



Moreton Church of England Primary School

Moreton Church of England Primary School



English Policy

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Date: February 2026

Agreed by Governors (Date):

Signed (CoG):



Moreton Church of England Primary School

'Growing Together in Faith, Knowledge and Love'

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School Aim

Through a high quality and creative Literacy programme, the school aims to develop confident and fluent readers and writers who can apply their knowledge in a range of situations. Our aim is to foster a life-long love of reading in all children, allowing them to unlock learning within the wider curriculum. We want pupils to be able to express themselves in an effective and appropriate manner to a wide range of audiences and purposes to reach their full potential.

School intent

- Provide a broad, balanced and relevant curriculum that satisfies the needs of the National Curriculum and provides pupils with appropriate challenge;
- Develop a whole school approach to literacy which takes pupils through progressive stages of learning and challenge, enabling them to fulfil their potential;
- Provide language rich environment that promotes a positive culture of reading and writing;
- Provide pupils with opportunities to use imaginative ways to express and communicate ideas, both orally and written;
- Ensure pupils understand that literacy is essential to everyday life;
- Use a range of strategies to self-monitor and correct;
- Have an interest in words, their meanings and use a wide vocabulary;
- Have developed their powers of imagination, inventiveness and critical awareness through reading and writing;
- View literacy as enjoyable, rewarding and worthwhile;
- Develop an environment in which pupils are confident to participate;
- Provide links to other areas of the curriculum and the wider world

School Implementation

Our school is committed to the National Curriculum and in Early Years the framework (2025) is followed. All children, who attend Moreton C of E Primary School, are given the opportunity to reach their full potential in Literacy.

The programmes of study for literacy are set out year-by-year for Key Stages 1 and 2. The relevant programme of study will be taught by the end of the Key Stage. The school will be flexible with regard to introducing content earlier or later than set out in the programme of study in order to meet the needs of the children. The school curriculum for Literacy is available online.



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Reading

We believe that competence in reading is key to independent learning. It is crucial in developing children's self-confidence and motivation. Children in our school are encouraged to read voluntarily for pleasure, information, interest and entertainment leading them to independence in reading.

School Intent

- Use a systematic and progressive approach to reading throughout the school
- Be able to utilise a full range of reading cues (phonics, graphics, syntactic, contextual) to monitor their reading and correct their own mistakes;
- Have sound comprehension skills and be able to reorganise, infer, evaluate and appreciate a range of texts;
- Be critical readers, increasingly able to see how texts create effects and meanings and be able to place their own ideas, experiences and values in relation to those of the text;
- To foster an interest in words and their meanings and to gain an appreciation of books from a variety of genres.
- Have a love of books and read with enjoyment and evaluate and justify preferences;
- For children to have access to a range of age-appropriate texts which challenge and stretch

School Implementation

From the beginning of their school journey, children are introduced to reading through the Read, Write Inc Phonics (RWI) programme. Daily sessions allow children to revisit, apply and revise phonological knowledge, which builds the foundations for reading. Early Comprehension skills are also interwoven into those sessions.

<https://www.ruthmiskin.com/en/>

<https://www.oxfordowl.co.uk/login?active-tab=teachers>

Following on from the RWI programme, children will use the Accelerated Reader system which identifies a child's Zone of Proximal Development (ZPD) range through a 'Star test' and checks their progress in comprehension with online quizzes.

[Renaissance Learning Login](#)

Using a broad range of genres and text types, children are required to read, analyse and explore texts within our literacy teaching sequence. When studying a longer text or novel, children may only be asked to dissect sections. Techniques such as 'pair, share and expression', 'domain analysis' and 'find the features' are deployed to allow children to apply their reading knowledge practically in lessons.

Books to be used in the two year cycle have been chosen to provide challenge, a range of cultures and themes and lend themselves to the type of text being studied.



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Vocabulary is taught discreetly within English lessons looking at tier 3 words to ensure good comprehension of texts and tier 2 words to increase the knowledge of words and their meanings. Children are encouraged to use dictionaries when reading to identify words they have not yet come across.

Daily dedicated reading time in the form of **DEAR** (Developing Everyone As a Reader) time, whole class guided reading, end of the day story and village readers allow children to further develop their fluency and foster their love of reading.

Opportunities for reading include:

- Shared reading
- Whole class guided reading
- Independent reading
- Phonological awareness
- 1:1 reading with volunteers
- Use of the school library
- Reading hub at lunchtimes
- Parent Reading Mornings.
- Parents are informed of their children's reading through their reading record and parents are encouraged to record their child's home reading in their log.
- EYFS and Year 1 Story time (Talk Through Stories)

Through whole class reading sessions children are given opportunities to have peer support through dialogue and reason and explain their answers orally. A topic related text may be used with each session focusing on the reading skills every child needs to develop to be a fluent and competent reader. These are:

- Comprehension
- Skimming and scanning
- Summarising
- Predicting
- Comparing
- Performing

On a daily basis, all class teachers and LSA's model high-quality responses, set high expectations of reading in the classroom environment and set aside quality time to model intonation, movement, volume and expression.



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ORACY

Spoken language is fundamental to the achievement of our pupils. We understand that communication and language are the roots underpinning success in reading and writing and that good communication skills can enhance every type of learning. Oracy underpins our work across the curriculum as pupils develop the skills to reason, discuss, debate and present their learning in a variety of contexts with increasing skill and confidence. Our pupils are encouraged to explore ideas through discussion, to format their own reasoned arguments, to challenge each other's opinions, to develop critical thinking skills as well as talk in full sentences with a clear and confident voice. We regularly plan in opportunities both within the class and in the wider school life that allow pupils to learn and demonstrate the Four Strands of Oracy:

- **Physical:** Voice (pace, tone, volume) and body language (gesture, posture, eye contact)
- **Linguistic:** Structure, vocabulary, register, and rhetorical techniques.
- **Cognitive:** Organizing, clarifying, and summarizing thoughts; critical reasoning.
- **Social & Emotional:** Active listening, turn-taking, audience awareness, and confidence.



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Writing

Writing is related to reading. Our curriculum is thoughtfully planned out allowing a close link to the range of texts the children access through our teaching of reading. Writing places significant demands on pupils' working memory so it is vital to teach it in a sequenced way that helps to manage those demands.

School Intent

- be able to organise their thinking and to communicate the results effectively both orally and in writing.
- be effective spellers
- have fluent, cursive handwriting
- be confident and reflective writers. They will know, understand and be able to write in a range of genres in fiction and poetry and understand and be familiar with some of the ways in which narratives are structured through basic literacy ideas of setting, character and plot
- be able to plan, draft, revise and edit their own writing
- Develop pupils' fluency in the fundamentals of grammar, spelling and punctuation, genres and text types so that they can recall and apply knowledge accurately;
- be able to use writing to consolidate and develop thinking
- to become creative writers across all aspects of the curriculum

School Implementation

From the beginning of their school journey, children are encouraged to make marks and give meanings to their writing whilst being taught correct letter formations and spelling patterns through phonics. Teaching techniques such as 'helicopter stories' and 'story scribing' allows children to see how their words translate to the written meaning, by adult modelling. Pupils should compose orally while they are developing their transcription skills. This can still be valuable even when they can transcribe fluently.

