (see Appendix 2).

7.1 Formative and Summative assessment

Formative assessment should be used throughout the year in order to monitor children's understanding of Literacy concepts on a day-to-day basis and address misconceptions immediately. This type of assessment should inform a teacher's immediate lesson plans.

Throughout the year, teachers will plan on-going formative assessment opportunities in order to gauge whether pupils have achieved the key learning objectives.

- Lessons include elements of assessment for learning in-line with the school marking policy.
- Books/work is marked regularly, and feedback given to the children to inform the next steps and areas of improvement, in line with the school marking policy.
- At the start of a unit, pupils are given the opportunity to complete an independent writing task (cold task). Class teachers assess the 'gateway keys' to ensure that the children are ready to access the new mastery keys for the unit. Opportunities to recap on gateway keys may need to be planned into lessons/ interventions to ensure gaps in learning are addressed.
- Pupils are given time to respond to comments/feedback using purple improvement pens.
- In order to assess progress, every half term an independent writing task provides evidence which class teachers then use to inform their professional judgements which will be reported on Itrack.

Summative assessments can measure progress and attainment. Children in KS1 and KS2 will take formal tests at three stages of the year:

- Autumn 2
- Spring 2
- Summer 2

English data throughout the school will be monitored by the English lead and SLT. It will be used to inform future areas for development and to drive progress in the subject.

7.3 Reporting to Parents

Parents will be provided with a written report about their child's progress during the Autumn, Spring and Summer term every year. These will include a grade regarding their child's attitude to English, information about whether their child is working towards, below, at or above the expected standard of writing and a clear target to support the child in their next stages of learning.

Verbal reports will also be provided at parents' evening during the Autumn and Summer terms which will go into more detail regarding their child's understanding and composition of writing.

8. Monitoring and review

This policy will be reviewed on an annual basis by the subject leader.

The subject leader will monitor teaching and learning in the subject at St Barnabas and St Paul's school, ensuring that the content of the national curriculum is covered across all phases of pupils' education.

Appendix 1

Year Group	Autumn Term		Spring Term		Summer Term	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	The Gingerbread Man <i>by Mara Alperin</i> (Oral retelling)	The Three Little Pigs <i>by Mara Alperin</i> (Captions)	Let's all Creep through Crocodile Creek <i>by Jonny Lambert</i> (Story Map)	The Pirates are Coming! <i>by John Condon</i> (Retell/Rewrite)	Gigantosaurus <i>by Jonny Duddle</i> (Retell/Rewrite)	Supertato <i>by Sue Hendra</i> (Character Description)
Year 1	Lost and Found <i>by Oliver Jeffers</i> (Fiction: Write an adventure story) Sea Songs (Poetry)	Nibbles: The Book Monster <i>by Emma Yarlett</i> (Recount -Diary) There Are No Such Things as Monsters!! <i>by Roger Stevens</i> (Poetry)	The Lion Inside <i>by Rachel Bright</i> (Fiction) If I had a Beak <i>by The Literacy Company</i> (Poetry)	Beegu <i>by Alexis Deacon</i> (Fiction: Write own version of the story) At the Zoo <i>by W. M. Thackerary</i> (Poetry)	Someone Swallowed Stanley <i>by Sarah Roberts and Hannah Peck</i> (Non-fiction: about sea animals) I Spin a Star <i>by John Foster</i> (Poetry)	Goldilocks and Just The One Bear <i>by Leigh Hodgkinson</i> (Non-fiction: write a report about bears) Poetry Fruit Salad (Poetry)

