Maidensbridge Primary School

English Policy

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Contents

Part A

Appendices

Section 1: Curriculum Delivery

From Reception through to Year 6, children are taught English within their classes. Learning is delivered through well-planned and well-sequenced teaching that challenges all children, with appropriate levels of differentiation and support from teachers and teaching assistants. All children will receive high quality teaching and appropriate support in order for every child to reach their full potential. Children may receive additional support if necessary outside of English lessons.

A clear learning question is a feature of all English lessons. This learning question will focus on the skills needed. In addition to a learning question, children will also use success criteria which is a point of guidance to support and challenge children within their lessons. Working walls will also support learning in the classrooms.

Opportunity should be given for children to apply their English skills into cross-curricular lessons and evidence of these will be seen in the relevant books.

Working walls will be used in each classroom and should contain the following:

- *Vocabulary bank*
- *Information about the text type and purpose of their writing*
- *An example of the SPAG focus/focuses being covered that week*
- *Examples of the weekly spelling rule/word*
- *References to the class text or book that is being read (if appropriate)*
- *Annotated model texts (if appropriate)*
- *Modelled examples of writing and skills used that week*

The working wall will be updated regularly to reflect where children are within their learning sequence when developing a piece of writing.

Section 2: Speaking & Listening

The four strands of spoken language: speaking, listening, group discussion and drama, permeate the whole curriculum. Interactive teaching strategies are used to engage all pupils in order to raise reading and writing standards. Children are encouraged to develop effective communication skills in readiness for later life. We aim for children to be able to: speak clearly, fluently and coherently; to be able to listen attentively with understanding, pleasure and empathy; and contribute to group discussions effectively.

We will achieve this by:

- *Giving our children confidence in themselves as speakers and listeners by showing them that we value their conversations and opinions. We also encourage a respect for the views of others.*
- *Being aware that as adults, we provide a model of speakers and listeners in our day-to-day interactions with them and with other adults in our school.*
- *Encourage them to use the vocabulary and grammar of Standard English whenever appropriate.*
- *Helping them to articulate their ideas and provide purposes and audiences for talk within a range of formal and informal situations and in individual, partner, group and class contexts.*
- *Providing opportunities to perform to a larger audience, in assemblies and productions, where children's efforts and skills are acknowledged by staff, parents, carers, visitors and peers.*
- *Encouraging participation in choral speaking sessions.*

- *Planning a range of experiences where children can work collaboratively and participate in opportunities to reflect on talk and explore real and imagined situations through role play, hot-seating, drama and discussions.*
- *Developing the children's ability to listen with attention and understanding in all areas of the curriculum and where necessary, asking and responding to questions appropriately.*

Section 3: Phonics

Phonics is integral to our Early Reading within school. The delivery of a systematic, synthetic phonics programme is paramount when teaching children to read in the Early stages of their Primary School journey. At Maidensbridge we follow the DfE recognised Read, Write Inc scheme. In Pre-school, children prepare for Early reading through the delivery of the Nursery RWI programme, which focusses on developing language alongside phonics teaching through nursery rhymes, poems and songs. As children then move further through the Early Years and into Key Stage One the Phonics sessions are taught for 1 hour per day in Reception and Year 1 and to those children in Year 2 who have not yet passed the phonics screening check. All children accessing phonics are grouped in accordance to their individual needs and are in appropriate groups coloured within the scheme.

During these sessions, children are taught the different phonemes and the graphemes that are written to represent them. They then learn to blend these sounds into words. The scheme is also designed to create fluent readers as well as improving children's writing.

The bottom 20% of children within the scheme are identified and receive extra 1:1 tutoring to enable them to catch up with their peers.

Children are assessed every half term as to their position within the scheme using the RWI assessment form and then grouped accordingly.

Year 1 pupils will undertake Phonics Screening Check (PSC) in June every year along with Year 2 children who didn't achieve pass mark the previous year.

Children in KS2 who have not passed the PSC will receive intervention to address the gaps in their phonics knowledge.

Formative assessment will take place within all lessons as per the Assessment Policy.

Section 4: Reading

Aims

At Maidensbridge Primary School, we aim to:

- *Develop children's creative expression*
- *Encourage a broad range of rich vocabulary*
- *Expose the children to a range of fiction and non-fiction texts*
- *Provide a wide range of opportunities to discuss books and what the children have read*
- *Develop a love of reading in all children*
- *Model excitement and engagement around reading and learning*

Teaching of Reading

Teaching of reading should be based on the reading content domains identified from the National Curriculum. The class teacher should teach three discrete reading comprehension lessons a week and these should be recorded in their English books. These lessons should be skill focused and concentrate on one reading domain at a time to embed understanding. The content domains are listed below.

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 to 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 in enhanced through choice of words and phrases*
- *2h Make comparisons within the text*

In KS1, children will have access to a wide range of age-appropriate texts to apply their understanding of phonics and the reading domains. The use of the Read, Write Inc. scheme within phonics allows opportunity for comprehension questions which covers the reading domains. Beginning in Reception, children will have lessons based on a selected text.

In KS2, English lessons should be based on a class text and this class text will remain the focus for an extended block of learning with the exception of a unit in Year 4 and 5. Teachers should consider their use of texts across the year and make sure that there is a range of genres, themes and authors. The school will ensure that a range of classic texts are used too. To reach the standards set by the National Curriculum, class teachers will also provide opportunities for the children to read a variety of fiction and non-fiction writing. To achieve this, teachers may need to look at additional pieces of text alongside their class text, but they should link topically to support their understanding. When discussing the class text, there should also be a discussion about the author and an understanding of who has written the book. Within lessons, all teaching staff should model the expected standard of reading and verbalise questioning to encourage inquisitiveness surrounding the book.

