

English at Minsterley



INTENT STATEMENT

- **Aims**
- At Minsterley Primary School we believe that learning is a change to long term memory. We intend to create knowledge through spaced repetition and backwards and forwards learning. Our curriculum is built around repeated opportunities to strengthen key concepts.

The English coordinators at Minsterley Primary are
Miranda Kinnersley and Katie Wilcox

READING CURRICULUM

At Minsterley Primary School we teach reading synthetic phonics, using Essential Letters and Sounds, guided reading, whole class or in a smaller group, and individual reading, which is encouraged and monitored through the Accelerated Reader Scheme.

At Minsterley Primary School we teach reading comprehension by focussing on the following key skills:

- extending active and passive vocabulary
- retrieval
- inference
- prediction
- evaluation
- explanation
- summary

These skills are revisited regularly and frequently through the primary phase.

PHONICS

At Minsterley Primary School we teach phonics using the approved scheme Essential Letters and Sounds.

Phonics is taught daily in EYFS and KS1. Each phonic session lasts between 20-30mins and children are taught in whole year groups by a teacher.

Essential Letters and Sounds teaches children to read using a systematic synthetic phonics approach. It is designed to be used as part of an early learning environment that is rich in talk and story, where children experience the joy of books and language whilst rapidly acquiring the skills to become fluent independent readers and writers. ELS teaches children to:

- decode by identifying each sound within a word and blending them together to read fluently
- encode by segmenting each sound to write words accurately.

Teachers follow ELS planning which is displayed on the following page.

ELS Term-by-term Progression

Reception/Primary 1 Autumn 1: Phase 2

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
/s/ <s> /a/ <a> /t/ <t> /p/ <p>	/i/ <i> /n/ <n> /m/ <m> /d/ <d>	/g/ <g> /o/ <o> /c/ <c> <k>	/k/ <k> /e/ <e> /u/ <u> /r/ <r>	/s/ <ss> Assess and review week R:1	/v/ <h> /b/ /f/ <f> <ff> /l/ <l> <ll>
	I, the, no	put, of, is	to, go, into	pull	as, his

Reception/Primary 1 Autumn 2: Phase 3

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
/j/ <j> /v/ <v> /w/ <w> /ks/ <x>	/y/ <y> /z/ <z> <zz> /kw/ <qu> /ch/ <ch>	/sh/ <sh> /th/ <th> (voiced and unvoiced) /ng/ <ng> /nk/ <nk>	/ai/ <ai> /ee/ <ee> /igh/ <igh> /oa/ <oa>	-es (where there is no change to the root word) Assess and review week R:2	Review week R:3
he, she, buses	we, me, be	push	was, her		my, you

Reception/Primary 1 Spring 1: Phase 3-4*

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Review week R:4 /oo/ <oo> (book)	/ar/ <ar> /ur/ <ur> /oo/ <oo> /or/ <or>	/ow/ <ow> /oi/ <oi> /ear/ <ear> /air/ <air>	/ure/ <ure> /er/ <er> /ow/ <ow>	Assess and review week R:5	Review week R:6
	they, all, are		ball, tall	when, what	

* Phase 3 of ELS covers more than just the Phase 3 graphemes – we introduce some challenge from Phase 4 (in the form of adjacent consonants) alongside the Phase 3 teaching to extend children's sounding out and blending skills.

Reception/Primary 1 Spring 2: Phase 3-4

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Review week R:7	Review week R:8	Review week R:9	Review week R:10	Assess and review week R:11	Review week R:12
said, so, have	were, out, like	some, come, there	little, one, do	children, love	

Reception/Primary 1 Summer 1: Phase 4

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Phase 4:1 CVCC -ed /ed/	Phase 4:2 CCVC -ed /t/	Phase 4:3 CCVCC -ed /d/	Phase 4:4 CCVCV	Assess and review week R:13	Phase 4:5 CCCVCC -er -est

Reception/Primary 1 Summer 2: Phase 5 introduction

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
/ai/ <ay> /ow/ <ou> /igh/ <ie> /ee/ <ea> -le	/oi/ <oy> /ut/ <ir> /(y)oo/ <ue> /or/ <aw>	/w/ <wh> /f/ <ph> /(y)oo/ <ew> /oa/ <oe>	/ot/ <au> /ee/ <ey> /ai/ <a-e> /ee/ <e-e>	Assess and review week R:14	/igh/ <i-e> /oa/ <o-e> /(y)oo/ <u-e> /s/ <c>
oh, their	people, Mt, Mrs	you, ask, should	would, could, asked	house, mouse, water	want, very