Teaching handwriting and spelling (transcription) from the reception year is crucial to ensure that these skills become automatic for children. This will free up their working memory for composition. Children learn the mechanics of writing through RWI sessions, building upon previous skills. By the Spring term of Year 2, most children begin on their writing journey by studying full literacy units. Each unit of work should be taught through a model text and core texts to model writing. When writing the children have opportunities to write longer and shorter texts. Pupils do, however, need to master the foundations of writing – handwriting, spelling and sentence construction. They should not be expected to write at length before they are ready. They will learn from techniques such as, 'modelling and sharing' writing, 'structuring and sequencing' to editing and improving. They will continue using this teaching sequence until the end of Year 6. This enables children to build and use their writing knowledge across the wider curriculum for a range of purposes.



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The teaching of grammar and punctuation is threaded throughout the literacy units and the concepts taught are used practically, as part of the teaching sequence. Assertive Mentoring Spelling is taught in KS2 following the RWI programme for phonics.

There is an expectation in school that children produce work that is presented neatly, working towards joined writing in a cursive style. Where possible, dictionaries and thesauruses are used regularly to edit and improve work

Handwriting

Children are taught handwriting skills within discrete sessions or within spelling and punctuation work. The expectation is that staff will teach key handwriting skills and letter formation, allowing children the opportunity to rehearse and practice letter formation. Teachers are also to use the key objectives from the National Curriculum 2014 and match suitable activities to meet these expectations. (See separate Handwriting Policy)

Spelling

Spellings are taught as part of the RWInc programme that we use. As children progress off of RWInc we use 'Assertive Mentoring Spelling' throughout the week in planned Spelling sessions. Children have their own spelling folder and are encouraged to attempt spellings independently. Teachers will then indicate where a child has misspelt a word and will be given the opportunity to find the correct spelling using a dictionary. Weekly spelling rules are sent home for children to practice and explore the rule. Then every 5 weeks a spelling test is administered using rules from those weeks. More information about spelling in the school can be found in the spelling policy.

Computing and Information Computer Technology (ICT)

Teachers are expected to use technology within literacy lessons, thus adding to the variety of ways in which children are engaged in literacy and experience the subject in different contexts. Resources such as iPads and Chrome book are available to be used in class through a booking system, along with a bank of apps.

Ipads or Chrome books are to be used by pupils to carry out their AR (Accelerated Reader) quizzes and star tests.



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Teaching and Learning

- Lessons will be planned in advance and taught daily to provide appropriate challenge for all pupils, to extend more able and provide appropriate levels of scaffolding and support in order for all pupils to make progress;
- The learning environment will enable all pupils to recognise their own and others' strengths and areas for improvement and provide them with appropriate tasks to improve and succeed. Children should also have immediate access to resources which are necessary to help them become more confident and competent readers and writers;
- Different teaching styles will be used to engage a variety of learners, providing them with the opportunity to learn in varying ways
- Lessons will provide appropriate activities and resources, which enable pupils to become critical analysts, creative thinkers, reflective learners, team workers, self-managers and effective participators;
- Opportunities will be given to make cross curricular links and for pupils to practise and apply their skills through other subjects;
- All teachers should take note of the common misconceptions and mistakes children make, particularly in spelling and grammar, and where appropriate use them to help direct their planning;
- Literacy lessons should be planned using the RWI programme, Assertive Monitoring Spelling, the yearly unit overview documents, the literacy teaching sequence and planning proforma for literacy See Appendices

Resources

Practical apparatus that supports the teaching of literacy in our classrooms includes: small whiteboards and wipe-dry pens, word mats, ICT equipment such as chromebooks and iPads, picture and word cards, and props.

These allow children across all year groups to dramatise and verbalise stories before writing them down. The process of generating sentences and playing with words builds confidence and strengthens the relationship between the written and spoken word for children.

All members of staff who deliver RWI have their own set of resources so that they can deliver all aspects of the programme either in group or 1:1 sessions.

At Moreton C of E Primary School, we have a large collection of books including sets of texts for planned out units of work and class reading books that are age-appropriate and categorised and distributed according to the Accelerated Reader programme. They can be found on the bookshelves in each classroom for ease of access for the children. Our library has a wide selection of non-fiction and fiction books along with class/group sets of reading books that can be utilised by teachers to aid literacy sessions.

We allow immediate access to dictionaries and thesauruses in the classroom for children to improve their writing and extend their vocabulary. The use of word mats and display boards for vocabulary (magpie) is also encouraged.



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The role of parents/carers

We expect pupils in every year group to be reading at least 4x a week at home and recording their reading activity, to be reviewed at school by their class teacher/LSA. Parents are encouraged to support their child's learning through discussing books, assisting with spelling and written homework tasks, (particularly in KS1 and lower KS2) and finding ways in which reading and writing can be incorporated as part of everyday life.

Homework

In addition to reading at home, homework is set according to our school's Homework Policy. Tasks include spelling rules, specified pages from CGP books.

School Impact

Assessment and Recording

By the end of each Key Stage, the majority of pupils will be expected to know, apply and understand the concepts specified in the relevant programme of study. As well as National testing in the form of the end of Key Stage 2 SATs and the Year 1 phonics screening, we also assess writing using formal moderation both internally and externally. Pupils on the RWI programme are assessed every 6 weeks and from Year 2 onwards, are assessed using Accelerated Reader Spelling and STAR reading tests to monitor progress half-termly. The results of these are stored centrally and analysed by the subject lead and leadership team in order to identify areas of the curriculum that need further work, and individual pupils who may need additional support. Training for teachers and interventions for pupils are then put in place where needed.

In deciding on a pupil's level of attainment, teachers will base their judgement on the information that has accumulated through continuous monitoring and assessment. This will include the following:

- Oral and written feedback from pupils;
- Work in literacy books
- Adult Supporting Learning (ASL) feedback; Daily Live Marking
- Formal assessments based on end of year expectations which are taken every term.

Data will be formally input into Arbor where it will then allow for teachers, subject leaders and SLT to analyse class, key stage and whole school data pertaining to the subject.



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Daily	Weekly	Unit	Termly	Annual
RWI group session monitoring	Quizzing on AR (end of book)	Hot and cold tasks	Spelling of common exception words	Reading SATs Year 2 and 6
Addressing misconceptions/ errors		RWI Assessments (6-8 weekly)	Teacher Assessment (Summative)	Writing portfolio to be collated over the year
Live Marking				Year 1 Phonics Screening Check
AR Star testing dates (these tests must be completed during these assessment periods) Actual dates will be communicated to staff in the Autumn term				
Week 3 and 4 of the Autumn term 1	Week 2 and 3 of the Spring term 1	Week 1 and 2 of the Summer term	2 penultimate weeks of Summer term (weeks 5 and 6)	

Adults Supporting Learning (ASL)

ASL includes classroom assistants, teaching assistants, HLTA, learning mentors and volunteer parents.