Learning in Reading Lessons

Children should:

- *State what type of text they are reading and why*
- *Understand the purpose of the text that they are reading*
- *Identify the reading domain that they are focusing on*
- *Be aware of the impact of the text on the reader*
- *Have opportunity to read aloud to an adult*

- *Have opportunity to read a range of authors*
- *Explore rich vocabulary that they can use within their own written pieces*
- *Explore a range of texts and ask questions*
- *Consider the audience*

Reading Schemes

In KS1, weekly reading books are selected from an appropriate stage which has been matched to their current phonics level within the RWI scheme. Their individual reading book should be phonetically decodable.

Once children have finished the phonics scheme, they will move onto the Accelerated Reader programme to select their books (Year 2-6). To determine which books the children can access, the children will complete a STAR Reading assessment which will produce a ZPD score (zone of proximal development). This will direct the children to books that match their word reading and comprehension ability. Once the children have completed the text, they complete a quiz; we aim for a pass rate of 80%. Children will be directed to an appropriate follow-on book based on the outcome of their quiz. Staff will be given weekly reports which show how many books children have read for that term and what their average pass rate is. Children who are not completing quizzes or have a low average pass rate will be identified and supported.

Assessment

Reading will be assessed by the NTS scheme tests once a term within Year 1-6. In order to further support this testing, class teachers should also use the Rising Star comprehension mini tests throughout the term as part of their reading comprehension lessons. This will involve the children being provided with an age-appropriate text or passage and some questions to answer based on the text. The questions will cover a range of domains and the class teacher should use the results of these to inform further lessons.

Once children have completed the initial reading scheme used by the school, they will be assessed using the STAR Reading assessments to determine a ZPD score for the Accelerated Reader programme. This assessment will be repeated 5-6 times throughout the year to ensure that children are continually accessing texts appropriate to their level of reading and comprehension ability.

Formative assessment will take place within all lessons as per the Assessment Policy.

Recording of Reading

Children will be listened to by a member of staff in school once a week. Further children will be identified for additional reading sessions based on their attainment in reading tests and fluency checks. This data will be recorded and reviewed when necessary.

In KS1, all children will be allocated to an appropriate book stage on the school levels. Once children have completed their phonics these children will then move onto the Accelerated Reader programme. These children still need to be heard read.

Every child will have a personal planner and when they are listened to by an adult, the adult should stamp the reading stamp and add any necessary comments in the record. Class teachers should check the reading record weekly and initial next to where they have seen a comment from parents or carers listening to them read outside of school.

Reading Challenges

To encourage engagement with the Accelerated Reader programme, there is a word reading challenge set for pupils. This is the 'Word Millionaire' challenge. There are 3 challenges: KS1, LKS2 and UKS2. Each challenge has selected word amounts for each level and children aim to reach the levels working up to the top tier e.g. 50,000 words, 100,000 words and so on. Once the children have completed different levels within their challenges, they will receive a certificate in recognition of their hard work. Additionally, once a child has completed their Key Stage challenge,

they have the opportunity to be a 'Reading Buddy' for children in other year groups and encourage their love of reading.

Reading for Pleasure

At Maidensbridge, all staff are to encourage reading for pleasure. To increase opportunity for children to read for pleasure every class should have an allocated 20 minutes reading time every day. Teachers should model enthusiasm towards reading and encourage children to explore books. As a school, we will be engaging with events that encourage reading for pleasure such as World Book Day, Roald Dahl Day and World Poetry Day. There will be a reading focus corridor display every year which enables classes to share their experiences of books. We will encourage engagement with the Library Service's 'Summer Reading Challenge' which supports children's reading outside school and promotes reading in a fun and engaging way. There will also be a biannual book fair come into school. Children should be given opportunities to look at the books during school time and discuss with their teachers what books they are interested in. Children in KS2 should have opportunity to be involved in running the book fairs and encouraging other pupils to engage with it. Each year 8 librarians across KS2 are selected to support their peers. Our school also partakes in the annual Dudley Literacy Quiz.

Section 5: Writing

Writing at Maidensbridge

As a school, class teachers follow a writing sequence to support all children to develop their writing skills. Elements of this are taken from 'The Write Stuff' and adapted to meet the needs of the school. The writing sequence is a maximum of 10 sessions (not including discrete reading and spelling lessons). The structure has been developed to ensure opportunities to develop speaking and listening skills, collect vocabulary, explore text types, understand elements of grammar and apply learning to written tasks.

SESSION	CONTENT
SESSION 1:	Experience Lesson
SESSION 2:	Experience Lesson *(Optional)*
SESSION 3:	SPAG – Grammaristics
SESSION 4:	Sentence Stacking
SESSION 5:	SPAG – Grammaristics
SESSION 6:	Sentence Stacking
SESSION 7:	Writing - Planning
SESSION 8:	Writing
SESSION 9:	Writing *(Optional)*
SESSION 10:	Editing Stations

Session 1 and 2: Experience Lessons:

These are the part of the writing stage that gives context to the children, develop an understanding of vocabulary and also allows for use of spoken language skills. These lessons are also used to analyse the text type if necessary.

