ENGLISH
READING POLICY

VISION

We aim to send every young person into the world able and qualified to play their full part in it. This means that we want students to develop the skills, knowledge and attributes to thrive and flourish in their school years and beyond. The literacy policy is a key strategy for removing barriers to learning which, if left unchallenged, will limit the progress, engagement and development of our learners. The policy aims to remove key barriers to learning (see curriculum intent), but particularly focuses on improving:

• Reading
• Vocabulary acquisition
• Oracy
• Writing

In the primary phase we ensure that we teach both synthetic phonics daily as well as reading skills although these may be through different approaches. All children in primary schools have books that are closely matched to their phonic knowledge/phase. Our schools use tracking and screening of children for phonics; this takes place every 6-8 weeks. York Assessment of Reading Comprehension assessments are used to identify the children's reading age and gaps in comprehension skills. From this, interventions are carefully planned to support the children who both need to 'catch up' and 'keep up'.

By the time children leave KS1 we would like all children to be able to read fluently, enjoy reading and be confident to apply reading skills and strategies across the curriculum. Throughout reading lessons, children have access to high quality texts. Where possible, these are linked to other areas of the curriculum.

It is an expectation that children in our schools listen to their teachers read on a daily basis to model strategies, skills and vocabulary. Children are explicitly taught to speak in full sentences from a very early age.

PERFORMANCE INDICATORS

The performance indicators for Wickersley MAT can be found on the 'Big 5' document, however the performance indicators for the above are:

READING
• Pupils to achieve at least expected standards that match, or exceed, their chronological age.
• Pupils to be able to read fluently and with confidence.
• Pupils to read with enjoyment and engagement.
• Pupils to have access to a range of quality texts across genres in a range of curriculum areas.

VOCABULARY
• Pupils to be able to apply and use tier 2 and tier 3 age appropriate vocabulary in all lessons.
• To be encouraged to speak in full sentences, using vocabulary appropriate to audience and purpose.
• Staff to be seen to explicitly teach vocabulary across the curriculum.

ORACY
• Pupils to be able to talk in a range of contexts, for example presentational, discursive and performance.
• Staff to plan talk activities into lessons to improve learning through talk, as well as learning to talk.
• Staff to model appropriate communication skills, ensuring their talk is appropriate to the audience and the purpose.

WRITING
• Staff to ensure they model the writing process, including planning.
• Staff to model the quality and expectations of written work.
• Staff to use the literacy marking policy across all areas to improve writing accuracy (see individual school marking and feedback policies).

SUPPORT, ACCOUNTABILITY AND COLLABORATION ACROSS THE TRUST

Collaboration is at the heart of the approach to improving literacy across the schools in the MAT. Much of the embedded collaboration occurs between primary colleagues and their peers, and the same at secondary level to ensure that work is age and phase appropriate. However, a variety of cross phase work is developing. Of late, the literacy network groups aim to bring staff together to discuss areas of development across the MAT, and to ensure staff are up-skilled. There has also been support outsourced from providers such as Success for All (SFA), whereby secondary and primary schools came together to train on the use of this programme to improve reading. Finally, subject and curriculum leaders are encouraged to come together on a termly basis in order to further establish good practice across schools.

The CEO and senior leaders in the Trust hold schools to account by reviewing summative and formative data, and by meeting with individual school leaders. More experienced senior leaders model best practice to their colleagues. External reviews support the CEO and school leaders in identifying areas for development.

Training and ongoing support is provided by the trust in a number of ways for Schools. For example:
• Joint observations – with heads and with subject leaders to ensure challenge and accountability
• Subject audits – support from EIP (Executive improvement partner)
• Subject leader training and support
• Head teacher performance analysis training
• Subject leader performance analysis training
• Pupil progress meetings – EIP supporting subject leaders
• External review
• Visits to schools outside the trust
• Moderation of reading and writing across schools in the trust and across the Local Authority

PHONICS POLICY

INTENT

The teaching of phonics is a key strategy that is used to help our children to read, write and spell. Our aim at WPT is for every child to become a successful, confident reader and writer by the end of KS1 and we believe that accessing high quality daily phonics plays a vital role in this.

TEACHING AND LEARNING
Each school follow there chosen phonics scheme: Read Write Inc, Letters and Sounds and Success for All.

- **Planning**: school follows the systematic approach laid out in their phonics scheme.
- **Lessons**: Phonics lessons take place daily across Foundation and Key Stage 1. They follow the structure laid out in their phonics scheme to ensure that children are consolidating phonic knowledge and skills over time and that they are able to apply them to their reading and writing. Lessons ensure that children develop their skills in aural discrimination and phonemic and rhyme awareness, blending and segmenting as well as grapheme phoneme correspondence.
- **Classroom resources:** All phonics teachers have a range of resources in their classrooms to use in daily phonics sessions such as sound cards, flashcards, and sound mats.
- **Continuous Provision**: Many areas of continuous provision in EYFS will invite children to engage with phonetic challenges during play. The opportunities and resources are regularly updated to coincide with what is currently being taught in class. The role of the adult as facilitator is key when modelling and teaching the annunciation of sounds and learning new words.
- **Intervention**: Children who still need extra support to develop their phonic knowledge across Key Stage 1 and 2 are identified and targeted for intervention. There are a range of intervention schemes and strategies which the school uses and the most appropriate one is selected once a child's needs have been assessed. In preparations for the end of Year 1 phonics screening check, targeted intervention groups will be set up so all children taking the check have plenty of opportunities to practise additional and targeted phonics learning in a small group.