Additional support staff will be used during curriculum and non- curriculum time in order to:

- Support the delivery of literacy lessons;
- Extend and develop children in their understanding;
- Enrich or enhance an activity pupils are undertaking;
- Provide training opportunities for staff;
- To support children with SEND.

All ASL will receive appropriate access to school, school to school and LA training and support to ensure their knowledge and understanding of delivering curriculum literacy is in line with statutory requirements and recommended good practice.

The Headteacher will always maintain responsibility for safer recruitment procedures.



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The class teacher will always maintain overall responsibility for what is taught and the conduct, health and well-being of the pupils.

No ASL should operate independently. They may work alone if competence has been monitored but will be managed effectively by the teacher, who remains legally responsible for the students in their care, whether through direct or indirect supervision of the ASL.

Interventions and support for literacy

LSAs will be deployed by our SENDCo/Reading Lead to run regular student interventions and booster groups. These groups are to be used to either extend or consolidate students' understanding of literary concepts.

All sessions should be documented and progress checked at the start and end of each period of intervention to show progress.

Support for Literacy

Literacy					
EAL	Dyslexia		Working Memory	Visual stress	Experience stamina
Dyslexia Test	Working Memory Checklist	Eye check tracking check	Cognitive profiling test	Phonics testing	
Mnemonics	Dyslexia strategies	Word banks	Literacy toolkits	Coloured overlays	Tracking rulers
Precision monitoring	Preconcept teaching	Differentiate homework	1:1 RWI tuition/ Spotlight readers	Fresh start	Badger sentences

Where pupils are not making good progress in Literacy, it is important that we understand the reasons. It is important to identify the pupils who need additional support with writing as early as possible, from reception onwards. Teachers can then adapt their teaching and make it accessible. This includes giving pupils more time and practice so that they can make good progress. There may be a specific need or difficulty, but there also may just be gaps in understanding that need supporting. After RWI and 1:1 tuition for keep up Strategies such as, Toe- by-Toe and Fresh Start are deployed, alongside school interventions as stipulated in the 'Teaching Pupils with Literacy Difficulties Practise Guidance for Essex Schools' document, to assist learners. Any intervention put in place to support a child would be in consultation with the class Teacher, parents and after an assessment to identify the area of need.



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Monitoring and Evaluating

Subject monitoring and evaluating will be carried out by the Subject Leader with support from SLT and where appropriate Governor visits to monitor the overall quality of education.

The school will utilise the following strategies and measures in order to evaluate standards:

- Observation of teaching and learning, including support staff, to assist in the identification of strengths and development needs;
- Drop ins;
- Assessment of pupil progress and achievement;
- Pupil interviews;
- Work scrutiny;
- Assessment data evaluation.
- Coaching

Appendices

- A. Overview of English texts
- B. Year 1 Talk Through Stories
- C. Teaching the Writing Sequence
- D. Reading content domain reference
- E. End of Year Expectations



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APPENDIX A – Year 2-6 Text Overview

A/B	Autumn				Spring				Summer				
Year 2	Pandora	The Castle the King Built//The Great Fire of London	The way home for Wolf		The wolf the Duck and the Mouse	Where do Clothes come from?	Toy Story/ The Light House	The Night Gardener	Boundless Sky/Lila and the Secret of rain	Lots: The Diversity on Earth	Pip and Egg/Ice Bear	Moon Dragons/Grey Island, Red Boat	
Year 3	Who's afraid of the Big Bad Book	Escape from Pompeii/Viking Long ship	Shape poetry	Cinderella of the Nile/\How to train your dragon	The Pebble in my Pocket/The White Fox	Featherlight	How Mountains are Formed/Water	The Steadfast Tin Soldier/The Enormous Crocodile	The Secrets of Stonehenge/Blue John	The Croods/Non-Fiction linked to environment	Lighter than Air	Moon Juice	
Year 4	A Dollop of Ghee and a pot of Wisdom	Escape from Pompeii/Viking Long ship	Rap Poetry	Charging About	The Grinch/How to train your dragon	The Pebble in my Pocket/The White Fox	The Story of the Blue Planet	Author study Hans Christian Anderson/Roald Dahl	The Snow Queen/The BFG	The Secrets of Stonehenge/The Lion the Witch and the Wardrobe	The Croods/Non-Fiction link to environment	Wisp: A Tale of Hope	Personification Poetry
Year 5	Unforgotten Coat/Anne Frank	Curse of the Maya/Rose Blanche	A Christmas Carol/Good Night Mister Tom	Kennings Poems/Snow Goose	Harry Potter and the Goblet of Fire/Kensuke's Kingdom	Macbeth/The Story of Mars Rover	Fantastic Beasts/Shirt Machine	Biography/ Avatar	Blackberry Blue	The Highway Man/A collection of Poems	Floodland/ I am Malala	A Story Like the Wind/Shakespeare – Romeo and Juliet	
Year 6	Origin of Species/Anne Frank	Curse of the Maya/Rose Blanche	A Christmas Carol/Good Night Mister Tom	Kennings Poems/Snow Goose	Harry Potter and the Goblet of Fire/Kensuke's Kingdom	Macbeth/The Story of Mars Rover	Fantastic Beasts/Shirt Machine	Biography/ Avatar	Revision and writing collection focus – SATs and residential		Floodland/ I am Malala	A Story Like the Wind/Shakespeare – Romeo and Juliet	



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Appendix B – Year 1 Talk Through Stories Overview

Autumn 1 (6 Books + poetry)	Spring 1 (5 books)	Summer 1 (5 books + Poetry)
<p>A little Bit Brave Billy and the dragon Elmer (PCB) Anna Hibiscus' Song Rhinocorns Rules</p> <p>Year A – The Castle the King Built* Year B – The Great Fire of London*</p>	<p>Farmer Duck (PCB) The Rapping Princess My Monster and Me Tiddler Missing Richmond</p>	<p>I am Nefertiti Slow Samson Leo and the Octopus Billy and the Beast The Last Wolf*</p>
Autumn 2 (5 books) + 2 weeks Nativity Story	Spring 2 (5 Books) + 1 week Easter Story	Summer 2 (6 books)
<p>Burglar Bill Wonky Donkey Winnie the Witch Raviji's Starry Night Patterns Pumpkin*</p>	<p>Aliens Love Underpants (NSPCC pants day) The Bear and the Piano My Must have Mum (Mothers Day) Sonya's Chickens A House in the Woods*</p>	<p>The Scarecrows Wedding The Invisible Smalls Big Dream Billy's Bucket Cottonwool Collin</p> <p>Year A – One Day on Our Blue Planet* Year B - Planet Awesome*</p>



Appendix C – Teaching the writing Sequence

Remember: your literacy focus for the unit (See literacy @views)

Genre Logs: Children can bring in resources to add to their individual and class text type/genre logs

Grammar, Spelling & Handwriting opportunities to be woven throughout the unit

1. Cold task
Using the story structures/skeletons - plan and create own text. Children can use any other resources that are regularly available in class e.g. dictionaries, own word books, stationary displays etc.