NARRATIVE WRITING
- Considering characters
- Thinking about settings
- Looking at relationships

- Historical context
  - Themes
  - Language choices

NON-FICTION WRITING
  - Accumulating facts
  - Collecting information
  - Gathering knowledge
  - Exploring topic-related vocabulary

Session 3 and 5: SPAG – Grammar

This part of the sequence focuses on grammar and punctuation. These are skills-led sessions. To support the children within these sessions, the use of 'The Maidensbridge Writing Posters' were introduced. These are referred to as the Maidensbridge Tools and Maidensbridge Techniques and are used from Year 1-6 *(See Appendix G and H).*

Session 4 and 6: Sentence Stacking

These sessions build on from the SPAG session immediately before. It is an opportunity for children to use the skills they have just acquired. The purpose of these sessions are to build good quality sentences for use within writing and should be directed by the teacher.

Session 7, 8 and 9: Writing Development

The writing sessions are used to encompass all of the learning from the sequence into one written piece. The class teacher will guide these sessions with good quality modelling using 'chunking'. The modelling section is split into 'Initiate', 'Model' and 'Enable'. This process is repeated several times within one writing session. The 'initiate' stage is to gather ideas and vocabulary. The 'model' stage is where the teacher shows the children what to do with those ideas and how to construct something from it. The 'enable' stage is where all children are expected to use the modelled writing example to develop their own ideas for writing.

Session 10: Editing

The final session in each sequence is an editing session. Editing sessions are used by teaching staff to guide children to reflect on their own work and are shown how to make effective improvements. These sessions may use stations and a variety of resources. At this stage, children may also rewrite or reimagine a part of their writing.

Writing Overviews

For the whole of the academic year, each year group has been provided with overviews for their class texts. These are to be used to develop weekly planning and help ensure coverage of a wide range of writing genres, skills and the writing checklists for each year group. The overviews are developed from the relevant year group section of the whole school writing progression documents. Teachers should also make informed judgements and adaptations to these based on marking, assessment results and discussions within pupil progress meetings. Writing overviews also include references to poetry work (*See Appendix B*).

Each document includes:

  - *Text type (vehicle for writing skills)*
  - *Reading domain focuses*
  - *Skills focus*
  - *Grammar focus*
  - *Modelling suggestions*

Assessing Writing

Work is assessed in line with the Assessment Policy

For extended pieces of writing, children should be given success criteria prior to the children starting their writing. These should be specific to the focus of the writing and increase in challenge level. When relevant, children should be given opportunity to set their own success criteria when writing.

Teachers use developmental feedback in order to identify where children have included elements of the success criteria (which are highlighted in green), set next steps targets (which are highlighted in pink) and to give children the opportunity to revisit their work in order to make improvements. After every piece of extended writing in KS2, there needs to be either an editing task or a specific editing focused lesson. Opportunities for redrafting and proofreading will be given where necessary.

The 'Ros Wilson Criterion Scales' have been used to develop a writing checklist for each year group. There is a checklist for each year group from Reception to Year 6. These will be used to assess the level of children's writing after every three written pieces to ensure planning and teaching builds on skills already achieved. When the checklist is completed, these will be put into the children's books so that children can identify what they have done well and what they need to work on. Two criteria will be highlighted on the checklist as targets for the children to develop.

As part of the assessment process, teachers will meet and moderate judgements. Whilst doing this, a selection of these pieces will be collected to form an exemplar document for reference. For example, it could include a good example of what a Year 3 expected level diary entry should look like.

At relevant points in the year, Year 6 will begin to focus on the moderation checklists in preparation for SATs judgements.

Formative assessment will take place within all lessons as per the Assessment Policy

Spelling, Punctuation and Grammar (SPAG)

In KS2, class teachers should teach two discrete SPAG lessons per writing sequence. These should follow the progression of skills document (*See Appendix C*) alongside the National Curriculum guidance. KS1 will incorporate age-appropriate writing skills into their lessons on a regular basis.

The grammar focus within lessons (provided on the writing overviews) should support the text type that is the aim of their writing that week and be relevant to the year group expectations e.g., Fronted adverbials when teaching narrative writing in Year 4.

Spellings should be taught in line with the rules set out for the relevant year groups within the National Curriculum. As a school, we are following the spelling scheme from 'Purple Mash'. This scheme sets out the spelling rules that should be taught each term within each year group along with some suggested spellings to focus on that week.

Parents and carers will be provided with the statutory word lists that their child should be able to spell by the end of that current year. These will also be readily available on the school website and within the children's planners. See below for the word lists available:

- *Year 1 - Common exception words*
- *Year 2 - Common exception words*
- *Year 3 - Year 3 & 4 Statutory word list*
- *Year 5 - Year 5 & 6 Statutory word list*

Assessment of SPAG

Throughout the year, Year 1-6 will complete formal termly tests to check their understanding of spelling, grammar and punctuation. The tests selected are the Rising Stars assessments.

Century is a programme used in Years 2 to 6 where they can access age-appropriate SPAG skills in their personal pathway, or the teacher can set specific skills linked to classroom learning. This will be set weekly as a homework task.

Section 6: Poetry

Poetry is embedded in the Maidensbridge English curriculum. A clear poetry curriculum is mapped and can be seen in *Appendix D*. This planning document allows for coverage of a broad range of poetry types for the appropriate year groups. This also allows for progression within poetry writing skills.

A new writing structure has been developed to support poetry writing in line with our current writing sequence.

The Poetry Writing Process		
PHASE 1	1-2 Days	Reading and Appreciating
PHASE 2	1-2 Days	Gathering Ideas
PHASE 3	1-2 Days	Independent Writing

To ensure progression across Key stages within these writing phases, teachers follow the poetry progression document which suggests activities and approaches for each phase (*See Appendix E*).