Year 1/Primary 2 Autumn 1: Phase 5

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Assess and review week Y1:1	Review week Y1:2	Revise: /ai/ <ay> /ow/ <ou> /igh/ <ie> /ee/ <ea>	Revise: /oi/ <oy> /ut/ <ir> /(y)oo/ <ue> /ot/ <aw>	Assess and review week Y1:3	Revise: /w/ <wh> /f/ <ph> /(y)oo/ <ew> /oa/ <oe>

Year 1/Primary 2 Autumn 2: Phase 5

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Revise: /or/ <au> /ee/ <ey> /ai/ <a-e> /ee/ <e-e>	Revise: /igh/ <i-e> /oa/ <o-e> /(y)oo/ <u-e> /s/ <c>	/ee/ <y> /ot/ <al> (walk) Review week Y1:4	Review week Y1:5	Assess and review week Y1:6	Review week Y1:7
please, once	any, many, again	who, whole	where, two		

Year 1/Primary 2 Spring 1: Phase 5					
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Review week Y1:8	/aɪ/ <a> (acorn) /aɪ/ <ey> (they) /aɪ/ <ea> (great) /aɪ/ <eigh> (weight) /ɑː/ <a> (father) /eɪ/ <e> (he) /aɪ/ <i> (find) /aɪ/ <y> (by)	/oʊ/ <o> (go) /ɒ/ <a> (was) /ʊ/ <u> (push) /j/ <oo/ <u> (music) /ɔː/ <ch> (school) /ʃ/ <ch> (chef) /eɪ/ <ea> (head)	/ɜː/ <or> (world) /ɪ/ <ea> (learn) /oʊ/ <ou> (soup) /oʊ/ <ou> (shoulder) /eɪ/ <ie> (brief) /v/ <ve> (have) /ɪ/ <y> (gym)	Assess and review week Y1:9	/aɪ/ <are> (care) /aɪ/ <ere> (there) /aɪ/ <ear> (pear) /tʃ/ <tch> (catch)
		here, sugar, friend	because		

Year 1/Primary 2 Spring 2: Phase 5					
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
/ʊ/ <o> (brother) Review week Y1:10	/ɪ/ <g> (gem) /ɪ/ <ge> (fringe) /ɪ/ <dge> (bridge) /s/ <st> (listen)	/s/ <ce> (fence) /s/ <se> (house) /n/ <gn> (sign) /n/ <kn> (knee) /t/ <wt> (wrap) /m/ <mb> (lamb)	/z/ <se> (cheese) /z/ <ze> (freeze) /eə/ <ee> (cheer) /eə/ <ere> (here) /ʃ/ <ti> (patient) /ʃ/ <ti> –tion (station)	Assess and review week Y1:11	/ɑː/ <ai> (half) /ɔː/ <augh> (caught) /ʃ/ <ssi> (session) /z/ <si> (vision) /ʃ/ <ti> –tious (scrumptious) /ʃ/ <ci> (delicious) –ous, –ion, –ian

Year 1/Primary 2 Summer 1, Summer 2 : all phases					
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Review all previously taught GPCs for reading and spelling, and teach further rarely-used GPCs (see Appendix ii).					

GUIDED READING

During Reception and Year 1, guided reading in smaller groups regularly takes place, at least once a week, as part of Essential Letters and Sounds programme – in the Apply phase of learning.

For pupils in Year 1 and 2 there is a daily guided reading slot focussing on the development of comprehension skills. This is part of the daily carousel of learning activities in the classroom to develop early reading and writing skills.

In Years 3 to 6 guided reading is taught at least three times a week – either as a whole class or in smaller groups. The learning will take various forms including, class or group discussion and informal or formal recording of responses. Sometimes children work individually and sometimes collaboratively with partners.

Guided reading activities are based on a wide variety of texts: fiction, including for example a class novel or stand alone short stories; non-fiction texts almost always linked to other curriculum areas such as science, history or RE and a range of poems.

INDIVIDUAL READING

As soon as children start in Reception they begin an intense programme of phonics-based learning where every book individually matches the phonemes and graphemes that are being taught in Essential Letters and Sounds.

Accelerated Reader: from Years 1 to 6 the children's reading development is enhanced by Accelerated Reader. This is a reading system which is designed to facilitate pupil reading growth and reading comprehension.

All pupils have a reading diary in which the title of their book, how much they have read and comments on how to improve fluency are recorded.

