



GRESWELL PRIMARY SCHOOL

English Policy

Statement of Intent

Intent

At Greswell Primary we use an approach to writing based on books. This has the development of the 'basic building blocks' of writing at its core: vocabulary; grammar, syntax and sentence structure; and paragraphing. We believe that understanding the components and structure of a sentence is key to building fluency in writing. In line with The Writing Framework (2025), we recognise that secure transcriptional skills - handwriting and spelling - are essential foundations for confident composition. When these become automatic, pupils can focus more effectively on content, purpose and audience.

Through the use of our Place Value of Punctuation and Grammar unit, we teach and revisit these basic components at the beginning of every year. Crucially, this learning is not confined to the start of the year; pupils continue to revisit and build upon these concepts regularly throughout the year to ensure secure understanding and long-term retention. Alongside this, punctuation and grammar are also taught within the context of skills burst lessons; this means that pupils' knowledge is strengthened through the process of revisiting and reorganising it. The application of skills to academic content also means that they take on the rigour and meaning that is sometimes missing from conventional writing tasks. We also recognise the importance of oral composition - talk for writing - where pupils rehearse and refine their sentences aloud before writing. This builds control and understanding of how language choices shape meaning. The approach has many other advantages, with strong links to reading comprehension, oracy, analytical thinking and organisational study skills. It breaks the writing process down into manageable, explicitly taught chunks and provides pupils with opportunities to practise skills repeatedly – but in different contexts. Pupils are taught that writing is a process involving planning, drafting, revising and editing, helping them to develop as reflective and independent writers.

Implementation

Our vision for literacy at Greswell is one which builds and develops upon skills year by year; children are given the opportunity to write across a wide range of genres and will become confident and engaging writers. Each unit of writing has purpose and meaning behind it, so that children feel inspired to write. Our writing curriculum has been crafted so that genres are taught and revisited each year so that the children can reinforce these skills through stimulating writing opportunities. This will be a result of carefully planned skills lessons and time to showcase these skills through creative and engaging writing opportunities. These opportunities will be inspired by a 'hook' that engages the children, linked to their book for writing. The writing tasks will be relevant and interesting, allowing the children to apply the skills they have learned while also fuelling their individuality and creativity. Literacy and guided reading are taught each day in the morning to ensure that the children are given the best possible opportunity to practise skills in terms of reading and writing.



To support the development of transcriptional fluency, handwriting and spelling are taught explicitly and systematically, particularly in the early stages of writing. Teachers model fluent handwriting and accurate spelling so that children develop automaticity in these skills.

Sentence-level work is revisited throughout the year to ensure consistency and confidence. Teachers model the writing process, demonstrating how to plan, draft, edit and improve work in response to feedback. Talk for writing, oral rehearsal and/or discussion are woven throughout each unit, helping children to develop their ideas and vocabulary before putting pen to paper.

Literacy and guided reading are taught each day in the morning to ensure that the children are given the best possible opportunity to practise skills in terms of reading and writing.

Aims

The national curriculum aims to ensure all pupils:

- Read easily, fluently, and with a strong understanding.
- Develop a habit of reading widely, often and for enjoyment.
- Acquire a wide vocabulary, an understanding of grammar, and knowledge of linguistic conventions for reading, writing, and spoken language.
- Appreciate our rich and varied literary heritage.
- Write clearly, accurately, and coherently, adapting their language and style to their audience, context, and purpose.
- Use discussion to learn, including elaborating and explaining to get their understanding and ideas across.
- Are competent in speaking, in listening, making formal presentations, demonstrating to others, and participating in debate.

Spoken Language

The national curriculum for English highlights the importance of spoken language in pupils' development across the whole curriculum – cognitively, socially, and linguistically. As spoken language underpins the development of reading and writing, the quality and variety of language that pupils hear and speak are vital for developing their vocabulary, grammar and understanding of how sentences and ideas are structured.

In line with *The Writing Framework (2025)*, pupils are given regular opportunities to rehearse ideas orally before writing, using talk to plan, refine, and clarify their thoughts. Through oral composition, children learn how language choices, sentence structures, and vocabulary can shape meaning in writing.

