



Clarendon School
Primary Centre

2024 English curriculum for pupils working below the national curriculum assessment standard - WORKING DOCUMENT

At Clarendon Primary we use Little Wandle, Talk For Writing, Colourful Semantics and CLPE resources as tools to support the teaching of English. The sharing of high quality texts, through using the CLPE Power of Reading and Power of Pictures sequences, in combination with tools from Talk4Writing resources, ensures pupils experience a broad range of genres. As professionals, teachers will use these resources in isolation or combined to best meet the needs of their students. Staff use the Clarendon Reading Spine to ensure pupils are exposed to a diverse range of high quality texts whilst learning at Clarendon Primary Centre. With the SaLT team, Clarendon has identified the first 150 words required for functional vocabulary at school, which underpins all areas of the curriculum. These are taught explicitly through Attention Autism, and across the school day.




All classes at Clarendon Primary, working at all standards, will have access to a range of high quality texts, reading materials and print in the environment. Pupils will have plenty of opportunities to hear songs, stories, rhymes and poetry read aloud. The enjoyment in stories will be modelled by reading aloud frequently to support the development of a core of favourite texts. When ready, pupils are heard reading daily. They are encouraged to take home books from the school library and, when appropriate, books from the phonics scheme matched to their reading level.

Little Wandle is the phonics scheme used to inform pedagogy. From Phase 2 to the end of Phase 5 phonics. All new GPCs and tricky words are taught in the same order as the progression guidance. In addition, staff teach Clarendon cued articulation actions for each new sound. Pupils are taught the Little Wandle mantras and routines. AfL is used to ensure adequate review and practice to highlight focus children. Where appropriate, there is daily 1-1 reading of a decodable Little Wandle book, matched to each pupil's reading level. Pupils are encouraged to reread books to build fluency. Assessments are carried out every half-term and gaps are identified and targeted. 'Speedy sound grids' are created for identified pupils to fill gaps in learning and to enable individual pupils to keep up with the pace of their group. Little Wandle resources such as grapheme and word cards are used in direct teaching.

Trips, visits and experiences are planned to enhance the curriculum. When appropriate, pupils will experience visits by authors, illustrators, librarians and theatre groups. We provide opportunities to perform poetry and enter competitions such as the CLIPPA poetry competition and to visit the local library and theatres.





Standard 1 Curriculum small steps to success This is what we teach	Curriculum resources and teaching ideas This is how we teach it
<p>Phonics and writing: The pupil:</p> <ul style="list-style-type: none">-Chooses some symbols from a small collection of visuals.-Joins in repeated actions/ Makaton signs and/or words during story and rhyme time.-Answer simple who, where, questions about a story or outing.-Complete a simple sentence starter using an idea from a well-known story.-Will ascribe meaning to words that they see in the environment-Places pictures in the correct place on a story map for a story they know well.-Identifies sounds heard (i.e. police siren)-Discriminates between two given sounds (e.g. duck and pig)-Recognise familiar words and signs such as their own name and advertising logos.-Gives meaning to marks they make as they draw, write and paint.-Write the first letter of their name . <p>Early Reading The pupil:</p> <ul style="list-style-type: none">-understands the five key concepts about print:<ul style="list-style-type: none">● print has meaning● print can have different purposes● we read English text left to right and top to bottom● the names of the different parts of a book	<p>Phonics: Little Wandle Letters and sounds Phase 1 - Foundations for phonics Develop phonological awareness using activities that develop focused listening and attention, including the oral blending games such as 'What's in the box?'; Blend from the box, 'Can you touch your...?' l-e-g, ar-m, h-ea-d 'Can you do the action?' n-o-d, c-l-a-p 'What's that noise?' What sound does a d-u-ck make? 'What's making that sound? A c-ar goes zoom. Point to the...' ch-air Blend from the box</p> <p>Name activities: (From 'writing my name teaching steps' Appendix) Recognise themselves in a photograph "Remake" a photograph of themselves when cut into pieces. For FIRST NAME... Recognise their name from a selection Match the letters of their name to an identical model, when only provided with the required letters Match the letters of their name to an identical model, when provided with a selection of letters Make their name using letters without a model, when provided with the letters in their name, for example Make their name with a Unifix cubes. Make their name, using letters without a model, when provided with a selection of letters Trace the first letter of their name</p> <p>Vocabulary development: Use Vocabulary list-First 150 words for direct teaching of key vocabulary (Appendix) Use pictures, Makaton or objects to help build vocabulary. Learn a range of nursery rhymes and action rhymes (see Little Wandle Foundation resources) Attention to high-quality language and planned teaching of language structures..</p> 



- page sequencing

- Shares a book with adult support showing interest in pictures.
- Points to characters and answers simple questions related to characters and the story plot.
- Begins to be aware of the way stories are structured.
- Repeats words or phrases from familiar stories. when prompted.
- Find their own name
- Indicates single phoneme for each grapheme in their name
- Anticipates in stories and rhymes
- Sequences 3 pictures from a story.