HOW WE INTEND TO REMOVE BARRIERS

At WPT we know that phonics provides the foundation skills for early reading and is a vital tool in shaping a reader. Class teachers use regular phonics assessments to group and target specific children with learning gaps to ensure speedy progression. All our phonics schemes give opportunities for skilled teachers to identify and target specific gaps in ability eg: a child that is struggling with blending.

HOW WE FOSTER PERSONAL ATTRIBUTES

Within all phonics sessions children are encouraged to communicate and talk to peers, listen carefully and speak clearly. This builds into children's oracy skills and helps to create a more confident, practiced communicator.

ASSESSMENT

Assessment is regarded as an integral part of teaching and learning and is a continuous process.

We strive to make our assessment purposeful, allowing us to match the correct level of work to the needs of the pupils, thus benefiting the pupils and ensuring progress. It is the class teacher/ KS leaders' responsibility to keep track of the progress made by all children in their class. Phonics assessments are to be carried out regularly and teachers will use their recorded assessments to inform their planning for future sessions. At the end of Year 1, children participate in the phonics screening check which assesses their knowledge of grapheme phoneme correspondence and their skills in blending. Those children who do not succeed in passing the phonics screening check are highlighted for further intervention and targeted support before completing the screening check again at the end of Year 2. For children who do not succeed a second time, provision is made for them to receive intervention and targeted support in Key Stage 2.

RESPONSIBILITIES

THE PHONICS LEADER IS RESPONSIBLE FOR PHONICS THROUGH THE SCHOOL. THIS INCLUDES:
- Ensuring continuity and progression from year group to year group.
- Providing all members of staff with guidelines and a phonics scheme to show how aims are achieved and how the variety of all aspects of phonics is to be taught.
- Supporting teachers and teaching assistants with training and CPD where needed and making sure staff are kept up to date with phonics.
- Advising and supporting colleagues with the assessment of phonics throughout the school
- Assisting with the requisition and maintenance of resources required for the teaching of phonics.
- Monitoring the quality of teaching and learning in phonics across the school
- Liaising with phonics SLEs and meeting data deadlines

ADULTS DELIVERING PHONICS SESSIONS ARE RESPONSIBLE FOR:
- Planning and delivering stimulating and interactive daily phonics sessions
- Keeping track of children's progress by recording half termly assessments
- Using assessment as a tool to regularly inform and update phonics planning
- Developing and updating skills, knowledge and understanding of phonics
- Providing additional support or interventions for children who need extra help with phonics

EQUAL OPPORTUNITIES/INCLUSION

We provide a high-quality education for all children within a secure and safe environment. We aim to provide equal access for children with Special Educational Needs and Disabilities (SEND) and those pupils who are very able and require challenges and extension activities. These may be delivered through small group work, through the support of teaching assistants where available and through carefully planned and differentiated activities.

PARTNERSHIP WITH PARENTS & HOME LEARNING

At WPT, we believe that a strong partnership with parents is vital if a child is going to become a successful reader and writer. We regularly communicate with parents regarding phonics and we are committed to offering parents help and support with reading and phonics. We offer workshops to enable parents to gain a better understanding of phonics, how it is taught and how it can be used to support children at home. Phonics reading books will be sent home throughout EYFS and KS1 to give children the opportunity to read aloud to their parents and practice their sounds at home.

WICKERSLEY PARTNERSHIP TRUST

Children should be assessed using age appropriate fiction and non-fiction, from a variety of origins and traditions covering, over time, a wide range of text types, forms and purposes.