Teachers should ensure that pupils' confidence and competence is continually developed in speaking and listening skills. Pupils must be assisted in making their thinking clear to themselves, others, and teachers, as well as being taught to understand and use the conventions for discussion and debate.

All pupils should be enabled to participate in drama, and adopt, create, and sustain a range of roles. With opportunities to improvise, devise, and script drama, as well as to rehearse,



refine, share, and respond thoughtfully to drama and theatre performances, pupils develop empathy, expression, and control over language.

Statutory requirements which underpin all aspects of spoken language across primary school form part of the national curriculum. These are reflected and contextualised within the reading and writing domains below, where talk for writing, oral rehearsal, and vocabulary exploration are used purposefully to strengthen pupils' fluency, understanding, and confidence as writers.

Reading

The programmes of study in key stage 1 and 2 consist of:

- Word reading.
- Comprehension (both listening and reading).

It is essential that teaching focuses on developing competence in both ways, and different teaching is required for each.

Word reading involves quickly working out the pronunciation of unfamiliar words and speedily recognising familiar words. Underpinning both is the understanding that the letters represent sounds in spoken words.

Good comprehension draws from knowledge of linguistics and the world. All pupils must be encouraged to read a wide variety of fiction and non-fiction texts to broaden their knowledge. Additionally, reading widely can increase pupils' vocabulary and feed their imagination.

It is vital that all pupils are able to read fluently by the end of their primary education to give themselves the greatest chance of furthering their education elsewhere.

Writing

The programmes of study in key stage 1 and 2 consist of:

- Transcription.
- Composition.

It is vital that teaching focuses on developing competence in both skills, and in addition, that pupils are taught how to plan, revise and evaluate their writing.

Writing ideas down fluently depends on spelling words quickly and accurately through knowing the relationship between sounds and letters, morphology, and orthography of words. Additionally, effective composition involves forming, articulating, and communicating ideas, then organising them for a reader in a coherent manner. Writing needs to be fluent and legible, as well as requiring clarity, awareness of audience, purpose and context, and a wide, broad knowledge of vocabulary and grammar.

Spelling, vocabulary, grammar, punctuation, and glossary

The two appendices at the end of the policy provide an overview of the specific features that should be included in the programmes of study.



From reading and writing, chances arise naturally to learn more vocabulary. It is a teacher's job to show pupils how to understand the relationships between words, nuances in meaning, and how to understand and use figurative language. Additionally, they should teach pupils how to work out and clarify meanings of unknown words, and words with more than one meaning.

Standard English should be encouraged, and pupils should be taught to control their speaking and writing consciously for different audiences and purposes. Spelling, grammar, punctuation, and 'language about language' should also be taught to them. These guidelines are intended to help teachers with structure, not constrain or restrict their creativity.

It is vital that pupils learn correct grammatical terms in English, and that these terms are integrated within teaching.

School Curriculum

The key stage 1 programme of study for English is set out year-by-year, and key stage 2's is set out two-yearly. There is rapid development over the two years in word reading in key stage 1; however, schools are only required to teach the programme of study by the end of the key stage. This gives our school the flexibility to introduce content earlier or later than set out in the programme of study. Greswell Primary and Nursery School is required to set out our school curriculum on a year-by-year basis and make this information available online.

Attainment Targets

At the end of each stage, pupils are expected to know, apply, and understand the skills specified in the relevant programme of study.

Spoken Language – Years 1 to 6

Pupils should be taught to:

- Listen and respond appropriately to all teachers and pupils.
- Ask relevant questions to develop knowledge and understanding.
- Build their vocabulary via relevant strategies.
- Articulate and justify answers, arguments, and opinions.
- Structure coherent descriptions, explanations, and narratives for different purposes (for example, expressing feelings).
- Be attentive and participate in collaborative conversations, while staying on topic and initiating and responding to comments.
- Speculate, hypothesise, imagine, and explore ideas using spoken language.
- Speak audibly and fluently in Standard English.
- Participate in debates, discussions, presentations, improvisations, performances, and role-play.
- Gain, maintain, and monitor the interest of the listener(s).
- Consider and evaluate differing viewpoints, while attending to and building on the contributions of others.
- Use appropriate registers for effective communication.