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Year 2	<p>Troll Swap <i>by Leigh Hodgkinson</i> (Fiction)</p> <p>Zebra Questions <i>by Shel Silverstein</i> (Poetry)</p>	<p>The Owl Who Was Afraid of The Dark <i>by Jill Tomlinson</i> (Non-chronological report)</p> <p>The Owl and the Pussycat <i>by Edward Lear</i> (Poetry)</p>	<p>The Dragon Machine <i>by Helen Ward</i> (Fiction: adventure)</p> <p>From a Railway Carriage <i>by Robert Louis Stevenson</i> (Poetry)</p>	<p>Major Glad, Major Dizzy <i>by Jan Oke</i> (Recount – Diary)</p> <p>Night Sounds <i>by Berlie Doherty</i> (Poetry)</p>	<p>The Last Wolf <i>by Mini Grey</i> (Recount: write a letter in role)</p> <p>Father and I in the Woods <i>by David McCord</i> (Poetry)</p>	<p>Grandad's Secret Giant <i>by David Litchfield</i> (Fiction: write a story with a moral focus)</p> <p>Fox <i>by Kathy Henderson</i> (Poetry)</p>
Year 3	<p>Seal Surfer <i>by Michael Foreman</i> (Recount: letter in role)</p> <p>The Shell <i>by John Foster</i> (Poetry)</p>	<p>Winter's Child <i>by Graham Baker-Smith</i> (Fiction: fantasy story based on a fable)</p> <p>Dance with Me, Autumn <i>by The Literacy Company</i> (Poetry)</p>	<p>Stone Age Boy <i>by Satoshi Kitamura</i> (Fiction: write a story set in the Stone Age)</p> <p>The River's Tale <i>by Rudyard Kipling</i> (extract) (Poetry)</p>	<p>Big Blue Whale <i>by Nicola Davies</i> (Persuasion: write an information article)</p> <p>The Magnificent Bull from the Dinka Tribe (Poetry)</p>	<p>Journey <i>by Aaron Becker</i> (Fiction: write an adventure story)</p> <p>I Saw a Peacock <i>by Anonymous</i> (Poetry)</p>	<p>Zeraffa Giraffa <i>by Diane Hofmeyr</i> (Persuasion: write a leaflet)</p> <p>Apes to Zebras (Poetry)</p>

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Year 4	Gorilla <i>by Anthony Browne</i> (Fiction: write a fantasy story)	Leon and The Place Between <i>by Graham Baker Smith</i> (Recount – Diary)	Escape From Pompeii <i>by Christina Balit</i> (Fiction: historical)	Amazing Islands <i>by Sabrina Weiss and Kerry</i>	Where the Forest Meets the Sea <i>by Jeannie Baker</i>	Blue John <i>by Berlie Doherty</i> (Recount: write a letter)
	Family Album (Poetry)	The Lost Lost-Property Office <i>by Roger McGough</i> (Poetry)	The Roman Centurion's Song <i>by Rudyard Kipling</i> (edited extract) (Poetry)	Hyndman/ Koji's Island <i>by The Literacy Company</i> (Fiction: write an adventure story) Windrush Child <i>by John Agard</i> (Poetry)	Jungle Explorer <i>by The Literacy Company</i> (Non-chronological report) Look! <i>by Grace Nichols</i> (Poetry)	Look Closely (Poetry)
Year 5	Queen of The Falls <i>by Chris Van Allsburg</i> (Recount -Diary)	Beowulf <i>by Michael Morpurgo</i> (Fiction: traditional tale)	Arthur and the Golden Rope <i>by Joe Todd-Stanton</i> (Fiction: write a myth)	The Darkest Dark <i>by Chris Hadfield</i> (Recount: biography)	The Paperbag Prince <i>by Colin Thompson</i> (Persuasion/Information: Hybrid leaflet)	Radiant Child <i>by Javaka Steptoe</i> (Non-fiction: Information text)
	The Song of Hiawatha <i>by Henry Wadsworth Longfellow</i> (extract) (Poetry)	The Moon (Poetry)	Viking Kennings & Spells (Poetry)	Finding Magic <i>by Eric Finney</i> (Poetry)	The Sun in Me <i>by Moira Andrew</i> (Poetry)	Animal of Africa (Poetry)