STRAND	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Book Band	Orange turquoise purple or equivalent texts, dependent on English programme used	Gold, white, lime or equivalent texts, dependant on English Programme used.	Brown, Grey or equivalent text, dependant on English Programme used.	Dark Blue or equivalent text, dependant on English Programme used.	Dark Red or equivalent text	Red/Burgundy or equivalent text
Reading for a Range of Purposes CHILDREN SHOULD BE ASSESSED USING AGE APPROPRIATE FICTION AND NON-FICTION, FROM A VARIETY OF ORIGINS AND TRADITIONS, COVERING OVER-TIME, A WIDE RANGE OF TEXT TYPES, FORMS AND PURPOSES	Listen to and discuss a wide-range of poems, stories and non-fiction (at a level beyond that which can be read independently). Become very familiar with key stories, fairy stories and traditional tales, (retelling them and) considering their particular characteristics.	Listen to, discuss and express views about a wide range of poetry (including contemporary and classic), stories and non-fiction (at a level beyond that which can be read independently). Become increasingly familiar with (and retelling) a wider range of stories, fairy stories and traditional tales.	Listen and respond to a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks Increase familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally.	Is developing preferences after listening and discussing a range of fiction, poetry,plays, non-fiction and reference books or textbooks.	Read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. Increase familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions	Read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. Increase familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions
	Begin to be introduced to non-fiction books that are structured in different ways. Read and use captions. Read and follow simple instructions	Read non-fiction books that are structured in different ways	Read books that are structured in different ways and reading for a range of purposes	Chooses to read books that are structured in different ways and reading for a range of purposes	Read books that are structured in different ways and reading for a range of purposes	Read books that are structured in different ways and reading for a range of purposes
	Learn to appreciate rhymes and poems, and to recite some by heart	Continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear	Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action. Recognise some different forms of poetry [for example, free verse, narrative poetry]	Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action. Recognise some different forms of poetry [for example, free verse, narrative poetry]	Learn a wider range of poetry by heart. Prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience	Learn a wider range of poetry by heart. Prepare poems and plays to read aloud and to perform, showing understanding through intonation, tome and volume so that the meaning is clear to an audience
	Answer and ask questions about the books within this range.	Answer and ask questions about the books within this range.	Ask questions to improve their understanding of a text within this range.	Ask relevant questions to improve their understanding of texts within this range.	Ask questions to improve their understanding of texts within this range. Understand underlying themes, causes and points of view of texts within this range	Ask questions to improve their understanding of texts within this range. Understand underlying themes, causes and points of view of texts within this range
	Participate in discussion about what is read to them, taking turns and listening to what others say	Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say	Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.	Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.	Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously. Recommend books they have read to their peers, giving reasons for their choices	Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously. Recommend books they have read to their peers, giving reasons for their choices
Phonics Phase	Phase 5/6 SFA Roots 3 RWInc yellow/ Blue (Grey for GDS children) Phonics Screen pass Reading with fluency at this level and able to employ a range of strategies	Phase 6 Reading with fluency and accuracy without overt blending. Able to tackle levelled comprehension paper.	Reading with fluency. Shows secure level of comprehension on a levelled paper			
WORD READING PHONIC KNOWLEDGE	Apply phonic knowledge and skills as the route to decode words **TAF WTS Sound out many unfamiliar words accurately**	TAF (EXS) In age-appropriate books, the pupil can: • 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"	Notes unusual correspondence between spelling and sound when reading exception words.	Knows unusual correspondence between spelling and sound when reading so that this does not interrupt the fluency of reading.	Continue to blend phonemes as a prime approach to unfamiliar words	Continue to blend phonemes as a prime approach to unfamiliar words
KNOWLEDGE OF GPCS	Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes **TAF WTS read accurately by blending the sounds within words that contain the common graphemes for all 40 phonemes**	TAF (EXS)Read most common exception words. Recognise less common digraphs and trigraphs, exploring word families	Read age appropriate words - appendix document Y3/4	Read age appropriate words - appendix document Y3/4	Read most age appropriate words - appendix document Y5/6	Read age appropriate words - appendix document Y5/6

STRAND	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
BLENDING	Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.	Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.	Read accurately by blending the sounds that contain ALL graphemes, especially recognising alternative sounds for graphemes.	Read accurately by blending the sounds that contain ALL graphemes and apply this to unfamiliar roles.	Read accurately by blending the sounds that contain ALL graphemes and apply this to unfamiliar roles.	Read accurately by blending the sounds that contain ALL graphemes and apply this to unfamiliar roles.
COMMON EXCEPTION WORDS	Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word. Be able to read by sight tricky words.	Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.	Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.	Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word	Work out the meaning of unknown words from the context.	Apply knowledge of exception words.
BEGINNINGS/ENDINGS/	Read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings	TAF (EXS) Read words containing common suffixes	Applies knowledge of root words, prefixes and suffixes to understand new words when reading aloud. Appendix 1, both to read aloud and to understand the meaning of new words they meet.	Uses knowledge of root words, prefixes and suffixes to understand a wider range of new words when reading aloud and silently	Use knowledge of prefixes to explain the meaning of most words containing them. Read many words ending in cious, tious, cial, tial, ant, ance, ancy, ent, ence, ency, able, ible, ably, ibly	Apply growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet.
SYLLABLES	Read other words of more than one syllable that contain taught GPCs **TAF WTS Read accurately some words of two or more syllables that contain the same grapheme-phoneme correspondences**	TAF (EXS)Read accurately words of two or more syllables that contain the same graphemes as above	Read accurately words of two or more syllables that contain the same graphemes as above	Read accurately words of two or more syllables that contain the same graphemes as above	Read accurately words of two or more syllables that contain the same graphemes as above	Read accurately words of two or more syllables that contain the same graphemes as above
OMISSION	Read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s.) **TAF WTS read many common exception words**	Read words with a wider range of contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s.)	Read words with irregular omissions in age appropriate.	Read words with irregular omissions in age appropriate.	Understand how words can be formed from longer words e.g. o'clock.	
ACCURACY	Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words. **TAF WTS read aloud many words quickly and accurately without over sounding and blending.**	TAF (EXS) In a book that they can already read fluently, the pupil can: check it makes sense to them, correcting any inaccurate reading. Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered. Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation	Can read accurately an age appropriate text without undue hesitation.	Can read accurately an age appropriate text without undue hesitation.	Begin to recognise keywords that supports the meaning of the text.	Read accurately words which are key to the meaning of a sentence, paragraph or whole text.
FLUENCY AND EXPRESSION	Re-read these books to build up their fluency and confidence in word reading.	Re-read these books to build up their fluency and confidence in word reading.	Can read fluently in an age appropriate way beginning to use intonation.	Develop use of intonation to aid fluency.	Read confidently and fluently from a range of books with intonation.	Read confidently and fluently from a range of books with intonation that shows understanding.

