

English at Clifton Primary School

Intent

At Clifton Primary School, we are passionate about creating fluent readers, innovative writers and competent speakers. We believe that a secure knowledge of literacy is crucial to a high-quality education and will give our children the tools they need to become confident, successful and enthusiastic learners across the whole curriculum. We work tirelessly to inspire, motivate and stretch all children whilst providing them with a broad, exciting and challenging literary diet, making links to the wider curriculum wherever possible.

It is our intention that all children will have achieved the following by the end of each academic year:

Nursery	By the end of Nursery, the children listen to others on a one-to-one basis or in small groups when the topic of conversation interests them. They listen to stories with increasing attention and recall, join in with repeated refrains and anticipate key events and phrases in rhymes and stories. They respond to simple instructions and begin to understand 'why' and 'how' questions. They use language as a powerful means of widening contacts, sharing feelings, experiences and thoughts and hold a conversation, jumping from topic to topic. They learn new words very rapidly and use them in communicating, sometimes with the addition of gestures. They speak using simple sentences and questions and begin to use word endings (e.g., going, cats) with increasing accuracy. They begin to develop an awareness of the way stories are structured and make suggestions about how a story might end. They describe the main story settings, events and principal characters in stories and show an interest in illustrations and print in books and the environment around them. They recognise familiar words and signs such as own name and advertising logos, and handle books carefully and independently. They use a variety of tools to make marks on a range of surfaces, sometimes assigning meaning to them.
Reception	By the end of Reception, the children listen attentively in a range of situations. They listen to stories, accurately anticipating key events, and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately while engaged in another activity. Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events. Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events. Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read. Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words with increasing accuracy. They write simple sentences which can be read by themselves and others. Some words are spelled correctly and others are phonetically plausible.
Year 1	By the end of Year 1, the children speak clearly and audibly to familiar adults and peers in groups of varying size using a range of sentence structures that are grammatically correct. They know and use an increasing number of nouns, verbs and adjectives in spoken and written language to communicate their thoughts and ideas effectively. They listen to, share and discuss a wide range of high-quality books with increasing levels of concentration; this allows them to develop a love of reading and broaden their vocabulary. When reading independently, the children sound out and blend unfamiliar printed words quickly and accurately using the phonic knowledge and skills that they have learnt. They answer some oral and written retrieval questions that are structured in different ways using evidence from the text to support their ideas. When writing, the children draw upon ideas they have encountered through reading to create interesting and imaginative texts. They spell some regular and irregular words