Handwriting:

The pupil:

- Plays in the sand and shaving foam with their hands
- Plays with playdoh, rolling and squishing
- Develops early mark making skills ready for more formal writing
- Shows an interest in mark making and makes deliberate marks
- Scribbles and makes dots.
- Draws lines and circles using gross motor movement.
- Uses computer programs to make defined marks.
- Makes permanent marks using different media.
- Uses writing tools to make marks.
- Distinguishes between the different marks they make.
- Holds a pen, brush or stick using a palmer grasp to make marks.
- Picks up small objects with a more refined pincer grasp.
- Follows routes on a road map or train track using writing materials.

Recognising text in the environment

- Transition cards
- visual timetables
- Now/Next
- Actively engage pupils in developing an awareness of print around them via purposeful and engagement print and signage. Where pupils are able to find examples of items in the room which have print on them (with adults explaining what the words are telling us).
- ALD/communication board.

EARLY READING - ENCOURAGING A LOVE OF BOOKS

- Adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together.
- A range of high quality texts supporting and developing pupil's love of reading and cognitive ability e.g. cloth books, pop-up and lift the flap books, and both fiction and non-fiction. Variety of alphabet books.
- Resources to support books, for example, point to the picture and show pupils the real thing. This helps them to develop their understanding of how pictures represent things we can see and touch. Pupils later learn that print presents words, which represent real things.
- From time to time point to words on the page as you read them, highlighting that print is in different type, size or colour and using your voice to match the print. Getting pupils to sign/say words with you.
- Getting pupils to sign/say words with you.
- Explore books that feature shapes, talking about the shapes, colours and sizes.
- Storytelling and story sequencing using puppets, props, visuals, texts, sensory stories, story sacks, Makaton and visual aids.
- Ensure that books are read frequently so pupils can anticipate events and join in some actions or repeated words on re-reading.
- Role play areas to enable pupils to explore stories
- Use Photograph journals, floor books and photographs of the class/activities to encourage engagement with text

Develop cognitive abilities such as visual memory, pattern recognition and focus through matching activities.

- match making: same to same photos
- matching pairs: velcro fruit, socks, gloves, shoes
- match objects to outlines

Colourful Semantics

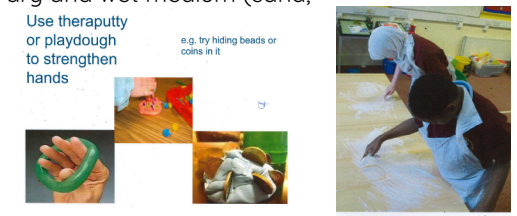
- Introduce colourful semantics images and colours for **who?**
- Model and encourage pupils to answer 'who?' questions about people in their class or characters in texts.



- Makes letter-like marks in tactile materials e.g. foam, sand.
- Makes individual marks which look like writing.
- Demonstrate a preference for right or left hand for holding and mark-making.

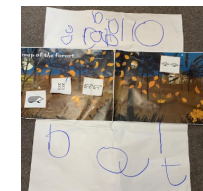
EARLY WRITING - Links to the physical development curriculum

- Activities to develop and stimulate the bi-lateral integration (both sides of the body working together in harmony) e.g. tea sets and holding a cup with one hand and pouring with the other, walking up and down the climbing frame stairs, bead threading.
- Activities to help pupils cross their midline e.g. touching opposite sides of the body, drawing lazy 8
- Daily opportunities for using 2 hands to manipulate objects, to rake, squeeze dry and wet medium (sand, foam, gloop, dough, paint etc)
- Use 2 hands to push objects together and pull apart: Poly M, Duplo, velcro fruits,dough
- Daily opportunities for mark making using a range of resources
- Activities to develop gross and fine motor skills (e.g. threading, pegs and peg boards, puzzles, malleable materials, digging with spades, mops and big brushes)
- Big chalk on the floor.
- Pencil on painting easels.
- Forest area, making marks with sticks in the mud.
- Gross motor skills activities to enable the fine motor skills to work .e.g chalk on the floor and walls.
- Developing fine motor dexterity via multisensory activities to strengthen hands e.g. moulding clay, play dough.
- Mark making includes horizontal strokes, dots and scribbles with control
- Adults draw simple shapes, marks, etc for pupils to imitate e.g. zig-zag for a dinosaur's back.
- Learning about different shapes, preparing to learn about letters and the alphabet and how you learn to tell one letter from another involves being able to see the differences in letter shapes.



TALK4WRITING

- Match images/symbols of characters to those in the text
- Retell simple stories using resources to create story maps or story mountains
- Role play familiar stories
- Read stories with repetition



- Puzzles: simple insert puzzle
- 2,3,4 piece puzzles
- 6-8 piece puzzles on matching board



puzzles without matching boards

See assessment pack for:
Scissor skills sheet
Pre writing shapes assessment sheet
Pencil grip assessment sheet
Cutting and sticking assessment

Standard 2

Curriculum resources and teaching ideas

Curriculum small steps to success

Phonics and writing:

- The pupil:
- Develops phonemic awareness using the Little Wandle scheme of work (Phase 2)
 - Shows awareness that letters can convey meaning.
 - Use some clearly identifiable letters to communicate meaning, representing some sounds correctly in sequence.
 - Writes their own name
 - Attempts to write simple words and sentences in meaningful contexts.
 - Starts writing other words such as initial high frequency words, labels and captions.
 - Segments and blends cv words
 - Says a single sound for 10+ graphemes
 - Reads words by blending sounds with known graphemes, with help from their teacher
 - Write simple sentences that can be read by themselves and others. e.g. I am 7