To allow for development of speaking and listening skills within poetry, the school has embedded a choral speaking aspect within each year group. This will begin in Reception and is covered across all year groups. Children will be given an opportunity each year to perform a poem to an audience. Through choral speaking sessions, children will be taught to: use intonation to engage the reader; vary pace, tempo and volume for effect; include hand gestures and motions to emphasise an element of the poem; and speak as a choral body which includes using their listening skills. Teachers have been provided with recommended choral speaking poems (*See Appendix F*).

Performances will be in front of a whole-school audience and will be delivered as follows:

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 6	Year 5 Year 4	Year 3	Year 2	Year 1	Reception

Section 7: Handwriting

Handwriting at Maidensbridge follows the 'Letter-join' scheme and begins in EYFS with mark-making and patterns. All pupils are given access to a wide range of writing tools and mediums to practise the early fine motor skills. The needs of left-handed children, or those with physical difficulties are also taken into consideration and, where necessary, accommodated with resources or specific intervention. Pupils are encouraged to develop fluent lines of correctly orientated letters from an early age and emergent writing is encouraged. We believe that discrete handwriting sessions- where children's formation and pencil grip can be readily overseen- should take place at least

once a week in KS1 and more frequently in the foundation stage. Correct posture and positioning of paper or books are also emphasised during these sessions. Letter formation and handwriting is taught and modelled using a range of resources. The national expectation at the end of Year 6 is that children will join their handwriting. All year groups will send home weekly handwriting sheets as part of homework.

As the children move up through the school they are encouraged to think carefully about the presentation of their work and to develop clear, legible and fluent handwriting. In EYFS and KS1, all children will use a pencil for any written work. As they move into KS2, they will have opportunity to earn a pen license if their handwriting is up to the expected standard. This will be determined by the child's class teacher. Once the pen license has been earned, then children must maintain the expected standards otherwise the child will be asked to use pencil until they are using the correct formations again. The pen license does not need to be earned every year and so a list shall be kept by class teachers which can be passed up to the next year group.

There is a whole school progression for handwriting and additional guidance attached in *Appendix A* of this policy.

Section 8: Parental/Carer Involvement

Parents and carers can play a vital role in the development of English skills. We aim to foster a strong home-school partnership regarding reading using planners as communication between school and home. Every child in school will have a personal planner and anyone who hears the child read will record a comment. The expectation is that children read daily and parents/carers should hear their child read at least once a week for KS2 and daily for EYFS and KS1 children. Parents and carers also support the school by coming in to hear readers during the school day.

We host an annual book fair where parents and children can come after school to purchase different books. School will receive a proportion of the profit made which is re-invested into reading within school.

To encourage engagement of adults at home, we have provided the option for parents and carers to receive instant notifications when a child completes a quiz on the Accelerated Reader programme. Progress is also shared with family through comments in their personal planners.

This policy should be read in conjunction with the following school policies:

- *Assessment Policy*
- *Marking Policy*
- *SEND Policy*

Section 9: Appendices

Appendix A

Letter-join Handwriting progression document

Letter-join ✏

Handwriting Progression using Printed Letters

The Letter-join scheme can be used as the basis of a whole school approach to handwriting, progressing from Early Years to Year 6.

Early Years

The youngest pupils are taught short handwriting lessons on a daily basis, which will include the following:

- enhancing gross motor skills such as air-writing, pattern-making and physical activities
- exercises to develop fine motor skills such as mark-making on paper, whiteboards, sensory trays, iPads, tablets, etc.
- becoming familiar with letter shapes, their sounds, formation and vocabulary
- correct sitting position and pencil grip for handwriting.

Lesson Planner Module 1 Print: Early Years introduces handwriting using the printed method. It starts with Getting Ready for Handwriting including fine and gross motor skills warm-up exercises, correct sitting position and tripod pencil grip.

The first module is divided into three sections covering:

- pre-writing patterns
- easy letters and words
- harder letters and words

At the end of this module, children should be able to recognise and form all the printed, lowercase letters of the alphabet.

Key Stage 1: Years 1 and 2

Teaching progresses from five short, to two longer lessons per week:

- continuing with gross and fine motor skills exercises
- strengthening handwriting, learning and practice
- numerals, capitals and printed letters; where and when to use, learning and practice
- KS1 SPaG exercises.

Lesson Planner **Module 2 Print to Cursive: Year 1** teaches how to correctly write capital letters, uses of printed letters, numbers, punctuation, maths symbols and other symbols. Pre-cursive patterns and cursive letters are then introduced in preparation for Module 3 when children are required to start joining their handwriting.
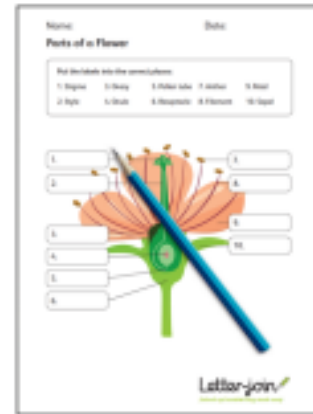
It is divided into three sections covering:

- warm-ups, letter families and capital letters
- uses of printed letters
- numbers and symbols
- introducing pre-cursive patterns and cursive letters

On finishing this module, children should be confident in writing all the capital and printed letters, numbers and symbols and start to become familiar with their use.

Lesson Planner **Module 3 Starting Cursive: Year 2** introduces children to cursive letters and how to join them. They will have regular practice in letter formation and joining their handwriting.

It is divided into 3 sections:

- cursive letters and words, letter families, high frequency words, joining practice, sequencing sentences and dictation exercises
- further dictation exercises, more high frequency words, 2, 5 and 10 times table facts and SPaG practice
- more dictation and number writing practice

With the regular handwriting practice throughout this module, children should now be developing the fluency and speed of their writing.

Lower Key Stage 2: Years 3 and 4

Handwriting lessons will continue twice a week in Lower Key Stage 2.