	correctly and draw upon their knowledge of phonics to make plausible attempts at spelling longer and unfamiliar words. They form all lower-case and capital letters accurately, ensuring they start and finish each letter in the correct place ready for joining.
Year 2	By the end of Year 2, the children speak clearly and audibly to familiar and unfamiliar adults and peers in groups of varying size. They use a wider range of sentence structures that are grammatically correct to communicate their thoughts, feelings and ideas effectively. They have a wide vocabulary that is appropriate for their age range and use expanded noun phrases to describe and specify [for example, the blue butterfly]. They listen to and discuss a wide range of stories, poems, plays and information books that vary in length and structure. They read all common graphemes accurately and have a good understanding of graphemes with alternate spellings and pronunciations. When reading independently, they are fluent and accurate, reading many common words containing the GPCs taught so far [for example, shout, hand, stop, or dream], without needing to blend the sounds out loud first. They accurately retell some familiar stories that have been read to and discussed with them and answer oral and written retrieval questions that are structured in different ways using evidence from the text to support their ideas. They make simple inferences from written text and pictures and can answer simple inference questions based on what they have read or heard. When writing, the children create simple, coherent texts for a range of purposes, including narratives, poetry and texts about real events. They spell words accurately by applying the spelling rules they have learnt so far and draw upon their knowledge of phonics to make increasingly plausible attempts at spelling longer and unfamiliar words. The children form letters of the correct size and orientation relative to one another and join some letters together.
Year 3	By the end of Year 3, the children use language in a greater variety of situations, for a variety of audiences and purposes, including through drama and formal presentations. They demonstrate some understanding of figurative language and have begun to distinguish shades of meaning among related words. They read books written at an age-appropriate interest level accurately and at a speed that is sufficient for them to focus on understanding what they read rather than on decoding individual words. Where necessary, they decode most new words outside their spoken vocabulary, making a good approximation to the word's pronunciation. They have begun to develop their ability to read silently, maintaining focus and attention, and sometimes justify their views about what they have read independently and with others. After reading or listening to texts, they answer retrieval and inference questions that are structured in different ways using evidence from the text to support their ideas. When writing, the children record their ideas with a reasonable degree of accuracy and with good sentence punctuation. They create simple settings, characters and basic plot and use the appropriate organisational features in fiction and non-fiction writing e.g., paragraphing, headings and subheadings. They spell many words accurately, drawing upon their knowledge of phonics, morphology and etymology to make plausible attempts at spelling longer and unfamiliar words. Their handwriting is fluent and legible, and they use the diagonal and horizontal strokes to join most letters.
Year 4	By the end of Year 4, the children are confident speakers. They use language in a greater variety of situations, for a variety of audiences and purposes, including through drama, formal presentations and debate. They demonstrate an understanding of figurative language, distinguish shades of meaning among related words and use age-appropriate, academic vocabulary. They are independent, fluent and enthusiastic readers who read widely and frequently. They read a range of text silently, maintaining focus and attention, and justify their views about what they have read both independently and with others. When reading independently, the children read for different purposes, including for pleasure, or to find out information and the meaning of new words. After reading or listening to texts, they answer retrieval and inference questions that are structured in different ways using evidence from the text to support their ideas. When writing, the children write for a range of real purposes and audiences as part of their work across the curriculum. They know a range of grammatical devices, vocabulary and narrative structures and use these effectively to create imaginative, well-structured texts. They spell most words accurately, drawing upon their knowledge of morphology and etymology to make plausible attempts at spelling longer and unfamiliar words. Their handwriting is fluent, legible and consistent in size. They use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.

Year 5	By the end of Year 5, the children's confidence, enjoyment and mastery of language is displayed through public speaking, performance and debate. They begin to understand nuances in vocabulary choice and age-appropriate, academic vocabulary; this is developed through the consolidation, practice and discussion of language. They can prepare readings, with appropriate intonation to show their understanding, and can summarise and present a familiar story in their own words. They read widely and frequently, outside as well as in school, for pleasure and information. They read silently, with good understanding, inferring the meanings of unfamiliar words, and can discuss what they have read with others. When writing, they record their ideas quickly and fluently with accurate spelling, grammar and punctuation. They can also draw upon their understanding of the audience for and purpose of their writing to select the appropriate vocabulary and grammar. They can write neatly and fluently in a range of styles and can use a style of handwriting that is fit for purpose e.g., neat, joined writing for final written pieces, or unjoined, printed letters for labelling diagrams.
Year 6	By the end of Year 6, the children are confident and competent communicators. They have a wide vocabulary which they use effectively to communicate for a variety of purposes and to a wide range of audiences. They can use a range of techniques to effectively communicate their learning, ideas and opinions in an appropriate amount of detail. The children have a love of reading and read widely for a range of purposes. They have developed good oral and written comprehension skills and are able to discuss a range of reading material in detail. The children are competent writers who can adapt language and style for different purposes and audiences. They show an awareness of the reader through their vocabulary choices and sentence structures, communicating their knowledge, ideas and emotions effectively. They have developed their own fluent style of handwriting and can spell a majority of words accurately, drawing upon their knowledge of morphology and etymology where necessary.

Alongside the requirements of the National Curriculum, the children will be taught the following key learning skills:

Nursery Key Learning		
<p style="text-align: center;">Listening and Attention</p> <ul style="list-style-type: none"> • listen with interest to a range of sounds and words • Maintain a single channel of attention • Follow simple instructions (one step). e.g., 'Sit on the mat.' 	<p style="text-align: center;">Understanding</p> <ul style="list-style-type: none"> • Understand simple questions and longer, more complex sentences • Understand simple concepts e.g., big/little 	<p style="text-align: center;">Speaking</p> <ul style="list-style-type: none"> • Speak clearly and audibly to an adult or peer • Learn new words and use them when speaking • Use simple sentences to communicate, some of which are grammatically correct sentences
<p style="text-align: center;">Vocabulary</p> <ul style="list-style-type: none"> • Know some common nouns, verbs and adjectives e.g., table, walk, nice • Know some simple colours e.g., red, blue and use these to describe objects • Know some simple words to describe the size of objects e.g., big, little and use these to describe objects • Know some simple words to describe thoughts, feelings and mood. 	<p style="text-align: center;">Reading</p> <ul style="list-style-type: none"> • Show an interest in books and handle them carefully • Listen and join with familiar stories and rhymes • Recognise their name and some familiar words and signs • Discuss the settings, characters and events in stories that have been shared with them 	<p style="text-align: center;">Writing</p> <ul style="list-style-type: none"> • Make purposeful marks using a range of writing tools • Develop a comfortable and effective pencil grip

e.g., happy, sad

Reception Key Learning

Reception Key Learning		
Listening and Attention	Understanding	Speaking
<ul style="list-style-type: none"> Listen attentively in a range of situations Respond to what they hear using words or actions give their attention to what others say and respond appropriately, while engaged in another activity Follow simple two-step instructions. e.g., 'Sit on the carpet and cross your legs.' 	<ul style="list-style-type: none"> Follow instructions involving simple ideas or actions Answer simple questions 	<ul style="list-style-type: none"> Speak clearly and audibly to an adult or peer Begin to speak in front of small groups Speak in sentences that are grammatically correct, using simple conjunctions to extend their ideas. e.g., 'and' and 'because'. Give additional details where appropriate to extend their ideas. e.g., 'I went to the park <u>after school</u>.' Start to answer simple what, where, when, how and why questions using words and phrases. e.g., 'yes', 'blue', 'on the table'
Vocabulary	Reading	Writing
<ul style="list-style-type: none"> Know more common nouns, verbs and adjectives e.g., cushion, jog, sparkly Know a greater range of colours e.g., violet, turquoise and use these to describe objects Know more words to describe the size and position of objects e.g., large, under and use these to describe objects Use specific vocabulary to describe people, places and objects. e.g., light/heavy rather than big/small 	<ul style="list-style-type: none"> Use phonic knowledge to read aloud regular words. Read some common irregular words e.g., the, to Read and understand simple sentences in line with their developing phonic knowledge. Demonstrate understanding by talking to others about what has been read 	<ul style="list-style-type: none"> Say a sentence aloud before writing. Write simple sentences that can be read by themselves and others. Make phonetically plausible attempts at spelling words Spell some simple irregular words correctly

Year 1 Key Learning

Year 1 Key Learning			
Oracy	Vocabulary	Word Reading	Comprehension
<ul style="list-style-type: none"> Speak clearly and audibly to familiar adults or peers in groups of varying size 	<ul style="list-style-type: none"> Know and use an increasing number of nouns, verbs and adjectives 	<ul style="list-style-type: none"> Respond speedily with the correct sound to graphemes for all 40+ phonemes. 	<ul style="list-style-type: none"> Show a love of listening to and discussing a wide range of text, retelling some key stories, knowing