1. Key Stage 1 – Year 1

Building on working from the Early Years Foundation Stage (EYFS) is important, as well as making sure pupils can sound and blend unfamiliar printed words quickly and accurately using phonic knowledge and skills they have already learnt.

Grapheme-phoneme correspondences (GPCs) should be continued to be learnt by pupils. The understanding that the letters on a page represent sounds in spoken words should support spelling and reading of all words; this includes common words containing unusual GPCs. 'Common exception words' is used throughout the programme of study for such words.

Additionally, pupils need to develop the skill of blending the sounds into words and apply this skill whenever they encounter new words. Reading, sharing, and discussing a wide range of books, helps pupils to develop a love of reading and broaden their vocabulary. Pupils should be helped to read words, and those who are slow to develop this skill should be given extra practice.

If pupils entering year 1 have not yet met the early learning goals for literacy, they should continue to follow their school's curriculum for the EYFS to develop their reading, spelling, and language skills. However, these pupils should follow the year 1 programme of study so that they can also develop their vocabulary and understanding of grammar. If they are struggling with spelling and decoding, they need to be taught how to do this urgently, sometimes using differing methods, so that they have a chance to catch-up quickly.

Teachers should ensure their pupils' oral vocabulary, ability to understand, and grammatical structures are developing as they should, and give extra support to those who need to develop more.

Year 1 Programme of Study

1.1 Reading – word reading

Pupils should be taught to:

- Apply phonic knowledge and skills to decode words.
- Respond quickly with the correct sound to graphemes for all 40+ phonemes, including alternative sounds for graphemes.
- Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.
- Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.
- Read words containing taught GPCs and –s, –es, –ing, –ed, –er, and –est endings.



- Read other words of more than one syllable that contains taught GPCs.
- Read words with contractions and understand that the apostrophe represents the omitted letter(s).
- Read accurately aloud books that are consistent with the pupils' developing phonic knowledge and that do not require strategies to work out words.
- Re-read the previously stated books to build up fluency and confidence in word reading.

1.2 Reading – comprehension

Pupils should be taught to:

- Develop pleasure in reading, motivation to read, vocabulary and understanding by:
 - Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently.
 - Being encouraged to link what they read or hear read to their own experiences.
 - Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their specific characteristics.
 - Recognising and joining in with predictable phrases.
 - Learning to appreciate rhymes and poems, and to recite some by heart.
 - Discussing word meanings, linking new meanings to those already known.
- Understand both the books they can already read accurately and fluently and those they listen to by:
 - Drawing on what they already know or on background information and vocabulary provided by the teacher.
 - Checking that the text makes sense to them as they read and correcting inaccurate reading.
 - Discussing the significance of the title and events.
 - Making inferences on the basis of what is being said and done.
 - Predicting what might happen on the basis of what has been read so far.
- Participate in discussion about what is read to them, taking turns and listening to what others say.
- Explain clearly their understanding of what is read to them.

1.3 Writing – transcription

Spelling

Pupils should be taught to:

- Spell:
 - Words containing each of the 40+ phonemes already taught.
 - Common exception words.
 - The days of the week.
- Name the letters of the alphabet:
 - Naming the letters of the alphabet in order.
 - Using letter names to distinguish between alternative spellings of the same sound.



- Add prefixes and suffixes:
 - Using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs.
 - Using the prefix un–.
 - Using –ing, –ed, –er and –est where no change is needed in the spelling of root words.
- Apply simple spelling rules and guidance, as listed in the grammar list.
- Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.

Handwriting

Pupils should be taught to:

- Sit correctly at a table, holding a pencil comfortably and correctly.
- Begin to form lower-case letters in the correct direction, starting and finishing in the right place.
- Form capital letters.
- Form digits 0-9.
- Understand which letters belong to which handwriting ‘families’ (i.e. letters that are formed in similar ways) and to practise these.

Writing – composition

Pupils should be taught to:

- Write sentences by:
 - Saying out loud what they are going to write about.
 - Composing a sentence orally before writing it.
 - Sequencing sentences to form short narratives.
 - Re-reading what they have written to check that it makes sense.
- Discuss what they have written with the teacher or other pupils.
- Read aloud their writing clearly enough to be heard by their peers and the teacher.