Guided Reading:
Extra sessions to boost comprehension skills during DEAR time with a clear domain focus

Teaching the Writing Sequence

4. Vocabulary Focus
Give children adventurous language that you expect them to use in their work for the unit.

Examine the language and key phrases from the text types given. Create a bank of 'Power words' to be used in the unit in children's writing

2. The Hook – A big question
Introduce an exciting stimulus to 'hook' the children into the genre. It should be based around the text you will be studying in the unit e.g. a film clip, a 'mysterious objects' box, an immersion activity, drama etc.

8. Editing and improving
Teacher to guide children through editing process by searching for key objectives or toolkit features and re-writing specific ideas, or sections of the text to improve it. Include peer-marking opportunities.

3. Finding the features
Introduce the text type using lots of different resources where applicable: an extract from the chosen text or a collection of texts e.g. newspapers. Examine the features of the in their 'real-life' context.

5. Pair, Share & Expression
Children practise reading the chosen text as a whole, or an extract (where the text is a novel) by themselves and with a partner, focusing on the expression and intonation of the words and phrases. If you can say it, you can write it! Consider providing extracts of texts that link to the unit focus

7. Modelled & Shared Writing

Teacher models writing showing thought processes as a writer. Model target objectives, features or focuses based on the needs of the children from the cold task. Create shared writing where the teacher works solely from the ideas given by the children.

6. Comprehension work - 1
Comprehension work based around an extract, or a whole text from the chosen genre, addressing one or more specific domains

9. Comprehension work - 2
Comprehension work based around a different extract, or a different text from the chosen genre, addressing one or more specific domains

10. Hot task
Revisit the plan from the cold task. Make amendments and then rewrite showcasing the skills learnt through the unit and other resources that are available in class.

12. Share and Celebrate!
Children to share their work with a partner, with children from a younger year group, an adult ('Look at this' cards), or on a school-approved online platform e.g. blogs. Encourage peer comments and feedback.

11. Editing and improving
Children to edit their work by searching for key objectives, or toolkit features and re-writing specific ideas, or sections of the text to improve it. Offer peer-checking opportunities against a checklist





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Appendix D – Reading Domain

Reading Content domain reference KS1:

- 1a draw on knowledge of vocabulary to understand texts
- 1b identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information
- 1c identify and explain the sequence of events in texts
- 1d make inferences from the text
- 1e predict what might happen on the basis of what has been read so far

Reading Content domain reference KS2:

- 2a give / explain the meaning of words in context
- 2b retrieve and record information / identify key details from fiction and non-fiction
- 2c summarise main ideas from more than one paragraph
- 2d make inferences from the text / explain and justify inferences with evidence from the text
- 2e predict what might happen from details stated and implied
- 2f identify / explain how information / narrative content is related and contributes to meaning as a whole
- 2g identify / explain how meaning is enhanced through choice of words and phrases
- 2h make comparisons within the text



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Appendix E – End Of Year expectations

Year 1 Reading	
Word Reading	Comprehension
<p>Sufficient evidence shows the ability to...</p> <ul style="list-style-type: none"> <input type="checkbox"/> Apply phonic knowledge to decode words. <input type="checkbox"/> Respond with the correct sound to graphemes for all 40+ phonemes, including alternative sounds. <input type="checkbox"/> Read accurately by blending sounds in unfamiliar words containing GPCs taught. <input type="checkbox"/> Read a range of simple common exception words e.g. the, said, they, once, she, friend, school. <input type="checkbox"/> Read words with the endings -s, -es, -ing, -ed and -est. <input type="checkbox"/> Read words of more than one syllable which contain GPCs known. <input type="checkbox"/> Read contractions e.g. I'm, can't, we'll. Know that apostrophes represent omitted letters. <input type="checkbox"/> Read some phonically-decodable books, closely matched to phonic knowledge. <input type="checkbox"/> Read pseudo (alien) words with accuracy, including vowel digraphs and trigraphs. 	<p>Sufficient evidence shows the ability to...</p> <ul style="list-style-type: none"> <input type="checkbox"/> Listen to, discuss and enjoy a wide range of poems and stories at a level beyond that which they can read independently. <input type="checkbox"/> Become familiar with key stories, fairy stories and traditional tales; retell them; know their characteristics. <input type="checkbox"/> Link what they read to their own experiences. <input type="checkbox"/> Recognise and join in with predictable phrases in poems and stories. <input type="checkbox"/> Appreciate some rhymes and poems; recite some by heart. <input type="checkbox"/> Discuss the meanings of new words, linking them to words already known. <input type="checkbox"/> Listen to, discuss and enjoy a range of non-fiction texts; draw on what they already know, and on background information and vocabulary provided by the teacher. <input type="checkbox"/> Check that texts make sense when reading; self-correct and re-read inaccurate reading. <input type="checkbox"/> Talk about the significance of the title and events. <input type="checkbox"/> Infer on the basis of what is said and done e.g. know that Jack is scared of the giant because he is hiding; the princess is sad because she has lost her ring. <input type="checkbox"/> Predict what might happen on the basis of what has been read so far e.g. the boy will be in trouble for stealing the buns. <input type="checkbox"/> Participate in discussion about what is read to them, taking turns and listening to others. <input type="checkbox"/> Explain clearly their understanding of what is read to them.
Year 1 Writing	
Transcription	Composition
<p>Spelling Sufficient evidence shows the ability to...</p> <ul style="list-style-type: none"> <input type="checkbox"/> Write from memory, simple dictated sentences containing the GPCs and words taught so far. <input type="checkbox"/> Spell words containing each of the 40+ phonemes taught so far. Most words can be deciphered. <input type="checkbox"/> Spell words using the prefix un- e.g. unhappy, unfair; the suffixes -ing, -ed, -er and -est where no change is made to the root word. <input type="checkbox"/> Spell most common exception words in the YR 1 spelling appendix. <input type="checkbox"/> Recognise and spell a set of simple compound words. <input type="checkbox"/> Understand the difference between singular and plural. Add suffixes s and es to words e.g. cats, witches, catches. <input type="checkbox"/> Name the letters of the alphabet in order. 	<p>Handwriting Evidence:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Most letters are correctly formed and orientated, including lower case, capital letters and digits; there may be some inconsistency in size. <input type="checkbox"/> Capital letters formed correctly for some names of people, places and the days of the week. <input type="checkbox"/> Some spaces are left between words, although inconsistent. <input type="checkbox"/> Most letters sit on the line correctly.
<p>Composition: structure and purpose Sufficient evidence shows the ability to...</p> <ul style="list-style-type: none"> <input type="checkbox"/> Compose sentences orally before writing; talk about where the sentence begins and ends. <input type="checkbox"/> Attempt to write appropriately to the task. <input type="checkbox"/> Sequence simple sentences and sentence-like forms to form short narratives based on real or fictional experiences. <input type="checkbox"/> Compose orally and write simple poems. <input type="checkbox"/> Re-read writing to check it makes sense. <input type="checkbox"/> Discuss own writing with others; make simple changes where suggested. 	<p>Vocabulary, grammar and punctuation Sufficient evidence shows the ability to...</p> <ul style="list-style-type: none"> <input type="checkbox"/> Write sentences or sentence-like structures which can be clearly understood. <input type="checkbox"/> Often use 'and' to join words and clauses. <input type="checkbox"/> Sometimes use a capital letter and full stop to show sentence boundaries; sometimes use question mark or exclamation mark in the right place. <input type="checkbox"/> Sometimes use a capital letter for the names of people and places, days of the week, and for the personal pronoun 'I'. <input type="checkbox"/> Sometimes include adjectives for description. <input type="checkbox"/> Begin to use some features of Standard English e.g. I did.