<ul style="list-style-type: none"> • Speak using increasingly complex sentences that are grammatically correct, using a wider range of conjunctions to extend their ideas. e.g., 'but', 'or' and 'so'. • Communicate their thoughts and ideas effectively • Tell real and imagined stories using familiar story language. e.g., 'Once upon a time', 'long ago', 'one sunny day', 'happily ever after'. • Start to answer what, where, when, how and why questions using longer phrases and simple sentences that are grammatically correct. e.g., 'My favourite colour is pink.' • Begin to use some simple sentence stems to link others' ideas during group discussion. e.g., I agree with you because.... 	<ul style="list-style-type: none"> • Know a greater range of colours e.g., lime, mustard and use these to describe objects • Know some words to describe size, position, appearance and texture and use these to describe objects • Use increasingly specific vocabulary to describe and compare people, places and objects. e.g., lighter/heavier rather than bigger/smaller. 	<ul style="list-style-type: none"> • Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught. • Read the Year 1 common exception words. 	<p>their particular characteristics and phrases and embedding the understanding of new vocabulary.</p> <ul style="list-style-type: none"> • Check that a text makes sense to them as they read, making corrections if necessary. • Make inferences and predictions based on their knowledge of familiar texts.
Transcription	Handwriting	Composition	Grammar, Punctuation and Spelling
<ul style="list-style-type: none"> • Spell words containing each of the 40+ phonemes already taught. • Learn to spell the Year 1 common exception words. • Apply the spelling rules taught so far on most occasions. • Write from memory, simple, dictated sentences that include GPC and common exception words taught so far. 	<ul style="list-style-type: none"> • Begin to form lower case letters in the correct, starting and finishing in the correct place. 	<ul style="list-style-type: none"> • Compose a sentence orally before writing it down. • Sequence sentences to form short narratives. • Check that the sentences they have written make sense. 	<ul style="list-style-type: none"> • Use finger spaces to separate words. • Demarcate most sentences correctly with capital letters, full stops, exclamation marks and question marks. • Begin to join sentences using 'and'.

Year 2 Key Learning

Oracy	Vocabulary	Word Reading	Comprehension
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<ul style="list-style-type: none"> • Speak clearly and audibly to familiar and unfamiliar adults or peers in groups of varying size • Use grammatically correct sentences when speaking • Communicate their thoughts, feelings and ideas effectively • Use time connectives to organise and sequence ideas when speaking. <p>e.g., first, next, finally</p> <ul style="list-style-type: none"> • Use a wider range of conjunctions to join two or more ideas together. <p>e.g., 'if', 'when' and 'yet'.</p> <ul style="list-style-type: none"> • Use sentence stems to link others' ideas during group discussion. <p>e.g., 'I agree with you because...', 'I disagree with you because...'</p> <ul style="list-style-type: none"> • Answer what, where, when, how and why questions using simple sentences that are grammatically correct. <p>e.g., 'I walked to school.'</p> <ul style="list-style-type: none"> • Begin to adapt how they speak in different situations according to the audience. 	<ul style="list-style-type: none"> • Discuss and clarify the meanings of words, linking new meanings to known vocabulary • Discuss their favourite words and phrases in reading and use these when speaking and writing. • Use more complex expanded noun phrases to describe and specify. <p>e.g., the large, blue butterfly</p> <ul style="list-style-type: none"> • Use subject specific vocabulary correctly most of the time when speaking. <p>e.g., petal, continent</p>	<ul style="list-style-type: none"> • Read most words accurately and fluently, moving from decoding to understanding. • Read the Year 1 and 2 common exception words accurately. 	<ul style="list-style-type: none"> • Make inferences in familiar books, including: <ul style="list-style-type: none"> -Multiple choice (where answers are not direct quotes from the text). -Infer characters feelings from their actions e.g., ...tried to peep around her legs.... What does this tell you about Bryn? -Which word means the same as _____? -Copy the phrase / words which show _____. -What does this sentence tell you about _____?
<p style="text-align: center;">Transcription</p> <ul style="list-style-type: none"> • Spell by segmenting spoken words into phonemes, mainly correctly with some plausible attempts. • Learn to spell the Year 2 common exception words. 	<p style="text-align: center;">Handwriting</p> <ul style="list-style-type: none"> • Form lower case letters of the correct size relative to one another. • Write capital letters and digits of the correct size and orientation relative to one another and to lower case letters. 	<p style="text-align: center;">Composition</p> <ul style="list-style-type: none"> • Compose a sentence orally before writing it down. • Begin to plan their ideas before writing. • Write simple, coherent texts for a range of purposes, including 	<p style="text-align: center;">Grammar, Punctuation and Spelling</p> <ul style="list-style-type: none"> • Demarcate most sentences correctly with capital letters, full stops, exclamation marks and question marks, commas in lists and apostrophes for contractions and singular possession.