Writing – vocabulary, grammar and punctuation

Pupils should be taught to:

- Develop their understanding of the concepts set out in the grammar list by:
 - Leaving spaces between words.
 - Joining words and joining clauses using and
 - Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark.
 - Using a capital letter for names of people, places, the days of the week, and the personal pronoun ‘I.’
 - Learning the grammar for year 1 in the grammar list.
- Use the grammatical terminology in grammar list in discussing their writing.

2. Key Stage 1 – Year 2

By the beginning of year 2, pupils should be able to read all common graphemes, and read unfamiliar words containing these graphemes by sounding them out in books that



are matched closely to each pupil's level of word reading knowledge. They should also be able to read many common words containing GPCs taught so far, without blending the sounds out loud first. Pupils' reading of common exception words should be confident. Finally, pupils should be able to retell some stories that they have remembered during year 1.

During year 2, teachers should focus on establishing pupils' accurate and quick word reading skills. They should also make sure that pupils listen to and discuss a wide range of stories, poems, plays and non-fiction, including whole books. In writing, pupils at the beginning of year 2 should compose individual sentences orally and write them down. They should be able to spell correctly many of the words covered in year 1. They should also be able to make phonically plausible attempts to spell words they have not yet learnt. Finally, they should form individual letters correctly.

It is vital to know that pupils meet extra spelling challenges during year 2. Therefore, they should learn that there is not always an obvious connection between the way a word is said and the way it is spelt. Variations include different ways of spelling the same sound, the use of so-called silent letters and groups of letters in some words and spelling that has become separated from the way that words are now pronounced, such as the 'le' ending in table. Pupils' motor skills also need to be sufficiently advanced for them to write down ideas that they may be able to compose orally.

Teachers should use the year 1 programme of study for pupils who do not have the phonic knowledge and skills they need for the year. However, teachers should use the year 2 programme of study also, so that these pupils hear and talk about new books, poems, other writing, and vocabulary with the rest of the class.

Year 2 Programme of Study

2.1 Reading – word reading

Pupils should be taught to:

- Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.
- Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.
- Read accurately words of two or more syllables that contain the same graphemes as above.
- Read words containing common suffixes.
- Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.
- Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered.
- Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.
- Re-read these books to build up their fluency and confidence in word reading.

2.2 Reading – comprehension

Pupils should be taught to:



- Develop pleasure in reading, motivation to read, vocabulary and understanding by:
 - Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently.
 - Discussing the sequence of events in books and how items of information are related.
 - Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales.
 - Being introduced to non-fiction books that are structured in different ways.
 - Recognising simple recurring literary language in stories and poetry.
 - Discussing and clarifying the meanings of words, linking new meanings to known vocabulary.
 - Discussing their favourite words and phrases.
 - Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.
- Understand both the books that they can already read accurately and fluently and those that they listen to by:
 - Drawing on what they already know or on background information and vocabulary provided by the teacher.
 - Checking that the text makes sense to them as they read and correcting inaccurate reading.
 - Making inferences on the basis of what is being said and done.
 - Answering and asking questions.
 - Predicting what might happen on the basis of what has been read so far.
- Participate in discussion about books, poems and other works that are read to them, and those that they can read for themselves, taking turns and listening to what others say.
- Explain and discuss their understanding of books, poems and other material; both those that they listen to and those that they read for themselves.

2.3 Writing – transcription

Spelling

Pupils should be taught to:

- Spell by:
 - Segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly.
 - Learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones.
 - Learning to spell common exception words.
 - Learning to spell more words with contracted forms.
 - Learning the possessive apostrophe (singular).
 - Distinguishing between homophones and near-homophones.
- Add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly.
- Apply spelling rules and guidance.
- Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.



Handwriting

Pupils should be taught to:

- Form lower-case letters of the correct size relative to one another.
- Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.
- Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.
- Use spacing between words that reflects the size of the letters.