Lesson Planner **Module 4 for Year 3** is targeted at children in lower KS2 where pupils should be using a cursive style throughout their independent writing in all subjects, helping to refine their handwriting in line with the requirements of each lesson. This module covers topics such as dictation, double letters, number vocabulary, palindromes, tongue twisters, MFL (French and Spanish), onomatopoeia, simile and statutory spellings.

Completion of Module 4 should ensure improvement in the legibility, consistency and quality of the children's handwriting through a variety of resources which link handwriting to other areas of the curriculum.

Lesson Planner **Module 5 for Year 4** focuses on using handwriting practice to support other subjects in the curriculum and, at the same time, builds on fluency and consistency. This module aims to promote meaningful links with other subjects such as English, maths, science, geography, French and Spanish. Making such links enables children to apply the skills they are learning in context and also provides depth to the curriculum.

Learners will continue to build on producing fluent, consistent and legible handwriting through the regular practice offered in this module's lessons.

On concluding this module, children will have practised applying size-appropriate handwriting to all areas of the curriculum whilst maintaining fluency and legibility.
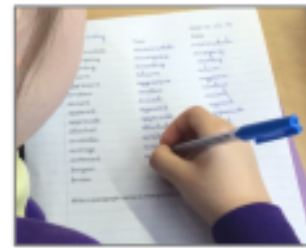
Upper Key Stage 2: Years 5 and 6

More advanced handwriting techniques will be taught during two weekly lessons:

- reinforcing cursive handwriting across the curriculum
- form-filling/labelling using printed and capital letters
- dictation exercises promoting quick note-taking and speedy handwriting writing skills
- KS2 SATs SPaG practice

Lesson Planner **Module 6 for Year 5** continues to build on combining fluent handwriting with other subjects across the curriculum.

In this module, learners will have plenty of opportunity to develop the stamina and skills to write at length, with accurate spelling and punctuation. With Letter-join's wide range of resources they will be able to work towards producing consistently neat and well-presented handwriting in all curriculum subjects.

On completing this module, children should be producing cursive writing automatically, enabling them to focus on the content of their work rather than the process of writing.

Lesson Planner **Module 7 Year 6** presents learners with a range of tasks where they have to decide on an appropriate style of handwriting. Promoting speedy, fluent writing continues to be a strong feature. Challenging dictation exercises will refine pupils' revising and checking skills as well as boosting their handwriting speed, stamina and fluency. A range of curriculum-based worksheets will give pupils the opportunity to practise writing at length.

Module 7 also contains a series of worksheets to aid KS2 SATs SPaG revision. They are designed to support year 6 pupils in meeting expected standards for spelling, punctuation and grammar, with lots of SPaG preparation and plenty of handwriting practice.

By the end of this module, children should be able to adapt their handwriting for a range of tasks and purposes and to create different effects. They should be clear about what standard of handwriting is appropriate for a particular task, for example, quick notes, a final handwritten version, an un-joined style or capital letters. All of these writing styles are covered in this module.

Poetry Type Coverage Document

Reception	Year 1	Year 2	Year 3
▪ Rhyming words ▪ Nursery Rhymes	▪ Rhyming Poem ▪ Riddles ▪ Acrostic Poem	▪ Repeating Patterns ▪ Concrete/Shapes Poem ▪ Diamante poem	▪ Haiku ▪ Kennings ▪ Questions and answer poems

Year 4	Year 5	Year 6	
▪ Nonsense poem ▪ Cinquain ▪ Tankas	▪ Simile/ metaphor poem ▪ Limerick ▪ Monologue	▪ Sonnet ▪ Figurative language poem ▪ Narrative poem	Maidensbridge Primary School

Whole School Grammar and Punctuation Progression

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Word Class						
Nouns	*Noun* *Noun phrases*	*Noun* *Noun phrases* *(Moving from generic to specific)*	*Proper noun* *Concrete noun*	*Proper noun* *Concrete noun* *Collective noun*	*Proper noun* *Concrete noun* *Abstract noun* *Collective noun*	*Proper noun* *Concrete noun* *Abstract noun* *Collective noun* *A compound noun is made up of two or more words that can either be:* *spaced – washing machine* *hyphenated – mid-September* *closed – bedroom*
Expanded noun phrases	Determiner + noun + adjective	Determiner + noun + adjective determiner + adjective + noun (*the red balloon*) determiner + noun + prepositional phrase (*the cat in the basket*)	Determiner + noun + adjective + prepositional phrase	Determiner + noun + adjective + prepositional phrase (Increasing complexity of vocab choices)	Determiner + noun + adjective + prepositional phrase (Increasing complexity of vocab choices)	Determiner + noun + adjective + prepositional phrase (Increasing complexity of vocab choices)
Pronouns	Write a simple sentence starting with a personal pronoun *I, he, she, we*	Personal pronouns: *I, he, she, we, they, it, you*		Possessive pronouns: *yours, mine, theirs, ours, hers, his, its*	Indefinite pronouns: *somebody, something, someone, nobody, nothing, no-one, everything, anything, nothing* Relative pronouns: who, that, which, when, where, whose, whom	Relative pronouns: who, that, which, when, where, whose, whom
Adjectives	(Increasing complexity of vocab choices)	(Increasing complexity of vocab choices)	(Increasing complexity of vocab choices)	(Increasing complexity of vocab choices)	(Increasing complexity of vocab choices)	(Increasing complexity of vocab choices)