(CHILDREN SHOULD BE ASSESSED USING AGE APPROPRIATE FICTION AND NON-FICTION, FROM A VARIETY OF ORIGINS AND TRADITIONS, COVERING OVER-TIME, A WIDE RANGE OF TEXT TYPES, FORMS AND PURPOSES)

CONTENT DOMAIN	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
LANGUAGE AND UNDERSTANDING 1D MAKE INFERENCES FROM THE TEXT 2D MAKE INFERENCES FROM THE TEXT/ EXPLAIN INFERENCES AND JUSTIFY THEM WITH EVIDENCE FROM THE TEXT	With support, make inferences on the basis of what is being said and done. **TAF WTS In a familiar book that is read to them, answer questions in discussion with the teacher and make simple inferences**	Reasonably make inferences on the basis of what is being said and done and begin to give justification. TAF (EXS) In a book that they can already read fluently, the pupil can answer questions and make some inferences TAF (GDS) The pupil can, in a book they are reading independently: make inferences	Draw inferences such as inferring characters' feelings and thoughts. Justify inferences with evidence (when reading age appropriate texts)	Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence and reasoned justifications (when reading age appropriate texts)	Make clear inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence Provide reasoned justifications for their views.	Content domain 2D - Make clear inferences about feelings, thoughts and motivates from a text providing reasoned justifications and explanations with clear evidence from the text.
LANGUAGE AND UNDERSTANDING 1E PREDICT WHAT MIGHT HAPPEN ON THE BASIS OF WHAT HAS BEEN READ SO FAR	With support, predict what might happen on the basis of what has been read so far.	Reasonably predict what might happen on the basis of what has been read so far and begin to give justification. TAF(GDS) The pupil can, in a book they are reading independently: a plausible prediction about what might happen on the basis of what has been read so far	Make plausible predictions about what might happen on the basis of what has been read so far and give justification.	Predict what might happen from details stated and implied and give justification	Predict what might happen from details stated and implied with increasing complexity.	Content domain 2E - Predict what might happen from details stated and implied with increasing complexity, drawing on subtleties and deeper understanding.

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STRAND	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
LANGUAGE AND UNDERSTANDING 2F IDENTIFY/EXPLAIN HOW INFORMATION/ NARRATIVE CONTENT IS RELATED AND CONTRIBUTES TO MEANING AS A WHOLE	Shows some awareness of how structure and presentation contribute to meaning.	Begins to identify how structure and presentation contribute to meaning.	Compare the usefulness of techniques such as visualisation and empathy in exploring the meaning of whole texts. Joins in by discussing what they think different texts mean. Can identify how structure and presentation contribute to meaning, as well as beginning to consider how language contributes to meaning, too.	Compare the usefulness of techniques such as visualisation and empathy in exploring the meaning of whole texts. Can identify how language, structure, and presentation contribute to meaning. Begin to appraise a text by considering its value, usefulness and quality	Appraise a text quickly, deciding on its value/usefulness/quality to identify how language, structure and presentation contribute to meaning	Content domain 2F -Identify and explain how information, structure, narrative and content within a text is related and how this contributes to the meaning as a whole in order to appraise a text.
LANGUAGE AND UNDERSTANDING 1B identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information.	Retell a known story. Talk about information red in a non fiction text. Discuss the significance of the title and events	Discuss the sequence of events in books and how items of information are related. Identify story features such as settings, characters and events	Identify key information, aspects and features of similar text types. Identify story features such as settings, characters and events and explain how they relate to the text as whole.	Identify story features such as settings, characters and events and explain how they relate to other texts read. Retrieve related information from a range of texts.	Retrieve text features and content and explain how they relate to information from a range of fiction and non-fiction read.	Content domain 2B - Retrieve and record information and key details from a range of fiction and non-fiction texts.
LANGUAGE AND UNDERSTANDING 1A) DRAW KNOWLEDGE OF VOCAB TO UNDERSTAND TEXTS 2A) GIVE / EXPLAIN MEANING OF WORDS IN CONTEXT	Discuss the meaning of unfamiliar words, based on what they already know and drawing on vocab provided.	Draws knowledge of vocab to understand texts.	Explains the meaning of words in context.	Explains the meaning of words in context and checks that the texts makes sense.	Explores the meaning of words in context in increasing detail and checks that the text makes sense.	Content domain 2A - Explores the meaning of words in context with increasing detail and complexity and checks that the text makes sense.
LANGUAGE AND UNDERSTANDING 1C) IDENTIFY AND EXPLAIN THE SEQUENCE OF EVENTS IN TEXTS 2C) SUMMARISE THE MAIN IDEAS FROM MORE THAN ONE PARAGRAPH	Can retell stories and consider their particular characteristics.	TAF (EXS) In a book that they can already read fluently, the pupil can: • explain what has happened so far in what they have read Identifies and explains the sequence of events in texts.	Identifies the main ideas to summarise at paragraph level.	Identifies the main ideas to summarise at both paragraph and whole text level.	Concisely summarises the main ideas from more than one paragraph.	Content domain 2C - Concisely summarises the main ideas from more than one paragraph and across the whole text..
LANGUAGE AND UNDERSTANDING 2G) IDENTIFY AND EXPLAIN HOW MEANING IS ENHANCED THROUGH CHOICE OF WORDS AND PHRASES	Shows some awareness, through discussion, of how language contributes to meaning.	Begins to identify, through discussion, how language contributes to meaning.	Identifies how language contributes to meaning.	Identifies and begins to explain how language contributes to meaning.	Recognises how authors use of language impacts on the reader with some explanation.	Content domain 2G - Identifies and explains how meaning is enhanced through choice of words and phrases.
LANGUAGE AND UNDERSTANDING 2H) MAKE COMPARISONS WITHIN AND ACROSS TEXTS	Shows some awareness, through discussion, of themes across familiar texts.	Begins to recognise themes across familiar texts. TAF (GDS)The pupil can, in a book they are reading independently: make links between the book they are reading and other books they have read	Recognises themes in a range of books and extracts.	Recognises themes in more challenging books and extracts.	Makes comparisons both within and across a range of texts.	Content domain 2H - Makes comparisons both within and across a range of more challenging texts they have read independently.

		YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Composition and Effect		The pupil can write sentences that are sequenced to form a short narrative (real or fictional), after discussion with the teacher. **TAF 1 The pupil can, after discussion with the teacher: write sentences that are sequenced to form a short narrative (real or fictional)**	The pupil can write simple, coherent narratives about personal experiences and those of others (real or fictional), after discussion with the teacher. TAF 1 The pupil can, after discussion with the teacher: write simple, coherent narratives about personal experiences and those of others (real or fictional) TAF 2 The pupil can, after discussion with the teacher: write about real events, recording these simply and clearly The pupil can write effectively and coherently for different purposes, after discussion with the teacher. TAF 1 write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing	The pupil can adopt the features, vocabulary and style from models they have seen. The pupil collects information from a range of sources. The pupil organises ideas using a planning template. TAF 1 The pupil, after discussion with the teacher, write for different purposes. TAF 2 The pupil can use the features of writing mainly appropriate to the selected task The pupil can, in narratives, describe settings and characters	The pupil understands and uses the structure, vocabulary and grammar of writing/texts similar to that which they are planning to write. The pupils discuss and record ideas independently. TAF 1 Features of text type or genre are appropriate for task e.g. layout, verb form and formality	The pupil can write for a range of purposes and audiences Some evidence of selecting vocabulary and grammatical structures that reflect what the writing requires (e.g. using contracted forms in dialogue in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility)	The pupil can write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing). TAF 1 write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing) TAF 2 in narratives, describe settings, characters and atmosphere TAF3 integrate dialogue in narratives to convey character and advance the action
Sentence Structure	Simple	Independently written simple sentences.	Some variety of mainly grammatically accurate sentence types as appropriate for given task eg commands to instruct reader; statements to give information.	Composes and rehearses sentences orally (including dialogue) Expands ideas using effective vocabulary. Uses a range of sentence structures	Vocabulary and sentence structure are appropriate to the task and selected for effect.	Sentence structures are varied throughout text and some simple sentences are used for effect	Sentence forms are used securely and appropriately throughout and across texts and text types including the difference between structures typical of informal speech and those which are appropriate for formal speech and writing. TAF 4 select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using modal verbs to suggest degrees of possibility)
	Compound and complex		Beginning to use compound sentences.	Writing includes both compound and complex sentences which may indicate cause or time.	Using sentences with more than one clause, which are mostly grammatically accurate., e.g. correct subject / verb agreement; security of tense and person; correct use of subordination.	Extend variation in sentence structure through a range of openings, e.g. fronted adverbials (some time later, as we ran, once we had arrived...), subject reference (they, the boys, our gang...), speech.	Includes complex sentences using relative clauses	
	Subjunctive and passive					Some use of passive verbs to affect how information is presented but may not always be accurate	Passive voice is used to affect the presentation of information in a sentence (eg I broke the window in the greenhouse versus The window in the greenhouse was broken.) TAF 4 select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using passive verbs to affect how information is presented) Use of subjunctive forms such as If I were to reflect the formality, purpose and tone in writing and speech.
Conjunction and Subordination	JOINING CLAUSES/ LINKING	Word and clauses are joined using and	Clauses mostly linked with simple co-ordinators and, but, so, or TAF 5 The pupil can, after discussion with the teacher: use co-ordination (e.g. or / and / but) to join clauses	Some use of subordinating and co-ordinating conjunctions to join sentences with more than one clause (eg and, but, so, or, because, when, if	A wider range of conjunctions used throughout and across texts to join sentences with more than one clause.	Relative clauses introduced by the use of an implied (omitted) pronoun eg (The woods, both dark and dangerous, versus The woods, which were both dark and dangerous)	Use of a wider range of clauses (independent, relative and subordinate) for effect - selecting appropriate conjunctions with use of several subordinate clauses to aid economy of expression (Because of their courageous efforts, all of the passengers were saved, which was nothing short of a miracle... 'Whilst under my roof, you will obey my rules, which are clearly displayed'). TAF 4 select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately
	ADVERBIALS		Some use of subordination to indicate cause or time (when, if, because, that) TAF 5 The pupil can, after discussion with the teacher: some subordination (e.g. when / if / that / because) to join clauses	Expressing time, place and cause using adverbs [for example, then, next, soon, therefore]	Use of fronted adverbials and pronoun referencing to link within and between paragraphs	Appropriate use of a range of adverbials to link sentences or clauses eg (on the other hand, in contrast, as a consequence)	TAF5 Use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs.
	DEVELOPING COHESION			Expressing time, place and cause using prepositions [for example, before, after, during, in, because of].		Using a wider range of conjunctions (Subordinating and co-ordinating) to join sentences with more than one clause	Subordinating and coordinating conjunctions are used for emphasis or to nominalise for succinctness (Because of that, he failed.).
	RELATIVE PRONOUNS			Use relative pronouns who and which	Use relative pronouns who which and that	Use of who, which, where, when, whose to introduce a relative clause	