Writing – composition

Pupils should be taught to:

- Develop positive attitudes towards and stamina for writing by:
 - Writing narratives about personal experiences and those of others.
 - Writing about real events.
 - Writing poetry.
 - Writing for different purposes.
- Consider what they are going to write before beginning by:
 - Planning or saying out loud what they are going to write about.
 - Writing down ideas and/or key words, including new vocabulary.
 - Encapsulating what they want to say, sentence by sentence.
- Make simple additions, revisions and corrections to their own writing by:
 - Evaluating their writing with the teacher and other pupils.
 - Re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form.
 - Proof-reading to check for errors in spelling, grammar and punctuation.
- Read aloud what they have written with appropriate intonation to make the meaning clear.

Writing – vocabulary, grammar and punctuation

Pupils should be taught to:

- Develop their understanding of the concepts by:
 - Learning how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular).
- Learn how to use:
 - Sentences with different forms: statement, question, exclamation, command.
 - Expanded noun phrases to describe and specify.
 - The present and past tenses correctly and consistently including the progressive form.
 - Subordination and co-ordination.
 - The grammar for year 2.
 - Some features of written Standard English.
- Use and understand grammatical terminology.



3. Lower Key Stage 2 – Years 3 and 4

At the beginning of year 3, pupils should be able to read books written at an age-appropriate interest level. They should be able to read them correctly and at a speed that is sufficient for them to focus on understanding what they read rather than on deciphering individual words. They should be able to decode most new words outside their spoken vocabulary, making a good estimate to the word's pronunciation. As their deciphering skills become more secure, teachers should focus more on developing their pupils' vocabulary, including the breadth and depth of their reading, becoming independent, fluent and enthusiastic readers. They should develop their understanding and enjoyment of stories, poetry, plays and non-fiction, and learn to read silently. They should also develop their knowledge and skills in reading a wide range of non-fiction. Justifying their views about what they have read should be important, with support at the start of year 3 and increasing independence by the end of year 4.

Pupils should write down their ideas with a reasonable degree of precision and with good punctuation. Teachers should therefore be joining pupils' writing skills, their vocabulary, their grasp of sentence structure and their knowledge of terminology. Developing as writers involves teachers teaching them to enhance the effectiveness of what they write as well as increasing their proficiency. Pupils should build on what they have learnt, particularly in terms of the range of their writing, grammar, vocabulary and narrative structures. Pupils should begin to understand how writing can be different from speech. Joined handwriting should be the norm, and they should be able to use it fast enough to keep pace with what they want to say.

Spelling of common words should be correct, including common exception words and other words that they have learnt. Pupils should spell words as accurately as possible.

Most pupils will not need further direct teaching of word reading skills: they are able to decipher unfamiliar words accurately, and need very few repeated experiences of this before the word is stored in such a way that they can read it without overt sound-blending. They should demonstrate understanding of figurative language, distinguish shades of meaning among related words and use age-appropriate, academic vocabulary.

As in key stage 1, however, pupils who are still struggling to decipher need to be taught to do this urgently through a rigorous and systematic phonics programme so that they catch up rapidly. If they cannot decipher independently and fluently, they will find it increasingly difficult to understand what they read and to write down what they want to say. As far as possible, however, these pupils should follow the year 3 and 4 programme of study.

Specific requirements for pupils to discuss what they are learning and to develop their wider skills in spoken language form part of this programme of study. In years 3 and 4, pupils should become more familiar with using language in a greater variety of situations, for a variety of audiences and purposes, including through drama, formal presentations and debate.

Years 3 and 4 Programme of Study

Reading – word reading

Pupils should be taught to:



- Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) both to read aloud and to understand the meaning of new words they meet.
- Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.

3.1 Reading – comprehension

Pupils should be taught to:

- Develop positive attitudes to reading and understanding of what they read by:
 - Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.
 - Reading books that are structured in different ways and reading for a range of purposes.
 - Using dictionaries to check the meaning of words that they have read.
 - Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally.
 - Identifying themes and conventions in a wide range of books.
 - Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.
 - Discussing words and phrases that capture the reader's interest and imagination.
 - Recognising some different forms of poetry.
- Understand what they read, in books they can read independently, by:
 - Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.
 - Asking questions to improve their understanding of a text.
 - Drawing inferences, such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.
 - Predicting what might happen from details stated and implied.
 - Identifying main ideas drawn from more than one paragraph and summarising these.
 - Identifying how language, structure, and presentation contribute to meaning.
- Retrieve and record information from non-fiction.
- Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.