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6s and 7s Programme



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Year 2 Reading			
Word Reading		Comprehension	
<p>Sufficient evidence shows the ability to...</p> <ul style="list-style-type: none"> <input type="checkbox"/> Apply phonic knowledge and skills consistently to decode quickly and accurately. <input type="checkbox"/> Decode alternative sounds for graphemes. <input type="checkbox"/> Read words containing common suffixes such as: -ment, -less, -ness, -ful and -ly. <input type="checkbox"/> Read a wider range of common exception words which have been taught, including most words from the YR 2 spelling appendix e.g. because, beautiful, everybody, should, whole, parents, money. <input type="checkbox"/> Read most words without overtly segmenting and blending, once they are familiar. <input type="checkbox"/> Read some phonically-decodable books with fluency, sound out unfamiliar words automatically. 		<p>Sufficient evidence shows the ability to...</p> <ul style="list-style-type: none"> <input type="checkbox"/> Fully engage with reading and take pleasure from books and texts. <input type="checkbox"/> Listen to, discuss and express views about a wide range of contemporary and classic poetry, some of which they can read independently. <input type="checkbox"/> Listen to, discuss and express views about a wide range of stories at a level beyond that which they can read independently. Takes account of what others say. <input type="checkbox"/> Show understanding of texts read independently; self-correct. <input type="checkbox"/> Know and retell a wide range of stories, fairy stories and traditional tales. <input type="checkbox"/> Discuss the sequence of events in books, and how items of information are related. <input type="checkbox"/> Make inferences on the basis of what is said and done; predict according to what has been read so far. <input type="checkbox"/> Discuss and express views about a range of non-fiction texts which are structured in different ways. <input type="checkbox"/> Discuss and clarify the meaning of new words; discuss favourite words and phrases. <input type="checkbox"/> Recognise simple recurring literary language in stories and poetry. <input type="checkbox"/> Recite a repertoire of poems learnt by heart, using appropriate intonation. 	
Year 2 Writing			
Transcription		Composition	
<p>Spelling Sufficient evidence shows the ability to...</p> <ul style="list-style-type: none"> <input type="checkbox"/> Write from memory, simple dictated sentences which include familiar words and GPCs. <input type="checkbox"/> Spell common decodable two and three syllable words which include familiar graphemes. <input type="checkbox"/> Accurately spell words with suffixes—ment, -ness, -ful, -less, -ly, including those requiring a change to the root word. <input type="checkbox"/> Spell most common exception words from Y2 spelling appendix e.g. because, every, children, father, would, old. <input type="checkbox"/> Spell most common homophones in YR 2 spelling appendix e.g. to, too, two; hear, here; see, sea; blue, blew. <input type="checkbox"/> Spell many common contractions accurately e.g. it's, can't, didn't; or to mark singular possession e.g. Mark's football. 	<p>Handwriting Evidence:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Holds pencil correctly. <input type="checkbox"/> Writing is legible. <input type="checkbox"/> All letters and digits are consistently formed and of the correct size, orientation and relationship to one another. <input type="checkbox"/> Spacing is appropriate to the size of letters. <input type="checkbox"/> Some letters are joined correctly, according to the school's handwriting approach. 	<p>Composition: structure and purpose Sufficient evidence shows the ability to...</p> <ul style="list-style-type: none"> <input type="checkbox"/> Compose sentences orally. Use the drafting process to gather and write down ideas and key words. <input type="checkbox"/> Write appropriate narratives about personal experiences or those of others, whether real or imagined, maintaining narrative form. <input type="checkbox"/> Write about real events, maintaining form and purpose. <input type="checkbox"/> Compose orally and write poetry in a variety of forms. <input type="checkbox"/> Re-read and check own writing. Proof read for errors. Evaluate word choice, grammar and punctuation; make revisions. 	<p>Vocabulary, grammar, punctuation Sufficient evidence shows the ability to...</p> <ul style="list-style-type: none"> <input type="checkbox"/> Write a range of sentence types which are grammatically accurate e.g. commands, questions and statements. <input type="checkbox"/> Co-ordinate sentences using and, or, but. <input type="checkbox"/> Sometimes use subordination e.g. when, if, because. <input type="checkbox"/> Use sentence demarcation with increasing accuracy, including capital letters, full stops, question marks and exclamation marks; commas to separate items in lists. <input type="checkbox"/> Use some varied vocabulary to create detail and interest, including adjectives to make noun phrases; adverbs and verbs. <input type="checkbox"/> Identify word classes: noun, adjective, verb and adverb. <input type="checkbox"/> Choose the past or present tense appropriately. Experiment with the progressive form e.g. she was swimming. <input type="checkbox"/> Use appropriate features of Standard English.