Adverbs		Adverbs to describe where, when, how or why (Mainly how/where/when)	Time Reason Manner Place	Time Reason Manner Place	Time Reason Manner Place Frequency	Time Reason Manner Place Frequency
Adverbial				FRONTED ADVERBIALS: Time Reason Manner Place Use of comma after	FRONTED ADVERBIALS: Time Reason Manner Place Frequency Use of comma after	FRONTED ADVERBIALS: Time Reason Manner Place Frequency Use of comma after
Relative clauses/ relative					who, that, which, when, where, whose, whom	who, that, which, when, where, whose, whom
Modal Verbs				Modal verbs: *could, should, would*	Verb Type Level of possibility, indicate ability, show obligation or give permission. *can, could, may, might, must, ought to, shall, should, will, would*	Verb Type Level of possibility, indicate ability, show obligation or give permission. *can, could, may, might, must, ought to, shall, should, will, would*
Subjunctive Form						Verb Type Express wishes, hopes, commands, demands or suggestions
Prepositions	*up, down, in, into, out, to, onto, under, inside, outside, above*	*behind, above, along, before, between, after*	*next to, by the side of, in front of, during, though, throughout, because of*	✔	✔	✔
Determiners	Definitine/indefinite articles: *the* *a* *an* *my* *your* *his* *her* (Do not need to know term)	*most* *some* *all* *many* *much* *more* (Do not need to know term)	Definite/indefinite articles Numbers Demonstrative	**Specific determiners:** *their, whose, this, that, these, those, which* Definite/indefinite articles Quantifiers Number Possessive adjectives Demonstrative	Definite/ indefinite articles Quantifiers Number Distributive Possessive adjectives Demonstrative Defining	Defining/ indefinite articles Quantifiers Number Distributive Possessive adjectives Demonstrative Defining

	Red	Orange	Yellow	Green	Blue	Pink
Subordinating conjunction	Because	Because When If That	Because When That Until Even though If Before After While So (Conjunction in the middle of the sentence)	Because When That Until Even though If Before After While So	Because When That Until Even though If Before After While So (Conjunction used in varying places within the sentence)	Because When That Until Even though If Before After While So
Co-ordinating conjunction	BOA But And Or	BOA But Or And	For And Nor But Or Yet So	For And Nor But Or Yet So	For And Nor But Or Yet So	For And Nor But Or Yet So

Vocabulary Choices

	Red	Orange	Yellow	Green	Blue	Pink
Powerful verbs			Synonyms for verbs such as said or go	Find synonyms of words to up-level sentences and give a greater effect	✓	✓
Power of three			Pattern of three for **persuasion**: *Fun. Exciting. Adventurous!*	✓	✓	A sentence that lists three actions, with the final two clauses separated by a conjunction
Imperative verbs			✓	✓	✓	✓
Specific/technical vocabular			To add detail e.g **African** Elephants live in certain **habitats**. The **species** is **endangered**.	✓	✓	✓
Exaggerated Language			Unbelievable Glorious Incredible	✓	✓	✓
Formal/Informal				Language choice Tone Contractions	✓	✓

Similes		Using like	Using like and as	Using like and as	Using like and as	Using like and as
Metaphors				✓	✓	✓
Onomatopoeia		✓	✓	✓	✓	✓
Alliteration		Verb + noun	Verb + noun + adjective	Verb + noun + adjective	Verb + noun + adjective	Verb + noun + adjective
Personification				✓	✓	✓
Rhetorical questions		✓	✓	✓	✓	✓

		Using like	Using like and as	Using like and as	Using like and as	Using like and as

Cohesion					Linking ideas across paragraphs using **adverbials** of time (*later*), place (*nearby*) and sequence (*secondly*)	Conjunctions to signpost and create cohesion within a text: - order of sequence - time conjunctions - additional ideas - space and place - contrasting - exemplification - results - to summarise
Speech Punctuation			Place the spoken word between inverted commas. Start the sentence with a capital letter, place punctuation before closing the inverted commas. Say who said the words and place what the next person says on the next line.	Using inverted commas where the speech is preceded by the speaker: *Mary yelled, "Sit down!"* Capital letter and punctuation is needed between the inverted commas. New speaker, new line. Add an adverb to describe the manner in which the words were said.	Use inverted commas accurately with punctuation Start a new line for each new speaker and place who says what at the beginning and at the end of the inverted commas. Also include reporting clause in middle of speech.	Use inverted commas accurately with punctuation Start a new line for each new speaker and place who says what at the beginning and at the end of the inverted commas. Also include reporting clause in middle of speech. Use inverted commas that show who is speaking and divide two separate sentences:
Perspective	First person (I and we), second person (you) and third person (he, she)	✓	✓	✓	✓	✓
Sentence Types	Question	Statement Command Exclamation Question	Statement Command Exclamation Question	Statement Command Exclamation Question	Statement Command Exclamation Question	Statement Command Exclamation Question
Subject/Verb/Object			Know that pronouns, nouns and proper nouns can all be the subject of a sentence	Know that pronouns, nouns and proper nouns can all be the subject of a sentence. Identification of subject	Active and passive voice	Active and passive voice

Phrase/Clause			Clause contains a verb and a phrase does not	Independent clause Dependent clause Main clause Subordinate clause	Independent clause Dependent clause Main clause Subordinate clause Embedded clause Relative clause	Independent clause Dependent clause Main clause Subordinate clause Embedded clause Relative clause
Tenses	Past simple Present simple	Past simple Past progressive Present simple Present progressive	Past simple Present simple Past progressive Present progressive Past perfect Present perfect Future simple	Past simple Present simple Past progressive Present progressive Past perfect Present perfect Future simple	Past simple Present simple Past progressive Present progressive Past perfect Present perfect Future simple	Past simple Present simple Past progressive Present progressive Past perfect Present perfect Future simple