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<p>Year 6</p>	<p>Star of Fear, Star of Hope by Jo Hoestlandt (Fiction: write a story with a flashback)</p> <p>Blitz by Mary Désirée Anderson (Poetry)</p>	<p>Can We Save The Tiger? by Martin Jenkins (Information/explanation: hybrid text)</p> <p>A Tiger in the Zoo by Leslie Norris (Poetry)</p>	<p>The Selfish Giant by Oscar Wilde and Ritva Voutila (Fiction: write a classic narrative)</p> <p>Guarding Secrets by the Literacy Company (Poetry)</p>	<p>Island by Jason Chin/Jeremy Button by Aliz Barzelay (Recount – Journalistic report)</p> <p>The Sea by James Reeves (Poetry)</p>	<p>Manfish by Jennifer Berne (Recount – Biography)</p> <p>For Forest by Grace Nichols (Poetry)</p>	<p>Sky Chasers by Emma Carroll (Fiction: write an adventure story)</p> <p>Sonnet Written at the Close of Spring by Charlotte Smith (Poetry)</p>
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Appendix 2



Pathways to Write

Feature keys progression: Year 1 to Year 6

Vocabulary, manipulating sentences and tense, and structure

Recount

Y1/2	Y3/4	Y5/6
<p>Year 1:</p> <ul style="list-style-type: none"> Use some simple description Write in 1st person based on experiences Write in past tense Begin to link events using <i>and</i> Write events in order <p>Year 2:</p> <ul style="list-style-type: none"> Include detail and description to inform the reader Use consistent past tense Include personal comments and own viewpoint Order events with adverbs of time 	<p>Year 3:</p> <ul style="list-style-type: none"> Use a balance of description and opinion Use a range of adverbs e.g. first, next, after that, finally and prepositions e.g. <u>in</u> the morning, <u>before</u> lunch Use a range of past tense forms Write in 1st person or 3rd person Write an introductory paragraph Write further paragraphs in chronological order <p>Year 4:</p> <ul style="list-style-type: none"> Engage the reader through detailed description Include eyewitness accounts as quotes using direct speech punctuation Use fronted adverbials to introduce or connect paragraphs e.g. Later that day, Inside the castle Use a range of past tense forms Write in 1st person or 3rd person Write an introductory paragraph including the 5Ws – who, what, where, when, why and how Use paragraphs to extend and sequence extended recounts 	<p>Recount Year 5:</p> <ul style="list-style-type: none"> Engage reader through use of description, feelings and opinions Create cohesion through use of a range of adverbs and adverbials Write in consistent tense using a range of verb forms Include the 5Ws – who, what, where, when, why and how – and conclude with a clear summary <p>Year 6:</p> <ul style="list-style-type: none"> Select the appropriate style to engage the audience Use direct and reported speech to express a range of viewpoints Use a wide range of cohesive devices e.g. conjunctions, synonyms, adverbials, punctuation Use verb tenses consistently and correctly <p>Biography / Autobiography Also include:</p> <ul style="list-style-type: none"> Use real life facts, including dates and place names Use thematic language specific to the subject Use formal language appropriately

Recount: diary

Y1/2	Y3/4	Y5/6
<p>Year 1:</p> <ul style="list-style-type: none"> • Use some simple description • Write in 1st person based on experiences • Write in past tense • Begin to link events using <i>and</i> • Write events in order • Open with <i>Dear Diary</i> <p>Year 2:</p> <ul style="list-style-type: none"> • Include detail and description to inform the reader • Write in 1st person • Use consistent past tense • Order events with adverbs of time • Include personal comments and own viewpoint • Set the scene with a clear opening and establish the context • Finish with a closing statement with personal comment or summary e.g. What an amazing day we all had! 	<p>Year 3:</p> <ul style="list-style-type: none"> • Use a balance of description and opinion • Use a variety of sentence forms including statements and exclamations • Use a range of past tense forms, including present perfect • Write in 1st person • Write an opening paragraph to set the scene • Finish with a personal comment about hopes or concerns for the future <p>Year 4:</p> <ul style="list-style-type: none"> • Engage the reader through detailed description • Use fronted adverbials to introduce or connect paragraphs e.g. Later that day, Inside the castle • Use a range of past tense forms • Write an opening paragraph to share thoughts and feelings and to summarise the day <ul style="list-style-type: none"> • Finish with a personal comment about hopes or concerns for the future 	<p>Year 5:</p> <ul style="list-style-type: none"> • Engage reader through use of detail, description, feelings and opinions • Use adverbs and fronted adverbials e.g. with doubt in my mind, anxiously, afterwards • Use rhetorical questions to engage reader • Select the appropriate tense <p>Year 6:</p> <ul style="list-style-type: none"> • Use quotes from people to express feelings • Select the appropriate tense and use accurately e.g. shifts in time and flashbacks • Use an informal conversational style • Use a wide range of cohesive devices e.g. conjunctions, synonyms, adverbials, punctuation