<ul style="list-style-type: none"> Write from memory, simple, dictated sentences that include GPC and common exception words taught so far. 	<ul style="list-style-type: none"> Use spaces between words that reflect the size of letters. 	narratives, poetry and texts about real events. <ul style="list-style-type: none"> Proof read their work for errors and make corrections. 	<ul style="list-style-type: none"> Use past and present tense correctly. Subordinate with: when, if, that, because. Co-ordinate with: or, and, but.
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Year 3 Key Learning

Oracy	Vocabulary	Word Reading	Comprehension
<ul style="list-style-type: none"> begin to use language in a greater variety of situations, for a variety of audiences and purposes, begin to participate in drama and formal presentations. 	<ul style="list-style-type: none"> Discuss words and phrases that capture the reader's interest and imagination and use these when speaking and writing. Demonstrate some understanding of figurative language, distinguish shades of meaning among related words and use some age-appropriate, academic vocabulary. 	<ul style="list-style-type: none"> Read further exception words. Apply knowledge of root words, prefixes and suffixes (English Appendix 1) to understand word meaning. 	<ul style="list-style-type: none"> Make inferences about characters' feelings, thoughts and motives from their actions and justify with evidence, including: <ul style="list-style-type: none"> -How was _____ feeling? Give a reason for your answer from the text. -Multiple choice (where answers are not direct quotes from the text). -Why do you think _____? Explain your answer using what you know from the text. Retrieve and record simple information from non-fiction text. Discuss, clarify and embed meanings of words that are read.
Transcription	Handwriting	Composition	Grammar, Punctuation and Spelling
<ul style="list-style-type: none"> Spell homophones and words that are often misspelt with increasing accuracy. Spell some words from the Year 3 & 4 Statutory Spelling List Write from memory simple, dictated sentences that include words and punctuation taught so far. 	<ul style="list-style-type: none"> Use the correct joins to develop fluent joined handwriting. 	<ul style="list-style-type: none"> Plan their ideas before writing. Create simple settings, characters and basic plot. Use the appropriate organisational features in fiction and non-fiction writing e.g., paragraphing, headings and subheadings. Proof read for spelling, tense and punctuation errors. 	<ul style="list-style-type: none"> Use a wider range of conjunctions, prepositions and descriptive language devices. Use present perfect form of verbs in contrast to the past tense. Use 'a' and 'an' correctly. Use a greater range of punctuation, including inverted commas to punctuate direct speech.

Year 4 Key Learning

Oracy	Vocabulary	Word Reading	Comprehension
<ul style="list-style-type: none"> use language in a greater variety of situations, for a variety of audiences and purposes, participate in drama, formal presentations and debate. 	<ul style="list-style-type: none"> Demonstrate an understanding of figurative language, distinguish shades of meaning among related words and use age-appropriate, academic vocabulary. 	<ul style="list-style-type: none"> Read further exception words. Apply knowledge of root words, prefixes and suffixes (English Appendix 1) to understand word meaning. 	<ul style="list-style-type: none"> Discuss and explain meanings of words in context. Identify main ideas drawn from more than one paragraph and summarise these.
Transcription	Handwriting	Composition	Grammar, Punctuation and Spelling
<ul style="list-style-type: none"> Spell homophones and words that are often misspelt with increasing accuracy. Spell words from the Year 3 & 4 Statutory Spelling List Write from memory simple, dictated sentences that include words and punctuation taught so far. 	<ul style="list-style-type: none"> Use the correct joins to develop fluent joined handwriting. 	<ul style="list-style-type: none"> Plan their ideas before writing. Create simple settings, characters and basic plot. Use the appropriate organisational features in fiction and non-fiction writing e.g., paragraphing, headings and subheadings. Proof read for spelling, tense and punctuation errors. 	<ul style="list-style-type: none"> Choose nouns / pronouns appropriately for clarity and cohesion to avoid repetition. Use fronted adverbials, demarcated with a comma. Use Standard English for verb inflections. Use the correct features to punctuate dialogue.