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Year 3 Reading			
Word Reading		Comprehension	
Sufficient evidence shows the ability to...		Sufficient evidence shows the ability to...	
<ul style="list-style-type: none"> <input type="checkbox"/> Read with fluency a range of age-appropriate text types from those specified for YRs 3 and 4 (which may include fairy stories, myths and legends, poetry, plays and non-fiction books). Read at a speed sufficient for them to focus on understanding. <input type="checkbox"/> Read most common exception words by sight, (including all those in the YR 2 spelling appendix) noting unusual correspondence between spelling and sound. <input type="checkbox"/> Know the full range of GPCs, and use phonic skills consistently and automatically to address unfamiliar or challenging words. <input type="checkbox"/> Determine the meaning of new words by sometimes applying knowledge of root words and their affixes e.g. disagree, misbehave, incorrect. <input type="checkbox"/> Prepare poems and play scripts to read aloud and perform. Show appropriate intonation and volume when reciting or reading aloud. 		<ul style="list-style-type: none"> <input type="checkbox"/> Fully engage with and enjoy reading a range of texts, making choices and explaining preferences; begin to know preferred authors and text types; talk about books enjoyed both in and out of school. <input type="checkbox"/> Listen to, discuss and express views about a wide range of fiction (including fairy stories, and perhaps myths and legends over the two YR cycle), poetry (including those read aloud and performed) and plays - sometimes at a level beyond that which they can read independently. <input type="checkbox"/> Listen to and discuss a range of non-fiction and reference or text books, that are structured in different ways; identify their particular characteristics; recognise typical presentational features. <input type="checkbox"/> Identify themes and conventions in a range of books e.g. identify a theme of 'journeys' or 'invasion'; recognise the conventions of a fairy story or play; recognise how a non-fiction book is often organised and presented. <input type="checkbox"/> Recognise some different forms of poetry, such as shape poems, free verse or narrative; explain their differences. <input type="checkbox"/> Draw inferences and justify with evidence e.g. characters' feelings, thoughts and motives, from their actions or words. <input type="checkbox"/> Predict what might happen from details stated and implied. <input type="checkbox"/> Explain the meaning of words in context; use dictionaries to check meanings. <input type="checkbox"/> Check the text makes sense, reading to the punctuation and usually re-reading or self-checking. <input type="checkbox"/> Explain and discuss their understanding of the text e.g. explain events; describe a character's actions. <input type="checkbox"/> Retrieve and record information from non-fiction texts. <input type="checkbox"/> Identify how language, structure and presentation contribute to meaning e.g. that the use of the word 'trembling' indicates that the kitten is scared; that the text box provides a list of quick facts. <input type="checkbox"/> Discuss words and phrases that capture the reader's interest and imagination. <input type="checkbox"/> During discussion about texts, ask questions to improve their understanding; take turns and listen to what others have to say. 	
Year 3 Writing			
Transcription		Composition	
Spelling Sufficient evidence shows the ability to...		Composition: structure and purpose Sufficient evidence shows the ability to...	
<ul style="list-style-type: none"> <input type="checkbox"/> Write from memory, simple dictated sentences which include familiar GPCs, common exception words and punctuation. <input type="checkbox"/> Use knowledge of morphology to spell some words with prefixes e.g. dis- mis-, in-, super-, anti-. <input type="checkbox"/> Spell some words with the suffixes: -ation, -ly, -sure, -tion, -sion and -ssion. <input type="checkbox"/> Write words spelt ei, eigh or ey e.g. vein, weight, obey. <input type="checkbox"/> Spell a range of common homophones from the YR 3-4 spelling appendix e.g. berry, bury; break, brake; here,hear; grown,groan. <input type="checkbox"/> Embed use of apostrophe for a range of contractions and for singular nouns. Introduce plural possession e.g. boys' coats. <input type="checkbox"/> Spell some words from the YR 3-4 statutory word list. 		<ul style="list-style-type: none"> <input type="checkbox"/> Compose and rehearse sentences orally. Talk about initial ideas in order to plan and draft before writing. <input type="checkbox"/> Write to suit purpose, and show some features of the genre being taught. <input type="checkbox"/> Create chronological narratives; write in sequence. Write simple beginning, middle, ending. <input type="checkbox"/> With scaffold, organise sections broadly, within a theme. <input type="checkbox"/> Use headings and subheadings to aid presentation. <input type="checkbox"/> Describe characters, settings and /or plot in a simple way, with some interesting details. <input type="checkbox"/> Evaluate own and others' writing, with direction; re-read and check own writing; make changes. 	
Handwriting Evidence:		Vocabulary, grammar and punctuation Sufficient evidence shows the ability to...	
<ul style="list-style-type: none"> <input type="checkbox"/> Writing is legible. <input type="checkbox"/> Letters are gaining in consistency of size and formation. Capital letters are the correct size relative to lower case. <input type="checkbox"/> Writing is usually spaced sufficiently so that ascenders and descenders do not meet. <input type="checkbox"/> Appropriate letters are joined, according to the school's handwriting approach. 		<ul style="list-style-type: none"> <input type="checkbox"/> Write a range of sentence types which are usually grammatically accurate e.g. commands, questions and statements. <input type="checkbox"/> Express time, place and cause using conjunctions e.g. when, before, after, while, so, because. Use coordinating and simple subordinating conjunctions to join clauses. <input type="checkbox"/> Identify and use a range of prepositions. <input type="checkbox"/> Demarcate sentences with increasing security, including capital letters, full stops, question marks and exclamation marks; commas to separate items in lists. <input type="checkbox"/> Identify direct speech. Begin to use inverted commas for direct speech. <input type="checkbox"/> Consolidate knowledge of word classes: noun, adjective, verb, adverb. <input type="checkbox"/> Use 'a' or 'an' according to whether the next word begins with a consonant or vowel. <input type="checkbox"/> Usually use the past or present tense appropriately. Sometimes use the present perfect e.g. He has gone out to play. 	





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Year 4 Reading			
Word Reading		Comprehension	
Sufficient evidence shows the ability to...		Sufficient evidence shows the ability to...	
<ul style="list-style-type: none"> <input type="checkbox"/> Read with fluency a range of age-appropriate text types from those specified for YRs 3 and 4 (including fairy stories, myths and legends, poetry, plays and non-fiction books). Read at a speed sufficient for them to focus on understanding. <input type="checkbox"/> Read most common exception words effortlessly, noting unusual correspondence between spelling and sound. <input type="checkbox"/> Know the full range of GPCs, and use phonic skills consistently and automatically to address unfamiliar or challenging words. <input type="checkbox"/> Determine the meaning of new words by sometimes applying knowledge of root words and their affixes e.g. information, invasion, enclosure, mountainous. <input type="checkbox"/> Prepare poems and play scripts to read aloud and perform. Demonstrate understanding by using appropriate intonation and volume when reciting or reading aloud. 		<ul style="list-style-type: none"> <input type="checkbox"/> Fully engage with and enjoy reading a range of texts, making choices and explaining preferences; know some text types; talk about books enjoyed both in and out of school, making textual references. <input type="checkbox"/> Listen to, discuss and express views about a wide range of fiction (including fairy stories, myths and legends over the two YR cycle), poetry (including those read aloud and performed) and plays. Begin to justify comments. <input type="checkbox"/> Listen to and discuss a range of non-fiction and reference or text books, that are structured in different ways; recognise typical presentational features. <input type="checkbox"/> Identify themes and conventions in a range of books e.g. identify a theme of 'recycling' or 'changes in leisure activities'; recognise the conventions of a myth or play script; know how information is signposted in reference books. <input type="checkbox"/> Recognise several different forms of poetry, such as free verse, rhyming, shape, narrative, humorous; explain their differences. <input type="checkbox"/> Draw inferences and justify with evidence e.g. characters' feelings, thoughts and motives, from their actions or words. Draw comparisons. <input type="checkbox"/> Predict what might credibly happen from details stated and implied. <input type="checkbox"/> Explain the meaning of words in context; use dictionaries to check meanings. <input type="checkbox"/> Check the text makes sense, reading to the punctuation and habitually re-reading. <input type="checkbox"/> Explain and discuss their understanding of the text e.g. describe a sequence of events; the way a character changes through the story; the reason why Lucy is upset when Edmund lies; the different ways to make a cake. <input type="checkbox"/> Identify and summarise main ideas drawn from more than one paragraph e.g. a poem about funny relatives; a persuasive message to recycle rubbish. <input type="checkbox"/> Retrieve and record information from non-fiction texts. <input type="checkbox"/> Identify how language, structure and presentation contribute to meaning e.g. that the word 'threatening' means that the storm is close and could be dangerous; the introduction leads you into the text; each paragraph tells you about a different character. <input type="checkbox"/> Discuss words and phrases that capture the reader's interest and imagination. <input type="checkbox"/> During discussion about texts, ask relevant questions to improve their understanding; take turns and build on what others have to say. 	
Year 4 Writing			
Transcription		Composition	
Spelling Sufficient evidence shows the ability to... <ul style="list-style-type: none"> <input type="checkbox"/> Write from memory, simple dictated sentences which include familiar GPCs, common exception words and punctuation. <input type="checkbox"/> Use knowledge of morphology to spell words with prefixes e.g. in-, il-, im-, re-, sub-, inter-, auto-. <input type="checkbox"/> Add suffixes which begin with a vowel e.g. forget, forgetting. Add suffixes -sion, -ous, -cian and -ly e.g. completely, basically. <input type="checkbox"/> Write words spelt ch e.g. scheme, chemist, chef. <input type="checkbox"/> Spell most homophones in the YR 3-4 spelling appendix e.g. accept, except; scene, seen. <input type="checkbox"/> Use apostrophes to mark singular and plural possession e.g. the girl's name; the girls' names; include irregular plurals e.g. children's bags. <input type="checkbox"/> Spell the majority of words from the YR 3-4 word list. 		Handwriting Evidence: <ul style="list-style-type: none"> <input type="checkbox"/> Writing is legible. <input type="checkbox"/> All letters and digits are consistently formed and of the correct size, orientation and relationship to one another. <input type="checkbox"/> Writing is spaced sufficiently so that ascenders and descenders do not meet. <input type="checkbox"/> Appropriate letters are joined consistently. 	
Composition: structure and purpose Sufficient evidence shows the ability to... <ul style="list-style-type: none"> <input type="checkbox"/> Discuss and develop initial ideas in order to plan and draft before writing. <input type="checkbox"/> Write to suit purpose and with a growing awareness of audience, using some appropriate features. <input type="checkbox"/> Organise writing into sections or paragraphs, including fiction and non-fiction. <input type="checkbox"/> Appropriately use a range of presentational devices, including use of title and subheadings. <input type="checkbox"/> Use dialogue, although balance between dialogue and narrative may be uneven. <input type="checkbox"/> Describe characters, settings and plot, with some interesting details. <input type="checkbox"/> Evaluate own and others' writing; proof read, edit and revise. 		Vocabulary, grammar and punctuation Sufficient evidence shows the ability to... <ul style="list-style-type: none"> <input type="checkbox"/> Write a range of sentence types which are grammatically accurate e.g. commands, questions and statements. Experiment with sentences with more than one clause. <input type="checkbox"/> Use a variety of connectives to join words and sentences e.g. or, but, if, because, when, although. Use time connectives. <input type="checkbox"/> Vary sentence openers, changing the pronoun e.g. He / Jim, or with a fronted adverbial e.g. Later that day, he... <input type="checkbox"/> Use expanded noun phrases and adverbial phrases to expand sentences. <input type="checkbox"/> Use sentence demarcation with accuracy, including capital letters, full stops, question marks and exclamation marks; commas to separate items in lists, and for fronted adverbials. <input type="checkbox"/> Use inverted commas accurately for direct speech. <input type="checkbox"/> Identify the correct determiner e.g. a, an, these, those. <input type="checkbox"/> Usually use the past or present tense, and 1st/3rd person, consistently. 	