Early reading

Phonics

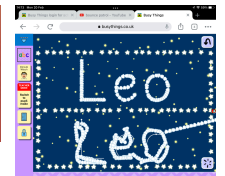
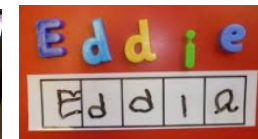
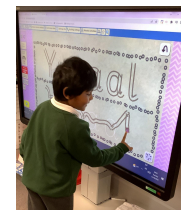
- Little Wandle phonics lessons are taught daily. Little Wandle Letters and Sounds Phase 2
- Reception Autumn 1 Sounds taught in order - s,a,t,p,i,n,m,d,g,o,c,k,ck,e,u,r,h,b,f,l
- Phase 2 tricky words taught - is, l, the
- Daily 1:1 reading of phase 2 Little Wandle books matched to their reading level
- Match simple rhyming pairs eg. cat and mat

Name activities

- For First Name
- Consolidate list from standard one and
 - Copy the first letter of their name
 - Write the first letter of their name unaided
 - Trace their name
 - Copy their name
 - Write their first name

Reading

- In addition to skills taught through Little Wandle
- Model directional principles: finger pointing, return sweep, word location.
- Develop children's confidence by ensuring there are opportunities to read alongside familiar adults and other children as well as reading on their own.





The pupil:

- Demonstrates understanding e.g. by answering questions, such as 'Where is he/she/it?', 'What is this?', 'What is he/ she doing?
- After reading/listening, able to respond to simple recall questions
- Say/sign/do an appropriate verb to complete a sentence
- Joins in with predictable phrases or refrains.
- Can sequence a story they know well.

Handwriting

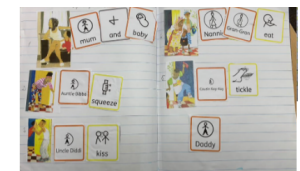
The pupil:

- Has an awareness of finger spaces.
- Forms some letters correctly including those in their name.
- Copies a simple shape
- Draws simple pictures eg. a train, a face, a rainbow
- Holds a pencil in a way that is comfortable for them to make purposeful marks e.g. tripod grip

- Read aloud high quality picture books and other texts daily which provide exposure to rich examples of writing, illustration and rhythms and patterns of language.
- Read aloud traditional tales with strong narrative structures, supporting a class culture of oral storytelling.
- Enable children to respond to texts through role-play and revisit and re-enact using small world play, puppets or story props.
- Match words to a symbol or picture

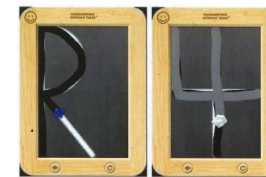
Colourful semantics

- Consolidate **who** from standard 1
- Introduce **what doing?** and **what**
- Use **who** and **what doing**; **what** and **what doing** to create simple subject verb phrases and sentences using Makaton symbols, clicker grids or word cards and images

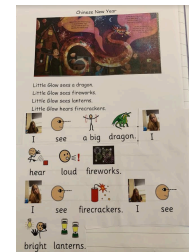


Writing

- Consolidate early writing skills using strategies from Standard 1
- Pre-writing shapes (See Physical Development Curriculum - Fine motor)
- Daily cross curricular writing opportunities for writing/mark making through play (menus, invitations, posters, score sheets, captions, notes, cards etc)
- Pre-writing shapes.
- Tracing letters learning the correct starting point.
- Little Wandle handwriting sheets
- Tracing words.
- Copying letters and words
- Sentence construction using clicker symbols, Makaton symbols or



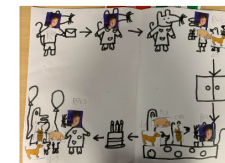
skills)



colourful semantics

TALK4WRITING

As stage 1, developing story maps and introducing simple innovation.

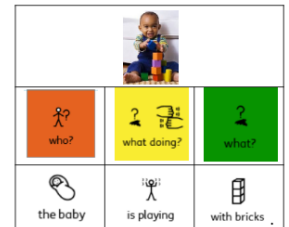


See assessment pack for: Appendix

(From 'writing my name teaching steps' Appendix)