Year 5 Key Learning

Oracy	Vocabulary	Word Reading	Comprehension
<ul style="list-style-type: none"> Understand how language has been used effectively in persuasive talk and use it in their own. Carefully consider the words and phrases used to express their ideas. 	<ul style="list-style-type: none"> Use an increasingly sophisticated range of sentence stems with fluency and accuracy when speaking. e.g., 'Before I thought..., but now I think...' Use specialist vocabulary appropriately when talking about a range of topics. Comfortably use idioms and expressions. e.g., full of beans, pull your socks up 	<ul style="list-style-type: none"> Read further exception words. apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet. 	<ul style="list-style-type: none"> Make comparisons within and across texts. Build upon or challenge views of others courteously, providing reasoned justifications from the text. Examples of question: -Predict / Explain ... _____ . Give two possible reasons, using evidence from the text. Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
Transcription	Handwriting	Composition	Grammar, Punctuation and Spelling

<ul style="list-style-type: none"> • Understand the use of prefixes and suffixes when adding them to words. • Spell words with silent letters. • Spell some words from the Year 5 & 6 Statutory Spelling List • Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically 	<ul style="list-style-type: none"> • Use the correct joins to write legibly, fluently and with increasing speed 	<ul style="list-style-type: none"> • Plan writing, drawing upon reading and research. • Produce writing that reflects the intended purpose and audience. • Develop atmosphere within setting and character descriptions. • Use dialogue to convey characters and to move the story on. • Use cohesive devices and organisation features e.g., subheadings as appropriate. • Proof read for spelling, tense and punctuation errors. 	<ul style="list-style-type: none"> • Use model verbs and adverbs to indicate degrees of possibility. • Convert nouns and adjectives into verbs using suffixes – ate, ise, ify. • Build cohesion within a paragraph – then, after that, this, firstly. • Use a wider range of punctuation, including commas, hyphens, dashes, brackets, colons and semi-colons • Use commas to clarify meaning and avoid ambiguity in writing.
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Year 6 Key Learning

Oracy	Vocabulary	Word Reading	Comprehension
<ul style="list-style-type: none"> • Use persuasive language effectively in a range of contexts. • During debate or discussion, use appropriate language to show and/or resolve conflict. • Use humour, irony, sarcasm and mimicry. 	<ul style="list-style-type: none"> • Use and innovate an increasingly sophisticated range of sentence stems with fluency and accuracy when speaking. • Use specialist vocabulary appropriately when talking about a range of topics. 	<ul style="list-style-type: none"> • Read further exception words. • apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet. 	<ul style="list-style-type: none"> • Make comparisons within and across texts. • Build upon or challenge views of others courteously, providing reasoned justifications from the text. • Examples of question: -Predict / Explain ... _____ . Give two possible reasons, using evidence from the text. • Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
Transcription	Handwriting	Composition	Grammar, Punctuation and Spelling
<ul style="list-style-type: none"> • Understand the use of prefixes and suffixes when adding them to words. • Spell words with silent letters. 	<ul style="list-style-type: none"> • Use the correct joins to write legibly, fluently and with increasing speed • Develop their own style of handwriting 	<ul style="list-style-type: none"> • Plan writing, drawing upon reading and research. • Produce writing that reflects the intended purpose and audience. 	<ul style="list-style-type: none"> • Use model verbs and adverbs to indicate degrees of possibility. • Use a wider range of punctuation, including commas,

<ul style="list-style-type: none"> • Spell words from the Year 5 & 6 Statutory Spelling List • Use knowledge of morphology and etymology in spelling 		<ul style="list-style-type: none"> • Develop atmosphere within setting and character descriptions. • Use dialogue to convey characters and to move the story on. • Use cohesive devices and organisation features e.g., subheadings as appropriate. • Proof read for spelling, tense and punctuation errors. 	<p>hyphens, dashes, brackets, colons and semi-colons effectively</p> <ul style="list-style-type: none"> • Use commas to clarify meaning and avoid ambiguity in writing. • Use commas, brackets and dashes to indicate parenthesis
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Implementation

At Clifton Primary School, we teach English in whole classes, so that all children have access to the age-related skills and knowledge set out in the National Curriculum. Within lessons, teachers and teaching assistants target support for lower attainers to enable them to achieve at an age-related level wherever possible. This may involve a greater level of scaffolding and access to additional support materials such as toolkits, sentence stems, pictures and wordbanks. More able children are given opportunities to extend their English learning in a variety of ways.