Appendix D

Whole School Poetry Curriculum

Year group	Poetry Type	Examples that could be used
Year 5	Simile/metaphor poem	The Night Will Never Stay – Eleanor Farjeon Bluebottle – Judith Nicholls Windrush Child – John Agard What is the Sun? – Wes Magee A Red, Red Rose – Robert Burns The Slithermonchowchuck – Aoife Mannix
	Limerick	Nonsense Limericks - Edward Lear Loopy Limericks – John Foster There was a Small Boy of Quebec – Rudyard Kipling There once was a Wonderful Star – Kaitlyn Guenther
	Monologue	A Midsummer's Night Dream – William Shakespeare Macbeth – William Shakespeare Alice in Wonderland – Lewis Carroll
Year 6	Sonnet	Sonnet 18 - William Shakespeare
	Figurative Language Poem	I Wandered Lonely as a Cloud – William Wordsworth I am a Writer – Joseph Coelho Night Comes Too Soon – James Berry Sleep – Anne Matheson
	Narrative poem	The Raven– Edgar Allan Poe The Tyger – William Blake The Owl and the Pussycat – Edward Lear The Pillow Book – Sei Shonagon Enough – Michelle Nathan

Whole School Poetry Overview

Year group	Poetry Type	Examples that could be used
Reception	Rhyming words	10 Dancing Dinosaurs – John Foster
	Nursery Rhymes	Twinkle Twinkle Incy Wincy Spider Little Miss Moffett
	Rhyming poem	--
Year 1	Riddles	--
	Acrostic poem	Fireworks – Gervais Phinn Christmas – Gervais Phinn Friends – John P. Read B is for Birthday – Erika L. Shields
Year 2	Repeating Patterns	Food Stop – Benjamin Zephaniah Excuses – Alan Ahlberg Peter Pan – Andrea Shavick Down Behind the Dustbins – Michael Rosen Caribbean Playground Song – James Berry
	Concrete/Shape poem	What is he? – Liz Brownlee The Shape of a Poem – Chris Ogden Word Whirls – John Foster Apes to Zebras - Roger Stevens (Book)
	Diamante poem	--
Year 3	Haiku	Seaview Haiku – John Foster Windy Day – John Foster Haiku Riddle – Celia Warren A Morning – Arun Bahadur Gurung
	Kennings	The Lost Words: Kingfisher – Robert Macfarlane Beware!: Zim Zam Zoom! – James Carter Who am I? – Roger Stevens
	Question and answer poems	Registration – Alan Ahlberg Cool School – Michael Rosen What is pink? – Christina Rossetti What do we do with variation? – James Berry
Year 4	Nonsense poem	Jabberwocky – Lewis Carroll On the Ning Nang Nong – Spike Milligan The Jumblies – Edward Lear
	Cinquain	November Night – Adelaide Crapsey Snow – Adelaide Crapsey Blackbird – John Foster At the gate – John Foster How to write cinquains – John Foster Soulful Husbandry – Lawrencealot
	Tankas	Two Tanka Riddles – Marian Swinger Silver Aeroplane – John Foster A Spray of Water – Tada Chimako With a Sigh – Kelly Roper

Appendix E

Poetry Writing Sequence

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MAIDENSBRIDGE PRIMARY SCHOOL
The Poetry Writing Process

PHASE 1

Reading and appreciating

1-2 Days

EYFS	- Reading the poem together - Oral rehearsal with actions - Looking at simple features e.g., title, poet, and simple rhyming pairs.
KS1	- Reading and responding to simple questions e.g. what do you like/dislike about the poem? Does anything puzzle you about the poem? Does the poem remind you of another poem or book? Why? - Identifying simple features e.g. title, poet, number of lines; circling rhyming couplets; identifying age-appropriate vocab used by the poet e.g. adjectives, nouns, powerful verbs etc. - Opportunity to look at other poems by the same poet or poems on the same theme by other poets. - Drama/adding sound scapes to a poem/oral rehearsal with actions. - Write a simple review.
LKS2	- Comparing and contrasting to other poems by the same poet or poems on a similar theme by different poets. - Drama/ adding sound scapes to a poem - Identifying more complex poetic devices e.g. use of alliteration. - Identifying use of syllables specific to genre e.g. Haiku or Tanka. - Identifying/labelling lines, verses, stanzas - Labelling rhyme schemes. - Identifying vowel rhymes (assonance). - Responding to more complex questions e.g. tell me more about… What led you to think that? Tell me what you thought about? What came into your head when you read? Have you ever come across anything like this before? Can you extend that idea for us?
UKS2	- Appreciating the poet's craft – looking at a range of poetic devices e.g. use of symbolism or imagery, figurative language, similes, metaphors, personification, and onomatopoeia. - Comparing and contrasting use of poetic devices with those used in other poems either by the same poet or different poets. - Labelling more complex rhyme schemes; use of assonance and rhythm. - Sequencing a cut-up version of an (unseen) poem following genre specific success criteria e.g. Sonnet or Cinquain. - Identifying more complex use of syllables specific to genre e.g. stressed, unstressed and iambic pentameter in Sonnets. - Identifying/commenting upon the effect of lines, verses stanzas, refrains and couplets. - Sorting famous lines taken from Shakespeare using different criteria e.g. heard before/never heard before, blank verse/iambic pentameter/other. - Responding to more complex questions to do with poet's use of language e.g. How has the poet used figurative language? Why has the poet chosen to use onomatopoeia?