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Year 5 Reading			
Word Reading		Comprehension	
<p>Sufficient evidence shows the ability to...</p> <ul style="list-style-type: none"> <input type="checkbox"/> Fluently and automatically read a range of age-appropriate texts from the following: modern fiction and those from our literary heritage; books from other cultures; myths, legends and traditional stories; poetry; plays; non-fiction and reference or text books. <input type="checkbox"/> Determine the meaning of new words by applying morphological knowledge of root words and affixes e.g. suspect/suspicious, change/changeable, receive/reception. <input type="checkbox"/> Know securely the different pronunciations of words with the same letter-string e.g. bought, rough, cough, though, plough. <input type="checkbox"/> Use appropriate intonation, tone and volume when reciting or reading aloud to an audience, to make the meaning clear. 		<p>Sufficient evidence shows the ability to...</p> <ul style="list-style-type: none"> <input type="checkbox"/> Read and enjoy a growing repertoire of texts, both fiction and non-fiction. <input type="checkbox"/> Be familiar with some of the text types specified in the YR 5-6 programme of study, which include modern fiction and fiction from our literary heritage; books from other cultures; myths, legends and traditional stories; poetry, plays and a range of non-fiction texts. <input type="checkbox"/> Recommend books they have read to their peers, giving reasons. <input type="checkbox"/> Discuss and comment on themes and conventions in a variety of genres. <input type="checkbox"/> Read and recite age-appropriate poetry which has been learned by heart. <input type="checkbox"/> Provide straightforward explanations for the purpose of the language, structure and presentation of texts e.g. bullet points; how a letter is set out; introductory paragraphs. <input type="checkbox"/> Discuss their understanding of the meaning of words in context, finding other words which are similar. <input type="checkbox"/> Discuss and evaluate how authors use language, including figurative language (e.g. simile, imagery) and its effect on the reader. <input type="checkbox"/> Readily ask questions to enhance understanding. <input type="checkbox"/> Make comparisons within and across texts e.g. compare two ghost stories. <input type="checkbox"/> Draw inferences and justify these with evidence from the text e.g. explain how a character's feelings changed and how they know this; make predictions. <input type="checkbox"/> Distinguish fact from opinion with some success. <input type="checkbox"/> Retrieve, record and present information from non-fiction texts. <input type="checkbox"/> Summarise main ideas from more than one paragraph, identifying key details which support these. <input type="checkbox"/> Participate in discussion about books, expressing and justifying opinions, building on ideas, and challenging others' views courteously. <input type="checkbox"/> Explain what they know or have read, including through formal presentation and debates, using notes where necessary. 	
Year 5 Writing			
Transcription		Composition	
<p>Spelling Sufficient evidence shows the ability to...</p> <ul style="list-style-type: none"> <input type="checkbox"/> Write from memory, dictated sentences which include words from the ks2 curriculum. <input type="checkbox"/> Spell most words with prefixes and suffixes in the YR 3-4 spelling appendix and some from the YR 5-6 e.g. cious, cial, ant, ent, ance, ence. <input type="checkbox"/> Spell correctly words with letters which are not sounded e.g. knight, solemn. <input type="checkbox"/> Use the hyphen to join a prefix to a root e.g. re- enter. <input type="checkbox"/> Spell some homophones from the YR 5-6 spelling appendix. <input type="checkbox"/> Spell the majority of words from the YR 3-4 statutory word list and some words from the YR 5-6. 	<p>Handwriting Evidence:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Writing is legible and becoming increasingly fluent. (Quality may not be maintained at speed.) <input type="checkbox"/> Correct choice is made about whether to join handwriting or print letters e.g. to label a diagram. 	<p>Composition: structure and purpose Sufficient evidence shows the ability to...</p> <ul style="list-style-type: none"> <input type="checkbox"/> Discuss and develop initial ideas in order to plan and draft before writing. <input type="checkbox"/> Write to suit purpose and with a growing awareness of audience, using appropriate features. May include humour or suspense. <input type="checkbox"/> Organise writing into sections or paragraphs; create cohesion by linking ideas within paragraphs. (Joins between sections may need development; coverage within sections may vary.) <input type="checkbox"/> Use a range of presentational devices, including use of title, subheadings and bullet points. <input type="checkbox"/> Use dialogue to indicate character and event. <input type="checkbox"/> Describe characters, settings and plot, with growing precision. <input type="checkbox"/> Find key words and ideas; begin to write a summary. <input type="checkbox"/> Evaluate own and others' writing; with direction, proof read, edit and revise. 	<p>Vocabulary, grammar and punctuation Sufficient evidence shows the ability to...</p> <ul style="list-style-type: none"> <input type="checkbox"/> Write a range of sentence structures which are grammatically accurate. Understand 'relative clause' which begins with relative pronouns: who, which, where, when, whose. <input type="checkbox"/> Demarcate sentences correctly. Use comma for a pause in complex sentences. Begin to use punctuation for parenthesis: brackets, commas, dashes. <input type="checkbox"/> Indicate degrees of possibility using adverbs e.g. perhaps, surely; and modal verbs e.g. might, should, must. <input type="checkbox"/> Usually maintain correct tense. <input type="checkbox"/> Begin to recognise active and passive voice. <input type="checkbox"/> Identify and select determiners. <input type="checkbox"/> Choose vocabulary and grammar to suit formal and informal writing, with guidance. <input type="checkbox"/> Use vocabulary which is becoming more precise. <input type="checkbox"/> Use a dictionary and thesaurus to check the meaning of words and expand vocabulary.