Pupils are encouraged to read widely and choose texts from a wide range of different sources: school reading books, library books, books from home/family and a very large choice of SLS e-books, which all pupils can borrow freely to read at school or at home.

For each year group we have compiled a list of 20 'Highly Recommended' books which we strongly encourage all children to read or share with an adult.

READING ASSESSMENT

Assessment for Learning takes place continuously throughout Reception to ensure that children keep up rather than 'catch up' with the Essential Letters and Sounds programme. This is achieved both during the daily phonics lesson through teacher observation and also using a half termly grapheme checker, which reported to parents and carers.

From the beginning of Year 1, when children are ready, they are given a book-banded book which is a 'sharing book' – it can be read with parents and may contain unfamiliar phonemes and graphemes. The purpose of these books is to broaden the range of text and reading experiences, develop reading comprehension skills and generally promote enjoyment of reading for its own sake.

Once every half term every child completes a Star Reader Test which gives a clear indication of progress in reading comprehension skills. This test is fully interactive and reactive: it adjusts in real time to the accuracy and fluency of the child's responses.

The Accelerated Reading Scheme enables teaching staff to monitor a range of metrics: total word count, number and challenge level of books read, accuracy and frequency in completing reading quizzes. It is therefore straightforward to track pupils' individual reading achievements.

WRITING CURRICULUM

At Minsterley Primary School we teach writing skills on a daily basis as a stand alone lesson. The purpose and focus of the writing will always be linked to a meaningful context.

Writing skills are developed by focussing on the following key areas:

- composition
- sentence construction
- word classes
- punctuation
- spelling

These skills are revised, revisited and practised regularly and frequently through the primary phase, following a sequence of teaching which always builds upon previous learning.



THE LITERACY

COMPANY

INSPIRE | SUPPORT | DEVELOP



Pathways to Write

- We follow a mastery approach to English through the programme 'Pathways to Write.' Units of work are delivered using high quality texts and children in all year groups are given varied opportunities for writing. Skills are built up through repetition within the units, and children apply these skills in the writing activities provided. Many opportunities for widening children's vocabulary are given through the Pathways to Write approach and this builds on the extensive work we do in school to provide our children with a rich and varied vocabulary.

First year overview of texts

Year group	Autumn term		Spring term		Summer term	
EYFS	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Peace at Last by Jill Murphy	The Three Little Pigs by Mara <u>Alperin</u>	Let's all Creep through Crocodile Creek by Jonny Lambert	The Pirates Are Coming by John Condon	<u>Gigantosaurus</u> by Jonny Duddle	The See Saw by Tom Percival
1/2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Troll Swap by Leigh Hodgkinson	The Owl who was afraid of the dark by Jill Tomlinson	Dragon Machine by Helen Ward	Major Glad, Major Dizzy by Jan <u>Oke</u>	The Last Wolf by Mini Grey	Grandad's Secret Giant by David Litchfield
2/3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Seal Surfer by Michael Foreman	Winter's Child by Graham Baker-Smith	Stone Age Boy by Satoshi Kitamura	Big blue whale by Nicola Davies	Journey by Aaron Becker	<u>Zeraffa</u> Giraffa by Dianne Hofmeyr
4/5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Gorilla by Anthony Browne	Leon and the Place Between by Graham Baker-Smith	Escape from Pompeii by Christina <u>Balit</u>	Amazing Islands by Sabrina Weiss & Kerry Hyndman Koji's Island by The Literacy Company	Where the Forest Meets the Sea by Jeannie Baker & Jungle Explorer by The Literacy Company	Blue John by <u>Berlie</u> Doherty
5/6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Young, Gifted and Black by Jamia Wilson Race to the Frozen North: The Matthew Henson Story by Catherine Johnson	Beowulf by Michael Morpurgo	Kai and Monkey King	Malala's Magic Pencil by Malala Yousafzai	The Brilliant Deep	Bold and Brave Women from <u>Shakespeare</u> by Shakespeare Birthplace Trust A Stage Full of Shakespeare Stories by Angela McAllister