The following learning tools are used by all children to support their progress and attainment in English:

English Specific	
Tool	Reasons for Use
Oracy Teaching	<p>Over recent years, we have prioritised the development of oracy in two specific ways: Learning Through Talk and Learning how to Talk. A framework of strategies is in place for all lessons to achieve Learning Through Talk and we base the teaching of Learning how to Talk on the Oracy Framework. This is from Voice 21 with which we worked further on to develop progression documents for each of the four strands to identify skills to be taught in each year group as well as lists of progressive skills for each type of talk e.g. debate, discussion, interview and presentation. We also have a programme of regular oracy events in each year group for which related specific skills are taught.</p> <p>We have decided to use this tool because:</p> <ul style="list-style-type: none"> • a vast majority of our children and parents have English as an additional language and therefore lack good English language models outside of school; • research has shown that children who start school with limited communication skills are six times less likely than their peers to reach the expected standards in English at the end of Year 6 (UCL Institute of Education, 2012); • the framework clearly outlines the necessary skills required to become a confident and competent communicator; • staff can use The Oracy Skills Framework alongside the national curriculum to plan, teach and assess the Speaking strand.
Specific Teaching of Vocabulary	<p>We use a range of strategies for the specific teaching of vocabulary, to ensure that children embed the knowledge and understanding of a wide range and make use of it in their own speaking and writing. We have decided to focus on this because:</p> <ul style="list-style-type: none"> • language poverty is an issue within the community that the school serves;

	<ul style="list-style-type: none"> • a vast majority of our children and parents have English as an additional language and therefore have limited access to the English language outside of school; • research has shown that children who start school with limited communication skills are six times less likely than their peers to reach the expected standards in English at the end of Year 6 (UCL Institute of Education, 2012); • a rich and varied vocabulary is essential to comprehend texts, write exciting texts and understand key concepts across the curriculum.
Read Write Inc EYFS and KS1.	<p>We use Read Write Inc to provide a systematic and consistent approach to the teaching of reading and writing. We have decided to use this tool because:</p> <ul style="list-style-type: none"> • Read Write Inc (RWI) is a phonics complete literacy programme which helps all children learn to read fluently and at speed so they can focus on developing their skills in comprehension, vocabulary and spelling. The programme is designed for children aged 4-7. However, at Clifton we begin the programme in Nursery and will continue teaching RWI to children beyond the age of 7 if they still need support in their reading. <p>How is it taught?</p> <ul style="list-style-type: none"> • All children are assessed regularly so they work with children at the same level. This allows complete participation in lessons. • In Nursery the children are introduced to the initial sounds. They learn a rhyme to help them remember how to say and write the initial sound. The children will begin to read words using Fred talk and sound blending. • In Reception, all children learn how to 'read' the sounds in words and how those sounds can be written down. Those who are ready will begin to read and write simple words within books. • In Year 1 and above, children follow the same format as Reception but will work on complex sounds and read books appropriate to their reading level. Daily sessions of RWI phonics last for one hour. Once children become fluent speedy readers they will move on to literacy lessons.
Guided Reading in Reception	<p>Guided Reading is used to teach key reading skills in Reception. The children work in small groups to read a text that is matched to their developing phonic knowledge; these texts are taken from the 'Songbirds' or 'Oxford Reading Tree' schemes. Each week, the class teacher works with the children to develop their word reading and comprehension strategies. We use this approach in Reception because:</p> <ul style="list-style-type: none"> • a majority of children have limited access to reading material (in any language) in their homes, this means they often need direct instruction on how to handle books; • a majority of children enter the school well below the age expected standard. Small group work allows teachers to tailor learning to each group's needs; • the children can learn from peers who are at a similar stage of their reading development.
Whole Class Reading Sessions (Years 2-6)	<p>Whole Class Reading is used to teach the English Programme of Study Reading objectives in Years 1-6. WCR sessions take place every day and allow the children to develop their vocabulary alongside key reading and comprehension skills. Sessions are built around the teacher reading high-quality and challenging texts, which are dissected by the class through high-level questioning and discussion. These sessions include a wide range of activities – not all of which have a written outcome- which provide opportunities for the children to work together as a whole class, in smaller groups or pairs and independently. We use this approach in Years 1-6 because:</p> <ul style="list-style-type: none"> • a majority of children have limited access to reading material (in any language) in their homes. WCR ensures pupils are regularly immersed in high-quality children's literature; • WCR allows children to improve their speaking and listening skills, as well as developing key reading and comprehension skills; • in WCR sessions, more time is given to modelling reading skills rather than just assessing reading ability;