Standard 3 Curriculum small steps to success	Curriculum resources and teaching ideas
<p>Phonics and writing The pupil:</p> <ul style="list-style-type: none"> -Links sounds to letters, naming and sounding the letters of the alphabet -Uses clearly identifiable letters to communicate meaning. -Writes VC, CV, CVC words. -Uses phonic knowledge to write words in ways which match their spoken sounds. - Hears and says the initial and final sounds in words. -Orally blends words. - Starts to blend the sounds in simple words to read independently. -Reads simple phrases and sentences with support. -Starts reading phrases and sentences independently and pauses after the full stop. -Retells some of a story using spoken words, symbols, or written words. - Recognises capital letters. <p>Early reading The pupil:</p> <ul style="list-style-type: none"> -Responds to questions that require simple recall. -Recounts a short simple sequence of events (e.g. by sequencing images or manipulating objects). -Sequences 5-6 pictures from a well known story -Looks at books independently. -Reads and understands simple sentences. -Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. -Continues a rhyming string. -Knows that information can be retrieved from books and computers. 	<p>Phonics</p> <ul style="list-style-type: none"> -Little Wandle phonics lessons are taught daily. Little Wandle Letters and Sounds Phase 2 (Reception Autumn 2) -Sounds taught in order - ff,ll,ss,j,v,w,x,y,z,zz,qu,s at the end, ch, sh, th, ng, nk -Phase 2 tricky words taught - put, pull, full, as, and, has, his, her, go, no, to, into, she, push, he, of, we, me, be -Children are taught to refer to Little Wandle wall charts and table mats when needed. -The book read in the reading practice session is sent home to practise fluent reading. -Play speedy sounds -Play 'What's in the box?' Children to identify initial/end sounds. -Children to match the initial/end sound of an object to grapheme. -Blend from the box - objects or pictures (p-i-n, t-a-p) -Play 'change it' by making a word, blend to read then changing one letter e.g. sat, sad, dad -Match all letters on the Velcro keyboard saying the phoneme. Segment words and make them on the Velcro keyboard. -Teacher to model segmenting words on their fingers and then making them with grapheme cards. -Children to orally segment words on their fingers. -Teacher to model segmenting words on their fingers and then writing them. -Use pictures, Makaton or items to help build vocabulary. <p>Name activities: Using strategies from standard 1 and 2, teach pupils to write their surname</p> <p>Colourful Semantics Consolidate who, what doing? and what from standard 2 Use who and what doing what and what what doing what to create simple subject verb object sentences using Makaton symbols, clicker grids or word cards and images Introduce where? Use colourful semantics to answer who? what? what doing? where? questions. Pupils to create who what doing what where (The girl is feeding the cat in the kitchen) sentences using Makaton symbols, clicker grids or word cards about an image.</p> <p>Writing including Talk For Writing</p> <ul style="list-style-type: none"> -Use drama to enable children to take on real or imaginary roles leading to a broad range of writing opportunities.





-Suggests how a story might end.

Handwriting

The pupil:

- Forms correctly recognisable letters and words.
- Writes capital letters.

-Provide real and imaginary contexts in which children will be motivated to make marks or write independently.

-Commit to paper the stories that children tell you.

-Ensure that children can observe adults modelling writing to record ideas in a variety of ways, showing how writing looks and what it is used for.

-Allow children to use alternative methods to recording writing such as audio recording, dictation or having a scribe.

Story-telling and story sequencing.

Story mats on the floor. Draw the story as it goes along

Colourful semantics to support caption writing.

Handwriting

Teacher to model correct formation of letters. Observation plays an important part where the pupil needs to see how the shape is formed, with motor areas in the brain triggered and activated by observation.

Multisensory teaching and learning, introducing handwriting ‘families’.

Teacher to watch children as they write to ensure they form their letters correctly.

Establishing the rules - every letter sits or hangs on a line, introducing the yellow handwriting books.

Write with triangular felt-tips with push in nibs.

Write with chunky pencils

Pencil grips

See assessment pack for:

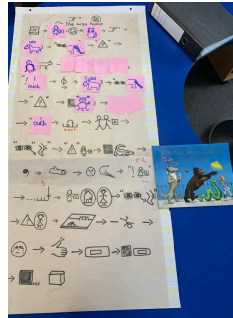
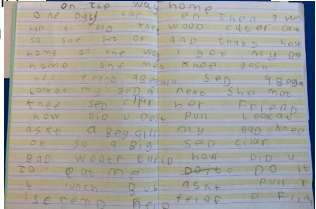
Write their name assessment sheet - can write their first name independently

Using the letter names when going through the letters in their names.

Letter names are used when discussing the letters in digraphs and trigraphs.





Standard 4 Curriculum small steps to success	Curriculum resources and teaching ideas
<p>Phonics and writing The pupil:</p> <ul style="list-style-type: none"> -Blends the sounds in words to read independently. - reads CVCC, CCVC, CCVCC, CCCVC, CCCVCC words independently. -Reads longer compound words. -Recognises tricky words in sentences - Reads sentences independently. -Has a go at writing independently. -Begins to join sentences with 'and' & 'but'. -Writes simple sentences which can be read by themselves and others. i.e. the tools are in the shed, the king and queen went to church. -Uses phonic knowledge to write words in ways which match their spoken sounds i.e. Spells words by identifying the sounds and then writing the letter/s. -Writes some words that are correctly spelt and others are phonetically plausible. -Re-reads what they have written to check that it makes sense. -Begins to use full stops. <p>Reading The pupil can:</p> <ul style="list-style-type: none"> -Read aloud books that are consistent with their phonic knowledge, without guessing words from pictures or the context of the sentence. -Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words -Talk about events in the story and link them to their own experiences. -Retell some of the story. 	<p>Phonics and writing</p> <ul style="list-style-type: none"> -Little Wandle phonics lessons are taught daily, Reception Spring 1, 2, Summer 1,2 -Phase 3 and 4 -Reception Spring 1, 2, Summer 1,2 -Phase 3 sounds taught in order -ai,ee,igh,oa, oo, oo, ar, or, ur,ow,oi, ear,air,er, words with double letters, words ending with ing, es -Phase 3 tricky words taught - was, you, they, my,by,all, are, sure, pure -Phase 4 -words ending in -ing, -ed, est -Phase 4 tricky words - said, so, have, like, some, come, love, do, were, here, little, says, there, when, what, one, out,today -Little Wandle mantras and routines followed. -Play speedy sounds -Play 'change it' by making a word, blend to read then changing one grapheme e.g. light, fight, feet -Play match the words to the pictures -Sort words e.g oo/oo, ar/ur, air/ear -Children are taught to refer to Little Wandle wall charts and table mats when needed. -Targeted multisensory spelling strategies to also develop metacognition e.g. teach spelling by segmenting longer words on your fingers, spelling patterns/ word families in a systematic order. -Daily dictation of sentences. -Model writing on yellow handwriting paper. <p>Colourful Semantics</p> <ul style="list-style-type: none"> -Consolidate who, what doing?, what and where from standard 3 -Use who and what doing, what, where and what, what doing, what to create simple subject verb object sentences using Makaton symbols, clicker grids or word cards and images -Introduce when? -Use colourful semantics to answer who? what? what doing? where? and when? questions. -Pupils to create who, what doing, what, where, (The girl is feeding the cat in the kitchen) sentences and when who/what what doing what (This morning a monkey climbed a tree) sentences using Makaton word cards about an image. <p>Talk For Writing (Early Years) Text Structure Introduce for fiction</p>  



-Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment

Handwriting

The pupil:

- Holds the pencil near the point between the first two fingers and thumb.
- Forms most lower-case and capital letters correctly.
- Begins to use finger spaces within a sentence.

Planning Tool -Story map /story mountain
Whole class retelling of story
Understanding of beginning/ middle / end
Retell simple 5-part story:

- Once upon a time
- First / Then / Next
- But
- So
- Finally,.....happily ever after

Introduce for Non-fiction:

Factual writing closely linked to a story
Simple factual sentences based around a theme
Names Labels
Captions
Lists
Diagrams
Message

Sentence Construction

Introduce simple sentences - links to phonics and colourful semantics

Simple connectives: and, who, until, but

Say a sentence, write and read it back to check it makes sense

Compound sentences using connectives (coordinating conjunctions) *and/but*

-ly openers *Luckily/Unfortunately,*

'Run' - repetition for rhythm: e.g. He walked and he walked

Repetition in description e.g. a lean cat, a mean cat

Word Structure/Language

Introduce:

Determiners: the, a, my, your, an, this, that, his, her, their, some, all

Prepositions: up, down, in, into, out, to, onto

Adjectives: e.g. old, little, big, small, quiet

Adverbs: e.g. luckily, unfortunately, fortunately

Similes: using 'like'

Punctuation

Introduce: finger spaces, full stops, capital letters

Terminology



Introduce finger spaces, letter, word, sentence, full stops, capital letter, simile -'like'

Writing

Writing a menu for a restaurant, shopping list, a birthday card etc.

Colourful semantics.

Simple story planners with word mats.

Daily cross curricular writing opportunities

Sentence builders.

Create opportunities for children to engage in talk to improve oral sentence structure and improve vocabulary.

Ensure these children see adults writing publically, demonstrating writing as a worthwhile activity and modelling strategies such as trial and error .

Use texts as leads into writing and enable children to write about topics that appeal and motivate: personal experiences, interests and fascinations.

Provide models of writing that are shaped by purpose and audience

Talk for writing activities related to high quality texts (see Talk for writing progression document).





Standard 5 Curriculum small steps to success This is what we teach	Curriculum resources and teaching ideas This is how we teach it
<p>Phonics and writing: The pupil:</p> <ul style="list-style-type: none">-Segments spoken words into phonemes and represent these by graphemes; spelling some words correctly and making phonetically-plausible attempts at others.-Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes-Reads accurately some words of two or more syllables that contain the same grapheme-phoneme correspondences (GPCs)-Reads many common exception words <p>In a book closely matched to the GPCs as above</p> <ul style="list-style-type: none">-Reads aloud many words quickly and accurately without overt sounding and blending-Sounds out many unfamiliar words accurately.-Uses the spelling rule for adding -s or -es as the plural-Uses letter names when spelling a child's name and when distinguishing the letters in a digraph or trigraph.-use phonemes when sounding out tricky words and discussing the tricky parts-Using -ing, -ed, -er, and -est where no change is needed in the root words.-Writes sentences by:<ul style="list-style-type: none">• Saying out loud what they are going to write about	<p>Phonics and writing:</p> <ul style="list-style-type: none">-Little Wandle Letters and Sounds Phase 5 - Year 1 program-Revise Phase 3 and 4 -ai,ee,igh,oa, oo, oo, ar, or, ur,ow,oi, ear,air,er, words with double letters, words ending with -s, -es, -ing, -ed, -er, -est-Phase 4: CVCC CCVC CCVCC CCCVC-Phase 5 - ay, ou, oy, ea, ur, ie, ue, u, o (oa), i (igh), a (ai), e(ee), a_e, i_e, o_e, u_e, e_e, ew, ie, aw, grow the code, y, ea, wh, oe, y, ow, g, ph, al, c, ve, ou, se, ce, ey, or, oul, are, au, aur, oor, al, tch, ture, al, a, ear, ere, wr, st, sc, ch, ce, se, ze-Revise tricky words Phases 2-4: the put pull full push to into I no go of he she we me be was you they all are my by sure pure said have like so do some come love were there little one when out what says here today-Phase 5 tricky words - their people oh your Mr Mrs Ms ask could would should our house mouse water want any many again who whole where two school call different thought through friend work once laugh because eye busy beautiful pretty hour move improve parents shoe-Children reading Phase 4 and 5 Little Wandle books.-Spelling words with Phase 3 -ai,ee,igh,oa, oo, oo, ar, or, ur,ow,oi, ear,air,er-Little Wandle sound mat available so that children can find which letter or letters represents each sound if they are unsure.-Children segment words to spell CVCC,-CCVC, CCVCC, CCCVC independently.-Children spell some tricky words.-Children are given tasks that allow them to practise and apply what they have been taught.-Children are taught to refer to Little Wandle wall charts and table mats when needed. <p>Writing</p> <p>Writing composition: saying out loud what they are going to write, composing a sentence orally before writing it with techniques allowing them to rehearse and record this if required e.g. Talking Buttons.</p> <p>Sequencing sentences to form short narratives.</p> <p>Re-reading work to check that it makes sense.</p> <p>Daily modelling of sentence writing.</p> <p>Daily dictation of sentences.</p> <p>Model writing on yellow handwriting paper.</p> <p>Children form letters correctly and place accurately on the lines in yellow handwriting books</p> <p>Talk For Writing Year 1</p>