3.2 Writing – transcription

Spelling

Pupils should be taught to:

- Use further prefixes and suffixes and understand how to add them.
- Spell further homophones.
- Correctly spell words that are often misspelt.
- Place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals.
- Use the first two or three letters of a word to check its spelling in a dictionary.
- From memory, write simple sentences, dictated by the teacher, that include words and punctuation taught so far.



Handwriting

Pupils should be taught to:

- 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.
- Increase the legibility, consistency and quality of their handwriting.

Writing – composition

Pupils should be taught to:

- Plan their writing by:
 - Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.
 - Discussing and recording ideas.
- Draft and write by:
 - Composing and rehearsing sentences orally, progressively building a varied and rich vocabulary and an increasing range of sentence structures.
 - Organising paragraphs around a theme.
 - In narratives, creating settings, characters and plot.
 - In non-narrative material, using simple organisational devices.
- Evaluate and edit by:
 - Assessing the effectiveness of their own and others' writing and suggesting improvements.
 - Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.
 - Proof-reading for spelling and punctuation errors.
 - Reading aloud their writing using appropriate intonation and controlling the tone and volume so that the meaning is clear.

Writing – vocabulary, grammar and punctuation

Pupils should be taught to:

- Develop their understanding of the concepts set out in the grammar list by:
 - Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although.
 - Using the present perfect form of verbs in contrast to the past tense.
 - Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.
 - Using conjunctions, adverbs and prepositions to express time and cause.
 - Using fronted adverbials.
 - Learning the grammar for years 3 and 4 in the grammar list.
- Indicate grammatical and other features by:
 - Using commas after fronted adverbials.
 - Indicating possession by using the possessive apostrophe with plural nouns.
 - Using and punctuating direct speech.



- Use and understand the grammatical terminology in the grammar list accurately and appropriately when discussing their writing and reading.

4. Upper Key Stage 2 – Years 5 and 6

By the beginning of year 5, pupils should read a wider range of poetry and books aloud which are written at an age-appropriate interest level with accuracy and at a reasonable speaking pace. Reading most words should be effortless, and they should be able to work out how to pronounce unfamiliar written words more easily. Help should be asked for if the pronunciation sounds unfamiliar.

Preparing readings, summarising, and presenting a familiar story in their own words should be increasingly easy. Reading widely and frequently, outside as well as in school, for pleasure and information should be commonplace. They should read silently with a good understanding, infer the meanings of unfamiliar words, and then discuss what they have read.

Pupils should be able to write down their ideas quickly. Their grammar and punctuation should be broadly accurate. Pupils' spelling of most words taught so far should be accurate, and spelling words that they have not yet been taught by using what they have learnt about how spelling works in English should be simpler.

During years 5 and 6, teachers should continue to emphasise pupils' enjoyment and understanding of language, especially vocabulary, to support their reading and writing. Pupils' knowledge of language, gained from stories, plays, poetry, non-fiction and textbooks, will support their increasing fluency as readers, their facility as writers, and their comprehension. As in years 3 and 4, pupils should be taught to enhance the effectiveness of their writing as well as their competence.

It is vital that pupils who are struggling are taught through a rigorous and systematic phonics programme so that they catch-up rapidly with their peers in terms of their decoding and spelling. However, as far as possible, these pupils should also follow the upper key stage 2 programme of study by listening to books and other writing that they have not come across before, hearing and learning new vocabulary and grammatical structures, and having a chance to talk about all of these.

By the end of year 6, pupils' reading and writing should be satisfactorily fluent and effortless for them to manage the general demands of the curriculum in year 7. Understanding of the audience and purpose of writing is important for their writing, by selecting appropriate vocabulary and grammar. Consciously controlling sentence structure should be important for teachers to focus on in their pupils' writing, and pupils should understand why sentences are constructed as they are. Pupils should understand nuances in vocabulary choice and age-appropriate, academic vocabulary. This involves consolidation, practice and discussion of language.

Specific requirements for pupils to discuss what they are learning and to develop their wider skills in spoken language form part of this programme of study. Public speaking, performance, and debate should be trialled.