	<ul style="list-style-type: none"> Behaviour for learning has improved as all pupils are engaged in the lesson rather than completing 'filler activities'.
Home Reading (EYFS and KS1)	In line with RWI, children will continue their enjoyment of reading books at home. They will take an appropriately levelled book bag book home to practise their reading as well as a picture book for reading for pleasure. In addition to this, children have access to an online eLibrary where they can access further levelled books and complete comprehension questions about their eBook. Children will be praised for their reading at home and will continue their enjoyment of reading at home.
Reading for Pleasure: Accelerated Reader (KS2)	<p>In KS2, the children choose a levelled book from one of the Accelerated Reader libraries. The children read their chosen book at their own pace, although this is monitored closely by staff to ensure that regular home reading is taking place. Once the children have finished reading their book, they take an online comprehension quiz to check their understanding; this information is recorded in a class record folder. The children also take a half termly Star Assessment which allows staff to track and monitor the progress of every child. We use this approach in KS2 because:</p> <ul style="list-style-type: none"> a majority of children have limited access to reading material outside of school- AR uses texts which were published for children's enjoyment; AR promotes reading for pleasure as the children can choose a book tailored to their interests; pupils respond well to the feedback they receive from quizzes- this motivates them to read; Star Assessments support staff in assessing word reading and comprehension; staff can use data gained from quizzes and assessments to inform planning. <p>We do not use AR in EYFS and KS1 as not all children are able to access the books in the AR libraries. We feel it would be detrimental to children's confidence in reading if it was made clear they were not able to access the same books as their peers.</p>
Reading for Pleasure: Author Visits and Special Events	<p>At Clifton, we celebrate key literacy events, such as World Book Day. Assemblies linked to these key events are delivered by staff across all year groups and letters are sent home to inform parents about the ways in which their child can get involved. The children are regularly invited to participate further in these events by dressing up and completing activities in their classrooms. Each year, we invite authors into school to inspire and motivate our pupils. We select authors who have written high quality texts, making links with culturally relevant themes wherever possible, and ensure the children have opportunities to read and discuss each author's texts before their visit. Following each author visit, we arrange a book sale and/or book signing to ensure the children can continue Reading for Pleasure at home.</p> <p>We use these approaches because:</p> <ul style="list-style-type: none"> Research has shown that Reading for Pleasure is the single biggest indicator of a child's future success – more than their family circumstances, their parents' educational background or their income; They transform attitudes to reading, making books fun and accessible for everyone; They help children to see books and reading as a fun and relevant part of the broader media ecosystem; They promote a lifelong love of reading.
Writing	<p>Our writing process consists of: familiarisation, skill building, independent application, editing and improving and publishing. The following are vital to meet the specific needs of children at Clifton:</p> <ul style="list-style-type: none"> The use of oracy strategies to develop fluency; allowing children to internalise texts and become more familiar with ideas for writing, sentence structures and language features- this is important for our school as many children have limited access to texts and limited experiences outside of school;

	<ul style="list-style-type: none"> • allowing children to share their ideas for writing; • enabling children to become confident, independent writers for a variety of audiences and purposes within different subjects; • encouraging children to develop a passion for writing; • ensuring teachers have a strong knowledge and understanding of what children need to be able to achieve in their writing as well as a strong knowledge and understanding of effective pedagogical strategies. • Establishing the specific teaching of vocabulary.
Cross Curricular Links	<p>We encourage teachers to make links to other areas of the curriculum wherever possible in both English and Wider Curriculum lessons. We encourage this approach because:</p> <ul style="list-style-type: none"> • a majority of our children have limited life experiences outside of school- this approach allows our children to gain a deeper understanding of the world around them; • it supports our children in making links between key knowledge and understanding; • it allows teachers to make effective use of the teaching time available.