- Composing a sentence orally before writing it
- Sequencing sentences to form short narratives
- Re-reading what they have written to check it makes sense.
- Discussing what they have written with the teacher or other pupils
- Reading their writing aloud, clearly enough to be heard by their peers and the teacher.

Reading

The pupil:

- Listens to and discusses a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently.
- Links what they read or hear read to their own experiences
- Is familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics
- Appreciates rhymes and poems, and able to recite some by heart
- Discusses word meanings, linking new meanings to those already known.
- Understands both the books they can already read accurately and fluently and those they listen to.
- Checks that the text makes sense to them as they read and correcting inaccurate reading -discusses the significance of the title and events
- Makes inferences on the basis of what is being said and done
- Predicts what might happen on the basis of what has been read so far
- Participates in discussion about what is read to them, taking turns and listening to what others say

Consolidate Reception list:

Introduce: Fiction:

Planning Tools:

- Story map / story mountain (Refer to Story-Type grids)
- Plan opening around character(s), setting, time of day and type of weather
- Understanding - beginning /middle /end to a story
- Understanding - 5 parts to a story: Opening Once upon a time... Build-up One day... Problem / Dilemma Suddenly,... Unfortunately,... Resolution Fortunately,... Ending Finally,....

Non-fiction: Planning tools:

- text map / washing line
- Heading Introduction
- Opening factual statement
- Middle section(s)
- Simple factual sentences around a them
- Bullet points for instructions
- Labelled diagrams
- Ending Concluding sentences

Sentence Construction

Consolidate Reception list

Introduce: Types of sentences: Statements, Questions, Exclamations

Simple Connectives: and or but so because so that then that while when where

Also as openers: While... When... Where... -'ly' openers Fortunately,... Unfortunately,... Sadly,...

Simple sentences e.g. I went to the park. The castle is haunted.

Embellished simple sentences using adjectives e.g. The giant had an enormous beard. Red squirrels enjoy eating delicious nuts.

Compound sentences using connectives (coordinating conjunctions) and/or/ but/so e.g. The children played on the swings and slid down the slide. Spiders can be small or they can be large.

Charlie hid but Sally found him. It was raining so they put on their coats.

Complex sentences: Use of 'who' (relative clause) e.g. Once upon a time there was a little old woman who lived in a forest. There are many children who like to eat ice cream.

'Run' - Repetition for rhythm e.g. He walked and he walked and he walked.

Repetition for description e.g. a lean cat, a mean cat a green dragon, a fiery dragon

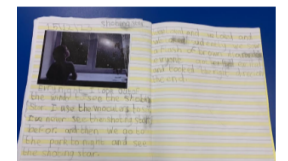
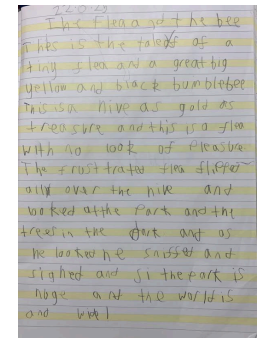
Word Structure/Language

Consolidate Reception list Introduce:

Prepositions: inside outside towards across under

Determiners: the a my your an this that his her their some all lots of many more those these

Adjectives to describe e.g. The old house... The huge elephant...





-Explains clearly their understanding of what is read to them.

Handwriting:

The pupil:

- Sits correctly at a table, holding a pencil comfortably and correctly.
- Forms capital letters
- Forms digits 1-9
- Understands which letters belong to which handwriting families.
- Forms lower case letters in the correct direction, starting and finishing in the right place.
- Forms lower-case letters of the correct size relative to one another in some of their writing.

Punctuation and grammar:

The pupil:

- After discussion with the teacher, demarcates some sentences with capital letters and full stops.
- Uses spacing between words
- Begins to use question marks.