Recount: journalistic report

Y1/2	Y3/4	Y5/6
*Not recommended for these year groups	*Not recommended for these year groups	<p>Year 6:</p> <ul style="list-style-type: none"> • Add details of the 5Ws throughout piece – who, what, where, when, why and how • Use quotes from people to provide opinions and information • Use passive voice for ambiguity • Use appropriate formality for intended audience • Write in third person • Use layout features of a journalistic report, including headline, photographs and captions and ending with a summary, comment or question

Letters

Y1/2	Y3/4	Y5/6
<p>Year 1:</p> <ul style="list-style-type: none"> Write in 1st person Write simple sentences in sequence Begin to link events using <i>and</i> Use simple openings and closings e.g. dear, from <p>Year 2:</p> <ul style="list-style-type: none"> Include detail and description to inform the reader Use a range of sentence forms to address the reader Write in 1st person Include personal comments and own viewpoint Use openings and closings e.g. dear, opening statement to state why we are writing, from 	<p>Year 3:</p> <ul style="list-style-type: none"> Write in the 1st person Use contractions e.g. I'm writing to you Provide detail through use of prepositions to express time, place and cause Choose sentence forms to address the reader directly Vary tenses Use fronted adverbials to introduce paragraphs Use layout features including an address/date, introductory paragraph and further paragraphs in order, suitable closing <p>Bold are additions for year 4</p>	<p>Apply the features of recount, persuasion, information and explanation in the form of a letter.</p> <ul style="list-style-type: none"> Use features of formal letter writing e.g. address, yours sincerely, yours faithfully

Information and non-chronological reports

Y1/2	Y3/4	Y5/6
<p>Year 1:</p> <ul style="list-style-type: none"> Write simple sentences linked to the topic Write in the present tense Link ideas through subject or pronoun e.g. Bats are black. They fly at night <p>Year 2:</p> <ul style="list-style-type: none"> Use specific vocabulary linked to the topic Use facts from research Write with clear and precise description Write in the present tense Use layout features e.g. title, subheadings, introduction, grouped information 	<p>Year 3 /4:</p> <ul style="list-style-type: none"> Use specific e.g. fruit bats, and some technical vocabulary e.g. nocturnal, mammal Use precision in technical vocabulary Use description to compare and contrast e.g. bats are one of the smallest mammals Write in present tense (except historic reports) Use layout features e.g. questions to draw in the reader, headings and sub-headings, paragraphs to group related ideas, diagrams <p>Bold are additions for year 4</p>	<p>Year 5/6:</p> <ul style="list-style-type: none"> Use precise word choices Select language to appeal to the reader Clarify technical vocabulary Use a formal tone Adapt formality to suit purpose and audience Use fronted adverbials e.g. also, additionally, usually, commonly Provide well-developed factual information for the reader Manipulate style for specific purpose and audience (hybrid texts) Include a summarising statement <p>Bold are additions for year 6</p>

Instructions

Y1/2	Y3/4	Y5/6
<p>Year 1:</p> <ul style="list-style-type: none"> • Write simple, clear sentences • Start sentences with a command • Keep to the correct order of the steps to be followed Year2: • Write simple, short sentences with some technical vocabulary • Use noun phrases to specify where needed e.g. pick up the large bowl • Use adverbs appropriately • Include negative commands e.g. never, don't • Begin with a clear title and opening statement • Write in chronological order using bullet points or numbered points 	<p>Year 3/4:</p> <ul style="list-style-type: none"> • Use technical vocabulary • Talk to the reader and make the instructions sound easy • Use adverbs for time and manner e.g. first, next, finally, carefully • Use clear and concise command sentences • Write an introduction and concluding statement to engage the reader • Present the text clearly e.g. sub-headings, bullet points, numbers <p>Bold are additions for year 4</p>	<p>Year 5/6:</p> <p>Apply the features of instructional texts across other text types where appropriate</p>