PHASE 2

Gathering Ideas

1-2 Days

EYFS	- Making suggestions on how to innovate simple, well-known rhymes. - Making lists of vocab suitable for poem
KS1	- Drama - Short bursts of writing to capture ideas e.g. creating word banks of adjectives, powerful verbs, or adverbs suitable for the intended outcome. - Making lists of alliterative names e.g. acrobatic Abi or alliterative sentences e.g. lazy lizards licked luscious lollies. - Odd one out games to create rhyming pairs e.g. cat, rat, ball. - Using simple dictionaries or thesauri to collect vocab. - Making structured plans.
LKS2	- Use of dictionaries and a thesaurus to generate synonyms/ antonyms. - Use of rhyming dictionaries to create rhyming couplets. - Short bursts of writing to collect ideas for writing e.g. making word banks or phrase banks and counting syllables in preparation for Haiku or Tanka. - Drama - Mime – individuals or groups mime the poem. - Respond to the poem in another form e.g. a letter, diary entry, message, or newspaper article. - Making structured plans.
UKS2	- Short bursts of writing to create similes e.g. using sentence starters: as deep as the…. As light as a……As slow as a…As high as a….As flat as a…. - Personification games e.g. children make a list of objects and a list of verbs and then make the objects carry out some of the actions, thus bringing them to life. - Metaphor games e.g. take an animal, an object or an abstract noun and then compare them to a suggested list e.g. a person, a place, a feeling, a colour, a number, a fruit, a vehicle. - Respond to the poem in another form e.g. a letter, diary entry, message, or newspaper article. - Interview the poet in role as a journalist and write a newspaper article. - Poetry innovations: select a line or phrase and imitate to generate ideas e.g. a phrase from the opening of Blake's The Tyger could be used: In the forests of the night, In the tunnels of the sky etc. - Generate lists of onomatopoeic words or phrases. - Generate word banks of words containing stressed and unstressed syllables. - Use of dictionaries and thesauri to generate vocabulary.

PHASE 3	Independent Writing	1-2 Days	EYFS	- Orally innovating well known rhymes or poems. - Simple writing outcomes linked to the poem.
			KS1	- Written outcome using cloze procedure. - Some independent ideas. - Follow simple criteria to create independent writing.

			LKS2	- Written outcome using a scaffold/cloze procedure and independent ideas.
				- Independent outcomes written by following genre specific success criteria e.g., Haiku/Kenning.
				- Independent outcomes:
				    1) Written in the style of the original using success criteria generated with the children.
				    2) Written to given success criteria that may not match the original poem but include some features.
				    3) Written from a different perspective e.g., time, place, or different character's point of view

			UKS2	- Independent outcomes written following genre specific success criteria e.g., a Sonnet.
				- Independent outcomes:
				    1) Written in the style of the original using success criteria generated with the children.
				    2) Written to given success criteria that may not match the original poem but include some features.
				    3) Written from a different perspective e.g., time, place or different character's point of view.
				    4) Inspired by short extracts taken from great writers such as Shakespeare.

Appendix F

Reading Domains – Separate document issued to staff with further guidance on these.

WHAT ARE THE READING DOMAINS?

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 to 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 in enhanced through choice of words and phrases

2h Make comparisons within the text

Appendix G

The Maidensbridge Tools

Our Maidensbridge Tools — YEAR 1
Capital letters, Conjunctions, Tenses (Simple), Full stops, Questions, Noun phrases, Exclamations

Our Maidensbridge Tools — YEAR 2
Sentence starters, Subordinating conjunctions, Tenses (Simple & progressive), Co-ordinating conjunctions, Paragraphs, Commas for a list, Questions, Apostrophes (Contraction & Belonging), Exclamations, Expanded noun phrases, Inverted commas

Our Maidensbridge Tools — YEAR 3
Fronted adverbials, Subordinating Conjunctions, Variety of tenses, Apostrophes (Omission & Possession), Paragraphs, Co-ordinating conjunctions, Commas for a list, Inverted commas, Expanded noun phrases, Commas for fronted adverbials

Our Maidensbridge Tools — YEAR 4
Adverbs/ adverbial phrases, Subordinating conjunctions, Variety of tenses, Apostrophes (Omission & Possession), Paragraphs, Co-ordinating conjunctions, Commas for a list, Inverted commas, Expanded noun phrases, Commas for fronted adverbials

Our Maidensbridge Tools — YEAR 5
Adverbs/ adverbial phrases, Complex sentences, Variety of tenses, Hypens, Paragraphs, Cohesive devices, Commas for clarity, Apostrophes (Omission & Possession), Compound sentences, Passive voice, Expanded noun phrases, Modal verbs, Relative clauses, Semi-colons, Parentheses

Our Maidensbridge Tools — YEAR 6
Adverbs/ adverbial phrases, Complex sentences, Variety of tenses, Hypens, Cohesive Devices, Paragraphs, Compound sentences, Commas for clarity, Apostrophes (Omission & Possession), Passive voice, Subjunctive mood, Expanded noun phrases, Modal verbs, Colons, Relative clauses, Semi-colons, Parentheses

Appendix H

The Maidensbridge Techniques

OUR MAIDENSBRIDGE TECHNIQUES
Year 5 & 6

- Onomatopoeia
- Alliteration
- Rhyme
- Repetition
- Simile
- Metaphor
- Pathetic fallacy
- Pun
- Personification

OUR MAIDENSBRIDGE TECHNIQUES
Year 3 & 4

- Onomatopoeia
- Alliteration
- Rhyme
- Repetition
- Simile
- Metaphor

OUR MAIDENSBRIDGE TECHNIQUES
Key Stage 1

- Onomatopoeia
- Alliteration
- Rhyme
- Repetition
- Simile