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Year 6 Reading			
Word Reading		Comprehension	
Sufficient evidence shows the ability to...		Sufficient evidence shows the ability to...	
<ul style="list-style-type: none"> <input type="checkbox"/> Fluently and effortlessly read the full range of age-appropriate texts: modern fiction and those from our literary heritage; books from other cultures; myths, legends and traditional stories; poetry; plays; non-fiction and reference or text books. <input type="checkbox"/> Determine the meaning of new words by applying morphological knowledge of root words and affixes e.g. ambitious, infectious, observation, innocence. <input type="checkbox"/> Use appropriate intonation, tone and volume when reciting or reading aloud to an audience, to make the meaning clear. 		<ul style="list-style-type: none"> <input type="checkbox"/> Demonstrate a positive attitude by frequently reading a wide range of texts for pleasure, both fiction and non-fiction. <input type="checkbox"/> Show familiarity with different text types specified in the YR 5-6 programme of study, which include modern fiction and fiction from our literary heritage; books from other cultures; myths, legends and traditional stories; poetry, plays and a range of non-fiction texts. <input type="checkbox"/> Recommend books to others, giving reasons for their choices; state preferences. <input type="checkbox"/> Accurately identify and comment on the features, themes and conventions across a range of writing, and understand their use. <input type="checkbox"/> Demonstrate that they have learned a wide range of poetry by heart. <input type="checkbox"/> Identify language, structural and presentational features in texts (e.g. columns, bullet points, tables) and explain how they contribute to meaning. <input type="checkbox"/> Use contextual evidence to make sense of the text; explore finer meanings of words; show, discuss and explore their understanding of the meaning of vocabulary in context. <input type="checkbox"/> Identify the effect of language, including figurative; explain and evaluate its effect e.g. impact of a word or phrase on the reader; the suitability of a chosen simile; personification. <input type="checkbox"/> During discussion, ask pertinent questions to enhance understanding. <input type="checkbox"/> Make accurate and appropriate comparisons within and across different texts. <input type="checkbox"/> Make developed inferences e.g. characters' thoughts and motives, or identify an inferred atmosphere; explain and justify with textual evidence to support reasoning; make predictions which are securely rooted in the text. <input type="checkbox"/> Distinguish between fact and opinion. <input type="checkbox"/> Retrieve, record and present information from non-fiction texts. <input type="checkbox"/> Identify key details which support main ideas; summarise content drawn from more than one paragraph. <input type="checkbox"/> Participate in discussion about books, expressing and justifying opinions, building on ideas, and challenging others' views courteously. <input type="checkbox"/> Explain their understanding of what they have read, including through formal presentation and debates, maintaining a focus on the topic. 	
Year 6 Writing			
Transcription		Composition	
Spelling Sufficient evidence shows the ability to...		Handwriting Evidence:	
<ul style="list-style-type: none"> <input type="checkbox"/> Write from memory, dictated sentences which include words and punctuation from the ks2 curriculum. <input type="checkbox"/> Use knowledge of morphology to spell words with the full range of prefixes and suffixes in the YR 5-6 spelling appendix e.g. pre-, re-, -able, -ible, -ably, -ibly, -al, -ial. <input type="checkbox"/> Use the appropriate range of spelling rules and conventions to spell polysyllabic words which conform to regular patterns. <input type="checkbox"/> Spell some challenging homophones from the YR 5-6 spelling appendix. <input type="checkbox"/> Spell the majority of words from the YR 5-6 statutory word list. 		<ul style="list-style-type: none"> <input type="checkbox"/> Writing is legible and fluent. (Quality may not be maintained at speed.) <input type="checkbox"/> Correct choice is made about whether to join handwriting or print letters e.g. to label a diagram. 	
Sufficient evidence shows the ability to...		Composition: structure and purpose Sufficient evidence shows the ability to...	
		<ul style="list-style-type: none"> <input type="checkbox"/> Discuss and develop ideas; routinely use the drafting process before and during writing. <input type="checkbox"/> Adapt form and style to suit purpose and audience; draw appropriate features from models of similar writing. <input type="checkbox"/> Use paragraphs to develop and expand some ideas in depth; add detail within each paragraph; coverage may not always be even. <input type="checkbox"/> Use a range of devices to link ideas within and across paragraphs e.g. adverbials or repetition of a phrase. <input type="checkbox"/> Use a range of presentational devices, including use of bullet points, tables and columns, to guide the reader. <input type="checkbox"/> Integrate dialogue to convey character and advance the action. <input type="checkbox"/> Describe characters, settings and atmosphere, with some precision. <input type="checkbox"/> Summarise longer passages, when required. <input type="checkbox"/> Evaluate own and others' writing; proof read, edit and revise. 	
		Vocabulary, grammar and punctuation Sufficient evidence shows the ability to...	
		<ul style="list-style-type: none"> <input type="checkbox"/> Write a range of sentence structures (simple and complex) including relative clauses e.g. using 'that', 'which'. <input type="checkbox"/> Use a wide range of punctuation including brackets and dashes; commas for pauses; colons and semi-colons for lists; hyphens; consistent use of bullet points. <input type="checkbox"/> Use modal verbs to indicate degrees of possibility. <input type="checkbox"/> Maintain correct tense; also control perfect form of verbs e.g. He has collected some shells. <input type="checkbox"/> Understand and use active and passive voice. <input type="checkbox"/> Identify the subject and object. <input type="checkbox"/> Identify synonym and antonym. <input type="checkbox"/> Select vocabulary and grammar to suit formal and informal writing. <input type="checkbox"/> Use vocabulary which is varied, interesting and precise. <input type="checkbox"/> Use a dictionary and thesaurus to define words and expand vocabulary. 	



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