Year 1/2 Texts and Outcomes

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Troll Swap by Leigh Hodgkinson	The Owl Who Was Afraid of the Dark by Jill Tomlinson (picture book)	Dragon Machine by Helen Ward	Major Glad, Major Dizzy by Jan Oke	The Last Wolf by Mini Grey	Grandad's Secret Giant by David Litchfield
<p>Outcome Fiction: write a story with focus on characters</p> <p>Greater Depth Story about two invented contrasting characters who swap places</p>	<p>Outcome Non-chronological report: write a fact sheet about owls</p> <p>Greater Depth Alter the layout to include own subheadings and extra features</p>	<p>Outcome Fiction: write an adventure story with change of character and machine</p> <p>Greater Depth Story written in first person</p>	<p>Outcome Recount: write a diary entry of historical events from Major Glad's point of view</p> <p>Greater Depth Diary entry to include the feelings of Major Dizzy</p>	<p>Outcome Letter: write a letter in role as the character persuading to save the trees</p> <p>Greater Depth Real life letter to specific audience e.g. local MP</p>	<p>Outcome Fiction: write a story with a moral focus</p> <p>Greater Depth Story from the point of view of the giant</p>

Year 2 Mastery Keys

Year 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Word	Word Add -ly to turn adjectives into adverbs	Word	Word	Word Add -er and -est to adjectives Use homophones and near homophones	Word Add suffixes to spell longer words (e.g -ment,- ful)
<p>Word Throughout each unit of <i>Pathways to Write</i> there will be opportunities to apply word skills: Spell many words correctly by segmenting spoken words into phonemes and representing these by graphemes and spell common exception words.</p>						
	Sentence Use subordination (because) and co-ordination (and) Use expanded noun phrases to describe and specify	Sentence Use co-ordination (but, or)	Sentence Write sentences with different forms: statement, question, exclamation, command Use subordination (apply <i>because</i> , introduce <i>when</i>)	Sentence Use subordination (apply <i>because</i> , <i>when</i> ; introduce <i>that</i>)	Sentence Use subordination (<i>if</i> , <i>that</i>)	Sentence Use subordination (when, if, that, because) and co-ordination (or, and, but) Use expanded noun phrases to describe and specify
	Text	Text	Text Use present and past tenses correctly and consistently (some progressive)	Text Use present and past tenses correctly and consistently Use the progressive form of verbs in the present and past tense	Text	Text Use present and past tenses correctly and consistently including the progressive form
	Punctuation Use punctuation correctly - full stops, capital letters	Punctuation Use commas to separate items in a list	Punctuation Use punctuation correctly - exclamation marks, question marks	Punctuation Use punctuation correctly – introduce apostrophe for the possessive (singular)	Punctuation Use punctuation correctly – apostrophes for contracted forms	Punctuation

Year 5/ 6 Texts and Outcomes

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Young, Gifted and Black by Jamia Wilson</p> <p>Race to the Frozen North: The Matthew Henson Story by Catherine Johnson</p>	<p>Beowulf by Michael Morpurgo</p>	<p>Kai and the Monkey King by Joe Todd-Stanton</p>	<p>Malala's Magic Pencil by Malala Yousafzai</p>	<p>Brilliant Deep by Kate Messner and Matthew Forsythe</p>	<p>Bold and Brave Women from Shakespeare by Shakespeare Birthplace Trust</p> <p>A Stage Full of Shakespeare Stories by Angela McAllister</p>
<p>Outcome Recount: write a series of diary entries</p> <p>Greater Depth Series of diary entries including her viewpoint on other characters</p>	<p>Outcome Fiction: write a further adventure</p> <p>Greater Depth Invent their own monster and include motives and viewpoint</p>	<p>Outcome Fiction: write a myth, creating characters and settings</p> <p>Greater Depth Write from the character's viewpoint</p>	<p>Outcome Recount: write an autobiography</p> <p>Greater Depth Include a first-person recount from another point of view</p>	<p>Outcome Persuasion/information: write an information leaflet</p> <p>Greater Depth Authorial choices on sections of text and layout</p>	<p>Outcome Recount: write and perform a soliloquy</p> <p>Greater Depth Choose the form of the text</p>