Alliteration e.g. dangerous dragon slimy snake Similes using as...as... e.g. as tall as a house as red as a radish
Precise, clear language to give information e.g. First, switch on the red button. Next, wait for the green light to flash... Regular plural noun suffixes -s or -es (e.g. dog, dogs; wish, wishes)
Suffixes that can be added to verbs (e.g. helping, helped, helper) How the prefix un- changes the meaning of verbs and adjectives (negation, e.g. unkind, or undoing, e.g. untie the boat)

Punctuation

Consolidate Reception list

Introduce:

Capital Letters: Capital letter for names

Capital letter for the personal pronoun I Full stops Question marks Exclamation marks Speech bubble Bullet points

Terminology

Consolidate: Finger spaces Letter Word Sentence Full stops Capital letter Simile - 'like'

Introduce: Punctuation Question mark Exclamation mark* Speech bubble Bullet points Singular/Plural Adjective Verbs

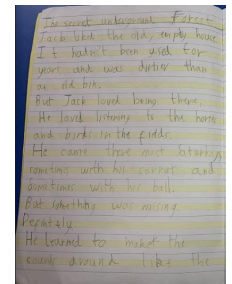
Connective Alliteration Simile - 'as'

Grammar

Use text and writing to teach the grammar for year 1 in [English appendix 2](#)



Standard 6 Curriculum small steps to success This is what we teach	Curriculum resources and teaching ideas This is how we teach it
<p>Phonics and spelling: The pupil can:</p> <ul style="list-style-type: none"> Segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonetically plausible attempts at others Spell the Y2 common exception words and homophones (see English appendix 1 spelling). Spell words using KS1 suffixes and rules for plurals: ed,ing,est, ment, ful, less, ly. <p>Reading The pupil can:</p> <ul style="list-style-type: none"> Read accurately most words of two or more syllables Read most words containing common suffixes Read most common exception words (English appendix 1 spelling) <p>In age-appropriate books, the pupil can:</p> <ul style="list-style-type: none"> Read most words accurately without overt sounding and blending, and sufficiently fluently to allow them to focus on their understanding rather than on decoding individual words (approx 90 words per minute is a good indicator of sufficient fluency for a pupil learning to read) Sound out most unfamiliar words accurately, without undue hesitation. 	<p>BRIDGE TO SPELLING (BTS) (LITTLE WANDLE) BTS Y2 Autumn2</p> <ul style="list-style-type: none"> What do I need to know to think about spelling? How do I use the Complete the code chart to help me to spell? Why do I double letters at the end of words? Why do I double letters in some longer words ending in -er? Why do some words end in 'k' or 'ck'? Why do some words end in 'ch' or 'tch'? When do I add the suffix -es/-s to words? Why do I double the final letter in some words when I add the suffix -ing? Why do I swap the 'y' for an 'i' when I add the suffix -ed? Why do I drop the 'e' when I add the suffix -ing? <p>SPELLING UNITS (LITTLE WANDLE) Y2 Spring - Summer to be published soon</p> <ul style="list-style-type: none"> Why do some words have the spellings 'kn' and 'gn' for /n/, and 'wr' for /r/? Why do I drop the 'e' when I add the suffixes -ed, -ing, -er, -est and -y? Why do some words end 'ge' or 'dge'? Why can /j/ be spelled 'j' or 'g' in different words? The 'W special' How do 'w' and 'qu' change the sounds that 'a', 'ar' and 'or' make in some words? Why do I swap the 'y' for an 'i' when I add the suffix -es? Why do some words have the spelling 'ey' for the sound /ee/? Why do some words end -le, -al, -il or -el? <p>Prickly words once two any many who whole people friend move improve Homophones knight/night one/won where/wear our/hour quite/quiet see/sea to/too/two</p> <p>TALK 4 WRITING Year 2 - taught using high quality texts TEXT STRUCTURE</p> <ul style="list-style-type: none"> Consolidate Year 1 list <p>FICTION - introduce</p> <ul style="list-style-type: none"> Secure use of planning tools: Story map / story mountain / story grids/ 'Boxing up' grid (Refer to Story Types grids) Plan opening around character(s), setting, time of day and type of weather Understanding 5 parts to a story with more complex vocabulary <ul style="list-style-type: none"> Opening e.g. In a land far away.... One cold but bright morning.... Build-up e.g. Later that day





In a book that they can already read fluently, the pupil can:

- Check it makes sense to them, correcting any inaccurate reading
- Answer questions and make some inferences
- Explain what has happened so far in what they have read

Writing

The pupil can:

- Write simple, coherent narratives about personal experiences and those of others (real or fictional)
- Write about real events, recording these simply and clearly
- Use present and past tense mostly correctly and consistently
- Use coordinating conjunctions (e.g. or / and / but) and some subordinating conjunctions (e.g. when / if / that / because) to join clauses.

Handwriting:

- Form capital letters and digits of the correct size, orientation and relationship to one another and lower-case letters.
- use spacing between words that reflects the size of the letters.