KEY: Writing statements | **TAF WTS Statements 2018 KS1/2** | TAF Statements 2018 KS1/2 | Prior Learning or Year Group Non-Negotiables | Statement from Teacher Assessment Framework 2018 EXS | Statement from Teacher Assessment Framework 2018 GDS

		YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Punctuation	**Capitals**	Capital letters used for names of people, places, days of week and personal pronoun I.	Capital letters used to mark proper nouns and ALWAYS for personal pronoun I. TAF 3 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	Sentences mostly punctuated accurately including capital letters, full stops, question marks. Capital letters and full stops consistently used accurately	Sentences punctuated accurately including capital letters, full stops, question marks and exclamation marks.	Sentences punctuated accurately including use of inverted commas/ speech marks and apostrophes to show possession and contracted forms. Use of full stops, capital letters, exclamation marks and question marks used mostly occasionally with minor lapses.	Sentences punctuated accurately including use of inverted commas/speech marks and apostrophes (for singular and plural possession). TAF 7 use the range of punctuation taught at key stage 2 mostly correctly^ (e.g. inverted commas and other punctuation to indicate direct speech)
	Full stops	Sentences sometimes demarcated with capital letters AND full stops. **TAF 2 demarcate some sentences with capital letters and full stops**	TAF 3 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				
	Question marks	Sentence boundaries sometimes demarcated with a question mark	TAF 3 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				
	Exclamation marks	Sentence boundaries sometimes demarcated with an exclamation mark	Appropriate use of exclamation marks.	Meaning clarified through the use of exclamation marks eg Jack took off his heavy coat because it was so warm!			
	Commas		Commas used to separate items in a list.	Boundaries correctly identified and demarcated between separate sentences. (Be wary of comma splicing!) Often uses commas correctly after fronted adverbials.	Consistently uses commas correctly after fronted adverbials.	Some commas used to clarify meaning and mark phrases and clauses Commas used mostly to mark fronted adverbials and items in a list	Commas used within sentences to clarify meaning or avoid ambiguity. TAF 7 use the range of punctuation taught at key stage 2 mostly correctly
	Inverted commas			Inverted commas/speech marks used to punctuate direct speech.	Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!"]	Inverted commas used mostly correctly to demarcate direct speech	TAF 7 use the range of punctuation taught at key stage 2 mostly correctly^ (e.g. inverted commas and other punctuation to indicate direct speech)
	Apostrophes for possession			Apostrophes used to denote singular possession.	Apostrophes used to denote both singular and plural possession	Apostrophes for singular and plural possession used mostly correctly.	
	Apostrophes for contraction		Apostrophes to mark contracted forms. Apostrophes sometimes used to denote singular possession.		Apostrophe for contraction e.g. could not/ couldn't	**TAF 5 use apostrophes for contraction mostly correctly**	TAF 7 use the range of punctuation taught at key stage 2 mostly correctly
	Wider range of punctuation					To begin to use semi-colons to demarcate two independent clauses Colons used to introduce a list" Some use of brackets, commas and dashes to indicate parenthesis	Wider range of punctuation may be used to mark boundaries between independent clauses (eg semi colons, colons, dashes) A range of brackets, dashes or commas used to indicate parenthesis - selected to best suit the formality, tone and purpose of writing. TAF 7 use the range of punctuation taught at key stage 2 mostly correctly^ (e.g. inverted commas and other punctuation to indicate direct speech) Use of hyphens to avoid ambiguity
Tense and Verb Forms	**Tenses**		AF 4 The pupil can, after discussion with the teacher: use present and past tense mostly correctly and consistently	Tense choice generally consistent, mainly grammatically accurate and appropriate to task including use of present perfect where appropriate.e.g I have eaten/I had eaten	Tense choice appropriate and consistent with verb forms varied and grammatically accurate in terms of Standard English.	Use Standard English forms for verb inflections	TAF6 use verb tenses consistently and correctly throughout their writing
	Verb Forms		Standard English is demonstrated in subject-verb agreement of the verb to be (eg we were as opposed to we was)		Use Standard English forms for verb inflections instead of local spoken forms, such as, she is and they are	Verb forms used accurately and appropriate tense choice maintained including use of modal verbs to create cohesion	Verb forms are controlled and selected to convey precision of meaning (It would be helpful if you could let me know, as this will enable me to take further action). A range of verb forms develops meaning, and appropriate tense choice is maintained including use of modals (should, might, could, will, must) (it will probably leave of its own accord...We could catch a later train, but will we arrive on time?). TAF 6 use verb tenses consistently and correctly throughout their writing Exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this

		YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Tense and Verb Forms	**Word Order**						Emphasis may be created through word order and accurate use of verb phrases, including the passive voice where appropriate (the centre has been visited often). TAF 6 use verb tenses consistently and correctly throughout their writing
Word Classes	**Nouns**	Identification of proper nouns	Introduction of additional detail through the use of expanded noun phrases including simple noun phrases (eg the small cottage/the small cottage with the red door)	Expanded noun phrases add relevant and meaningful detail.	Chooses a variety of different expanded noun phrases for clarity		Expanded noun phrases convey complicated information concisely eg use of nominalisation (eg The unfair distribution of food caused the famine versus The food was unfairly distributed which caused the famine.) and verbification (eg I emailed her versus I sent her an email.)
	Adjectives		Introduction of additional detail through the use of expanded noun phrases including adjectives and comparatives	Some evidence of adjectives being used for precision, clarity and impact (beginning to understand that adjectives can be compared on a scale of intensity)	Noun phrases expanded by the addition of modifying adjectives. Adjectives used for precision, clarity and impact eg difference between hot, warm , tepid, lukewarm etc (shades of meaning)	Expanded noun phrases effectively to add detail, qualification and precision	Describe characters, setting and atmosphere in convincing detail selecting vocabulary accordingly.
	Adverbs		Introduction of additional detail through the use of expanded noun phrases including adverbs	Use some fronted adverbials	Adverbial connectives such as however fronted adverbials	Adverbs and adverbials to add detail, qualification and precision	TAF 5 use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs
	Prepositions			Use some prepositions	Sometimes deletes words in sentences to see which are essential to retain meaning and which are not. (eg avoiding overly long expanded, noun phrases)		Uses prepositions effectively to effectively add detail, qualification and precision
Organisation of Text and Use of Paragraphs	**Sequence**	Sentences within simple texts are sequenced.	Ideas and events sequenced logically.	Ideas and events are sequenced using adverbs of time or manner or place.	Organisation through sequencing or logical transition, e.g. simple chronological stages; ideas grouped by related points; subheadings.	Cohesion created through organisation of paragraphs in to subjects or linked ideas	Sequencing and structured organisation of paragraphs and / or sections contributes to overall effectiveness of text. TAF 1 write effectively for a range of purposes and audiences
	Opening and Endings	A simple opening and/ or ending (Once upon a time…Yesterday we made cakes…Dear Santa…At the end we went home…)	A brief introduction (opening) and ending usually signalled.	A simple opening and ending (Once upon a time…Yesterday we made cakes…Dear Santa…At the end we went home…)	An appropriate opening and closing, which may be linked.		
	Cohesion	Some ideas/events linked by connecting vocabulary, e.g. through repetition of a connective, subject or pronoun relating to the main idea (I made a tree shape. Then I cut it out. Then I stuck a star on then I put the glitter on; my dragon is purple and it has green spots and it has sharp claws and it has a long tail and it breathes fire).	Related sentences linked by pronouns or simple time connectives (Then they climbed…She picked the flower…Next you stir it…)	Simple adverbials / pronouns may link sentences, sections or paragraphs (when we got there, after that). Some linking of ideas / events – flow may be disjointed or abrupt	Fronted adverbials contribute to linking of text. Chooses nouns and pronouns consistently for clarity and cohesion. Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition.	Using some cohesive devices, including use of adverbials (time, place and number), within and across sentences and paragraphs	Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence], and ellipsis TAF 5 use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs
	Paragraphs		Some attempt to organise and group related ideas together.	Groups related information to form paragraphs	Uses paragraphs to develop and organise ideas around a theme	Information / events developed in depth within some paragraphs and / or sections.	Some shaping of paragraphs may be evident to highlight or prioritise information, provide chronological links, build tension or interject comment or reflection.
	Layout Devices			Chooses and uses simple organisational devices, such as headings and sub-headings, in non-narrative writing	Confidently uses organisational devices in non-narrative writing	Some organisational features may be used to support structure such as bullet points, sub-headings and headings.	Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text] are used effectively. **TAF 4 in non-narrative writing, use simple devices to structure the writing and support the reader (e.g. headings, sub-headings, bullet points)**

		YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
	Spelling and Handwriting Curriculum Tracker	The pupil can write sentences that are sequenced to form a short narrative (real or fictional), after discussion with the teacher.	The pupil can write simple, coherent narratives about personal experiences and those of others (real or fictional), after discussion with the teacher. The pupil can write effectively and coherently for different purposes, after discussion with the teacher.	The pupil can, after discussion with the teacher write for a range of purposes.	The pupil can write for a range of purposes independently	The pupil can write for a range of purposes and audiences.	The pupil can write for a range of purposes and audiences
Spelling	Phonmene	Segmenting spoken words into phonemes and representing these by graphemes, spelling some correctly. **ITAF 3 segment spoken words into phonemes and represent these by graphemes, spelling some words correctly and making phonically-plausible attempts at others**	Segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly. ITAF 6 The pupil can, after discussion with the teacher: segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others	The y sound in words like myth, gym. The ou sound as in young, touch, double, trouble			
	Taught rules	Apply taught Y1 spelling rules to spell many words correctly.	Apply taught Y2 spelling rules to spell many words correctly.	Apply taught Y3/4 spelling rules to spell some of these words correctly.	Apply taught Y3/4 spelling rules to spell most of these words correctly.	Apply taught Y5/6 spelling rules to spell some of these words correctly on most occasions.	Apply taught Y5/6 spelling rules to spell most words correctly.
	Common Exception Words	Spelling many Y1 common exception words correctly. **ITAF 4 spell some common exception words*** Spell the days of the week correctly (ensuring capitalisation.	Spelling many Y2 common exception words correctly. ITAF 7 spell many common exception words*	Spelling most common Y2 exception words correctly. Spelling some Y3/4 common exception words correctly	Spelling most Y3/4 common exception words correctly. Spelling some y5/6 common exception words correctly.	Spelling some Y5/6 common exception words correctly.	Spelling most Y5/6 common exception words correctly.
	Homophones		Spell some common homophones correctly. Distinguish between some homophones and near homophones	Homophones e.g. weigh/way, reign/rain	Further homophones e.g. who's/whose he'll heal/heel	Identify the correct homophone required based on the context the sentence	Continue to distinguish between homophones and other words which are often confused.
	Contracted Forms		Spell some words with contracted forms correctly				
	Possessive Apostrophe		Spell some words using the possessive apostrophe correctly	Place the possessive apostrophe accurately in many words with regular and irregular plurals.	Continue to place the possessive apostrophe accurately in most words with regular and irregular plurals.	Continue to place the possessive apostrophe accurately in most words and show increasing awareness of plurals and possession	Continue to place the possessive apostrophe accurately in most words with regular and irregular plurals
	Silent Letters					Spell some words with silent letters	Spell some words with silent letters
	Dictionary and Thesaurus			Begin to use the first 2 or 3 letters in a word to check its spelling in a dictionary	Use the first 2 or 3 letters in a word to check its spelling in a dictionary	Begin to use the first 3 or 4 letters in a word to check its spelling in a dictionary. Begin to use dictionaries to check the spelling and meaning of words Begin to use a thesaurus and use improved words in most contexts correctly	Use the first 3 or 4 letters in a word to check its spelling in a dictionary. Use dictionaries to check the spelling and meaning of words. Use a thesaurus
	Alphabet	Name the letters of the alphabet in order. Use letter names to distinguish between alternative spellings of the same phoneme.					
	Suffixes	Adding Y1 suffixes to spell some words correctly in their writing	Adding taught suffixes (Y2) to spell some words correctly in their writing eg ment, ness, ful, less, ly	Use suffixes beginning with vowels, including words where the spelling changes e.g. get/getting, forgotten, beginner, preferred hop/hopping	Pupils can recognise and spell the suffix 'ation' as in information, adoration, sensation, frustration. The suffix 'ly' as in happily, angrily. The suffix 'ous' as in poisonous, dangerous, famous. The suffix 'tion' sion, ssion,cian as in invention, expression, expansion, musician, sure or ture as in measure, treasure, pleasure, creature picture. sion as in division, confusion, decision, television. Endings gue or que such as league, tongue, antique and unique	Adding taught prefixes and suffixes (Y5/6) to words and spelling many of them correctly	Adding taught prefixes and suffixes (Y5/6) to words and spelling most of them correctly
Handwriting	Letter Size and Formation	Lower case letters are formed correctly. Capital letters and digits are formed correctly. **TAF 5 form lower-case letters in the correct direction, starting and finishing in the right place . TAF 6 form lower-case letters of the correct size relative to one another in some of their writing. TAF 7 use spacing between words.**	Lower case letters are of the correct size relative to one another Capital letters and digits are of the correct size relative to one another and to lower case letters. TAF 8 form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters Words are correctly spaced. TAF 9 use spacing between words that reflects the size of the letters.	Letters are consistent in size and proportion with both letters and words evenly spaced			
	Joining		TAF Use the diagonals and horizontal strokes needed to join some letters	Letters are joined using diagonal and horizontal strokes only where appropriate. Writing is showing increasing legibility and fluency.		Letters are joined using diagonal and horizontal strokes only where appropriate. Writing is legible and fluent. ITAF maintain legibility in joined handwriting when writing at speed.	

WTS spell correctly most words from the year 3 / year 4 spelling list, and some words from the year 5 / year 6 spelling list* • write legibly. Spell correctly most words from the year 5 / year 6 spelling list,* and use a dictionary to check the spelling of uncommon or more ambitious vocabulary