Explanations

Y1/2	Y3/4	Y5/6
*Not recommended for these year groups	<p>Year 3 /4:</p> <ul style="list-style-type: none"> • Use language to explain a process or how something works • Use some technical vocabulary • Use simple present tense • Use words/phrases to make sequential, causal or logical connections e.g. because, as a result • Use organisational features e.g. opening statement, paragraphs, steps explained in logical order, diagrams and flowchart <p>Bold are additions for year 4</p>	<p>Year 5/6:</p> <ul style="list-style-type: none"> • Use technical vocabulary and precis information • Use words/phrases to make sequential, causal or logical connections e.g. resulting in, consequently, in addition • Apply language from independent research • Use hypothetical language (if...then, might, when the...) • Use rhetorical questions to talk directly to the reader • Adapt formality to suit purpose and audience <p>Bold are additions for year 6</p>

Persuasion

Y1/2	Y3/4	Y5/6
*Not recommended for these year group	<p>Year 3 /4:</p> <ul style="list-style-type: none"> Use persuasive language e.g. alliteration, repetition, rhetorical questions Write in logical order Use 2nd person or 3rd person to talk directly to the reader Use short sentences to emphasise • Select organisational features e.g. opening statement, sub-headings, captions, strategically organised paragraphs, closing statement <p>Bold are additions for year 4</p>	<p>Year 5/6:</p> <ul style="list-style-type: none"> Use persuasive language e.g. quotes, slogans, rhetorical questions Use emotive language including use of modals and adverbs for possibility (e.g. surely, every right-thinking person would) Create deliberate ambiguities (probably the best...in the world) Directly appeal to the reader Support points using persuasive examples and provide evidence Create authority through a formal style where appropriate e.g. letter to the council Pre-empt reader objections e.g. you may disagree but... <p>Bold are additions for year 6</p>

*Not recommended for these year groups

Persuasion: discussion (year 6):

- Use precise, thematic vocabulary to establish authority •
Use formal language: o passive voice e.g. it is thought by many people, o subjunctive form e.g. suggest, request, demand o ambiguous determiners e.g. some, many, most
- Avoid informality: 1st person, contractions, colloquialisms
- Create cohesion through the effective use of conjunctions and adverbs e.g. however, therefore, despite, on the other hand
- Support points using persuasive examples and provide evidence
- Follow a clear structure e.g. introduce the point, arguments for and against, summary

Fiction:

Story: vocabulary

Y1/2	Y3/4	Y5/6
<p>Year 1:</p> <ul style="list-style-type: none"> Use some story language Include and describe a character Include and describe the setting <p>Year 2:</p> <ul style="list-style-type: none"> Use phrases from story language Create and describe characters Create and describe settings 	<p>Year 3:</p> <ul style="list-style-type: none"> Use small details to describe characters Include a setting to create atmosphere <p>Year 4:</p> <ul style="list-style-type: none"> Use small details to describe characters and evoke a response Use small details for time, place and mood 	<p>Year 5:</p> <ul style="list-style-type: none"> Develop and keep characters consistent through description Develop settings through description and link this with the characters or plot <p>Year 6:</p> <ul style="list-style-type: none"> Use language carefully to influence the reader's opinion of a character, place or situation

Story: sentence/structure

Y1/2	Y3/4	Y5/6
<p>Year 1:</p> <ul style="list-style-type: none"> Write simple sentences in sequence Include a beginning, middle and end <p>Year 2:</p> <ul style="list-style-type: none"> Sequence of events Section story into beginning, middle and end Use 3rd person consistently Use tenses appropriately 	<p>Year 3:</p> <ul style="list-style-type: none"> Sequence of events to follow the structure of the model story Write an opening paragraph and further paragraphs for each stage Create dialogue between characters that shows their relationship with each other Use 3rd person consistently Use tenses appropriately <p>Year 4:</p> <ul style="list-style-type: none"> Sequence stories in different stages: introduction, build up, climax, resolution Use paragraphs and use different ways to introduce paragraphs Create dialogue between characters that shows their relationship with each other Use 1st or 3rd person consistently Use tenses appropriately 	<p>Year 5:</p> <ul style="list-style-type: none"> Vary story openings: start with dialogue, action or description Use paragraphs to vary pace and emphasis Use dialogue to move action forward <p>Year 6:</p> <ul style="list-style-type: none"> Vary story structure: start with a flashback or dramatic event, use 2 narrators to tell a story from different perspectives Use paragraphs to vary pace and emphasis Use dialogue to explain the plot, reveal new information, show character or relationships or to convey mood