Years 5 and 6 Programme of Study

4.1 Reading – word reading



Pupils should be taught to:

- Apply their growing knowledge of root words, prefixes and suffixes as listed in the grammar list, both to read aloud and to understand the meaning of new words that they meet.

4.2 Reading – comprehension

Pupils should be taught to:

- Maintain positive attitudes to reading and understanding of what they read by:
 - Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.
 - Reading books that are structured in different ways and reading for a range of purposes.
 - Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions.
 - Recommending books that they have read to their peers, giving reasons for their choices.
 - Identifying and discussing themes and conventions in and across a wide range of writing.
 - Making comparisons within and across books.
 - Learning a wider range of poetry by heart.
 - Preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.
- Understand what they read by:
 - Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context.
 - Asking questions to improve their understanding.
 - Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying with evidence.
 - Predicting what might happen from details stated and implied.
 - Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.
 - Identifying how language, structure and presentation add to meaning.
- Discussing and evaluating how authors use language, including figurative language, considering the impact on the reader.
- Distinguishing between statements of fact and opinion.
- Retrieving, recording and presenting information from non-fiction.
- Participating in discussions about books that are read to them/ by themselves and those they can read for themselves, building on their own and others' ideas and challenging views courteously.
- Explaining and discuss their understanding of what they have read, through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.
- Providing reasoned justifications for their views.

4.3 Writing – transcription

Spelling

Pupils should be taught to:



- Use further prefixes and suffixes and understand the guidance for adding them.
- Spell some words with 'silent' letters.
- Continue to distinguish between homophones and other words which are often confused.
- Use knowledge of morphology and etymology in spelling, and understand that the spelling of some words needs to be learnt specifically, as listed in the grammar list.
- Use dictionaries to check the spelling and meaning of words.
- Use the first three or four letters of a word to check spelling, meaning, or both of these in a dictionary.
- Use a thesaurus.

Handwriting and presentation

Pupils should be taught to:

- Write legibly, fluently and with increasing speed by:
 - Choosing which shape of a letter to use when given choices, and deciding whether or not to join specific letters.
 - Choosing the writing tool that is best suited for a task.

Writing – composition

Pupils should be taught to:

- Plan their writing by:
 - Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.
 - Noting and developing initial ideas, drawing on reading and research where necessary.
 - In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed.
- Draft and write by:
 - Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.
 - Describing settings, characters, atmosphere, and integrating dialogue to convey character and advance the action in narratives.
 - Summarising longer passages.
 - Using a wide range of devices to build consistency within and across paragraphs.
 - Organising and presenting text to guide the reader.
- Evaluate and edit by:
 - Assessing the effectiveness of their own and others' writing.
 - Suggesting changes to vocabulary, grammar and punctuation to make the piece more effective and clarify meaning.
 - Ensuring consistent and correct use of tense throughout a piece of writing.
 - Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing, and choosing the appropriate register.
- Proof-read for spelling and punctuation errors.
- Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.

Writing – vocabulary, grammar and punctuation



Pupils should be taught to:

- Develop their understanding of the concepts set out in the grammar list by:
 - Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms.
 - Using passive verbs to affect the presentation of information in a sentence.
 - Using the perfect form of verbs to mark relationships of time and cause.
 - Using expanded noun phrases to convey complex information concisely.
 - Using modal verbs or adverbs to indicate degrees of possibility.
 - Using relative clauses beginning with who, which, where, when, whose, that, or with an implied relative pronoun.
 - Learning the grammar for years 5 and 6.
- Indicate grammatical and other features by:
 - Using commas to clarify meaning or avoid vagueness in writing.
 - Using hyphens to avoid vagueness.
 - Using brackets, dashes or commas to show parenthesis.
 - Using semi-colons, colons or dashes to mark boundaries between independent clauses.
 - Using a colon to introduce a list.
 - Punctuating bullet points consistently.
- Use and understand the grammatical terminology accurately and appropriately in discussing writing and reading.



Greswell Primary School

Policy: English Policy

Implementation date: July 2026

Next review date: July 2028

Signed 07.07.26

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Chair of Governors

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Date

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Headteacher

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Date