Punctuation and grammar:

The pupil can, after discussion with the teacher:

- Demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required.
- Use and understand the grammatical terminology for Y2: **noun, adjective, adverb, verb, prefix, suffix.**
- Use **expanded noun phrases** to describe and specify [for example, the blue butterfly]

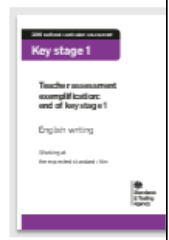
- Problem / Dilemma e.g. To his amazement
- Resolution e.g. As soon as
- Ending e.g. Luckily, Fortunately, Ending should be a section rather than one final sentence e.g. suggest how the main character is feeling in the final situation

NON-FICTION - introduce

- Secure use of planning tools: Text map / washing line / 'Boxing -up' grid
- Introduction: Heading Hook to engage reader; Factual statement / definition; Opening question
- Middle section(s) Group related ideas / facts into sections Sub headings to introduce sentences /sections Use of lists - what is needed / lists of steps to be taken Bullet points for facts Diagrams
- Ending Make final comment to reader Extra tips! / Did-you-know? facts / True or false?
- The consistent use of present tense versus past tense throughout texts Use of the continuous form of verbs in the present and past tense to mark actions in progress (e.g. she is drumming, he was shouting)

SENTENCE CONSTRUCTION

- Consolidate Year 1 list
- Introduce: (See Connectives and Sentence Signposts doc.)
- Types of sentences: Statements Questions Exclamations Commands
- '-ly' starters e.g. Usually, Eventually, Finally, Carefully, Slowly, ...
- Vary openers to sentences
- Embellished simple sentences using:
 - adjectives e.g. The boys peeped inside the dark cave.
 - adverbs e.g. Tom ran quickly down the hill.
- Secure use of compound sentences (Coordination) using connectives: and/ or / but / so (coordinating conjunctions)
- Complex sentences (Subordination) using: Drop in a relative clause: who/which e.g.
 - Sam, who was lost, sat down and cried.
 - The Vikings, who came from Scandinavia, invaded Scotland. -
 - The Fire of London, which started in Pudding Lane, spread quickly.
- Additional subordinating conjunctions: what/while/when/where/ because/ then/so that/ if/to/until e.g. While the animals were munching breakfast, two visitors arrived During the Autumn, when the weather is cold, the leaves fall off the trees.
- Use long and short sentences: Long sentences to add description or information. Use short sentences for emphasis.
- Expanded noun phrases e.g. lots of people, plenty of food
- List of 3 for description
 - e.g. He wore old shoes, a dark cloak and a red hat.
 - African elephants have long trunks, curly tusks and large ears.





- Use the present and past tenses correctly and consistently, including the progressive form
- Use subordinating conjunctions (when, if, that, or because) and co-ordinating conjunctions (or, and, or but)
- Use apostrophes for contracted forms and for singular possession.

WORD STRUCTURE/LANGUAGE

- Consolidate Year 1 list
- Introduce: Prepositions: behind above along before between after
- Alliteration e.g. wicked witch slimy slugs
- Similes using...like... e.g. ... like sizzling sausages ...hot like a fire
- Two adjectives to describe the noun e.g. The scary, old woman... Squirrels have long, bushy tails.
- Adverbs for description e.g. Snow fell gently and covered the cottage in the wood.
- Adverbs for information e.g. Lift the pot carefully onto the tray. The river quickly flooded the town.
- Generalisers for information, e.g. Most dogs... Some cats...
- Formation of nouns using suffixes such as -ness, -er
- Formation of adjectives
- using suffixes such as -ful, -less (A fuller list of suffixes can be found in the spelling appendix.)
- Use of the suffixes -er and -est to form comparisons of adjectives and adverbs

PUNCTUATION

- Consolidate Year 1 list
- Introduce: Demarcate sentences:
 - Capital letters
 - Full stops
 - Question marks
 - Exclamation marks
 - Commas to separate items in a list
 - Comma after -ly opener e.g. Fortunately,... Slowly...
 - Speech bubbles /speech marks for direct speech
 - Implicitly understand how to change from indirect speech to direct speech
 - Apostrophes to mark contracted forms in spelling e.g. don't, can't
 - Apostrophes to mark singular possession e.g. the cat's name

TERMINOLOGY

Consolidate: Punctuation Finger spaces Letter Word Sentence Full stops Capital letter Question mark Exclamation mark* Speech bubble Bullet points Singular/ plural Adjective Verb Connective Alliteration Simile - 'as' / 'like'

Introduce: Apostrophe (contractions and singular possession) Commas for description 'Speech marks' Suffix Verb / adverb

Statement question exclamation Command (Bossy verbs) Tense (past, present, future) ie not in bold Adjective / noun

Noun phrases Generalisers Subordinating conjunctions



COLOURFUL SEMANTICS

Consolidate Introduce

Orange words tell us who.

Yellow words tell us what they are doing.

Green words tell us what.

Blue words tell us where.

Brown words tell us when.

Introduce

Pink words tell us to who(m).

Black words tell us how.

Purple words tell us why (and join things up).

Cloud words tell us what it is like.

Star words tell us whose.

Writing

Look at [teacher assessment exemplification: end of key stage 1 - English writing - Working at the expected standard: Kim](#)

Exemplification materials for working at expected standard at the end of KS1

Ensure pupil experience a range of genres in reading and writing including writing narratives about personal experiences and those of others (real and fictional), writing about real events, writing poetry, writing for different purposes, writing statements, questions, exclamations and commands,

Encourage pupils to make simple additions, revisions and corrections to their own writing by:

evaluating their writing with the teacher and other pupils

re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form

proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]

read aloud what they have written with appropriate intonation to make the meaning clear.

Grammar

Use text and writing to teach the grammar for year 2 in [English appendix 2](#)