Types of stories

Historical:

Structure:

Re-telling with a flashback which could begin with the final event

Fictional but use real events

Vocabulary: Historical setting

Accurate historical detail

Give clues to the reader about when the story takes place-what characters are wearing, buildings, horse drawn carriage rather than cars etc Archaic language might be appropriate

Adventure

Structure:

Re-telling of a series of events leading up to a high impact resolution.

Build excitement and tension

Combine action, dialogue and description

Dialogue to advance the action or create tension 'did you hear a noise?'

Vocabulary: Use a setting where there is potential for adventure through a threat or danger

Description adds to the sense of adventure or possible prediction at what could happen

Powerful, evocative language for settings and characters

Powerful and varied verbs for action

Mystery

Structure:

Questions to exaggerate the mystery

Dialogue to advance the action or create tension 'did you hear a noise?' Add an ingredient into a setting or character to trigger a mystery **Vocabulary:**

Use adventurous word choices

Language to intensify the mystery: puzzling, strange, baffling, weird

Use pronouns to create mystery and avoid defining or naming a character

Make a character seem mysterious through their actions or dialogue

Science-Fiction

Structure:

Setting is usually a time in the future

Plot is usually adventure and fast-moving

Structure to play with time sequence: Flashbacks and time

travel A strong main character **Vocabulary:**

Clear and detailed description to convey imagined settings, technology, processes and characters

Dialogue may be in unusual form or different language

Types of stories

Myths

Structure:

Plot is usually a journey, a quest or a series of trials for the hero
Incredible or miraculous events
Characters behave in superhuman ways with unusual powers or strong characteristics
There is usually a hero and a negative character
Fast moving narration of action
Character has a magic object which may symbolise something **Vocabulary:**
Rich, strong vocabulary to describe power and splendour of settings or characters
Imagery: similes, metaphors, symbolism
Vivid description of characters and settings
Dramatic settings portrayed through description

Legends

Structure:

Usually chronological with a series of linked episodes, phases of a journey or an ongoing battle
Formulaic openings and endings
Struggle between good and evil
Symbols are used e.g. red for anger /danger or a flame for hope **Vocabulary:**
Rich, strong vocabulary to describe power and splendour of settings or characters
Imagery: similes, metaphors, symbolism
Vivid description of characters and settings
Dramatic settings portrayed through description

Fantasy

Structure:

A strong plot as well as fantastical elements **Vocabulary:**
Very clear and detailed description to help the reader imagine Use imagery for description

Types of stories

Fairy Tales

Structure:

Setting is vague-Once upon a time; long, long ago
 Recount in chronological order
 Re-telling of events that have happened to a main character who has come into contact with the 'Fairy world.'
 Hero or heroine is searching for something
 Characters may be fairy folk or talking animals
 Numbers or patterns are usually significant especially 3 and 7
 Usually a happy ending **Vocabulary:**
 Language reflects the settings-archaic language
 Phrases that have strong rhyme or rhythm
 Repetition of a significant line
 Use different styles of language for the characters to show contrast between them

Fables

Structure:

Usually short with few characters
 Simple structure with beginning, complication and resolution
 Establish the setting in the first line
 Two characters meet, something happens and a lesson is learnt
 Characters are often animals with human characteristics and traits
 Use the main characters to give the fable a title
 State the moral of the fable at the end
 Dialogue or action is used to advance the plot
 Dialogue is used to state a moral rather than describing characters
 Give clues as to what might happen e.g. a sly fox was watching the chickens behind the fence **Vocabulary:**
 Be specific with character description e.g. A crafty stork...a timid lion...
 Limited use of description because events are more important than settings
 Use a question to introduce one character to another e.g. why are you waiting here little frog?
 The passing of time reflected by using adverbs of time or adverbials