Year 6 Mastery Keys

Year 6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Word	Word	Word	Word	Word	Word
	Sentence Use expanded noun phrases to convey complicated information concisely Use passive verbs	Sentence Use modal verbs or adverbs to indicate degrees of possibility (Y5)	Sentence Recognise structures for formal speech and writing, including subjunctive forms Use passive verbs	Sentence Use passive verbs	Sentence Use relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun (Y5)	Sentence Recognise vocabulary and structures for formal speech and writing, including subjunctive forms
	Text Link ideas across paragraphs using a wider range of cohesive devices <i>Integrate dialogue to convey character and advance the action</i>	Text <i>Enhance meaning through selecting appropriate grammar and vocabulary</i>	Text <i>Distinguish between the language of speech and writing</i> <i>Integrate dialogue to convey character and advance the action</i>	Text Use a wider range of devices to build cohesion Use organisational and presentational devices to structure text Variety of verb forms used correctly and consistently (progressive present perfect forms)	Text Use a wider range of devices to build cohesion	Text <i>Identify the audience for and purpose of writing</i> <i>Choose the appropriate register</i>
	Punctuation Punctuate bullet points consistently	Punctuation Use brackets, dashes or commas to indicate parenthesis (Y5)	Punctuation Use semi-colons to mark boundaries between independent clauses	Punctuation Use colons or dashes to mark boundaries between independent clauses	Punctuation Use a colon to introduce a list and use of semi-colons within lists Use hyphens to avoid ambiguity	Punctuation Use semi-colons, colons or dashes to mark boundaries between independent clauses

**Objectives in italics are writing composition objectives*

Recount

Y1/2	Y3/4	Y5/6
<p>Year 1:</p> <ul style="list-style-type: none"> • Use some simple description • Write in 1st person based on experiences • Write in past tense • Begin to link events using <i>and</i> • Write events in order <p>Year 2:</p> <ul style="list-style-type: none"> • Include detail and description to inform the reader • Use consistent past tense • Include personal comments and own viewpoint • Order events with adverbs of time 	<p>Year 3:</p> <ul style="list-style-type: none"> • Use a balance of description and opinion • Use a range of adverbs e.g. first, next, after that, finally and prepositions e.g. <u>in</u> the morning, <u>before</u> lunch • Use a range of past tense forms • Write in 1st person or 3rd person • Write an introductory paragraph • Write further paragraphs in chronological order <p>Year 4:</p> <ul style="list-style-type: none"> • Engage the reader through detailed description • Include eyewitness accounts as quotes using direct speech punctuation • Use fronted adverbials to introduce or connect paragraphs e.g. Later that day, Inside the castle • Use a range of past tense forms • Write in 1st person or 3rd person • Write an introductory paragraph including the 5Ws – who, what, where, when, why and how • Use paragraphs to extend and sequence extended recounts 	<p>Recount</p> <p>Year 5:</p> <ul style="list-style-type: none"> • Engage reader through use of description, feelings and opinions • Create cohesion through use of a range adverbs and adverbials • Write in consistent tense using a range of verb forms • Include the 5Ws – who, what, where, when, why and how – and conclude with a clear summary <p>Year 6:</p> <ul style="list-style-type: none"> • Select the appropriate style to engage the audience • Use direct and reported speech to express a range of viewpoints • Use a wide range of cohesive devices e.g. conjunctions, synonyms, adverbials, punctuation • Use verb tenses consistently and correctly <p>Biography / Autobiography</p> <p>Also include:</p> <ul style="list-style-type: none"> • Use real life facts, including dates and place names • Use thematic language specific to the subject • Use formal language appropriately

Super Sentences

At Minsterley Primary School we have adapted resources originally produced by Alan Peat and Chris Quigley to create a scaffold for sentence construction that can be easily retrieved and applied by pupils. This approach helps to develop the skills required to write coherent, accurate sentences. Grammar knowledge and punctuation skills are introduced progressively from Year 1 to Year 6. However, in addition, all the learning is revised and revisited regularly on a cyclical basis.

The learning is introduced to the children as Super Sentences. The Super Sentence types and examples are displayed in every classroom and referred to frequently. Children are encouraged to use Super Sentences creatively in all their writing, including in other curriculum areas. They are also encouraged to highlight the Super Sentences that they have included in their work – which is a useful form of self-assessment and supports independent learning.

Progression in Alan Peat Sentence Types

Year Group	Sentence type	Examples	Additional points to be taught through the sentence type
1	<p>2A sentences</p> <p>Two adjectives preceding the first noun and two adjectives preceding a second noun</p>	He was a tall, awkward man with an old, crumpled jacket	Expanded noun phrases Adjectives and adjectival phrases
1	<p>Question sentence/All the W's sentences</p> <p>Short sentences. Should not be scattered too frequently as will lose impact</p>	Why do you think he ran away? What next? Why is our climate changing?	Could be used to teach rhetorical questions (in later years)
2	<p>BOBs sentences (used to be BOYS)</p> <p>But, Or, Because, So</p> <p><u>Two part</u> sentence – first part ends with a comma and second part begins with a co-ordinating conjunction (BOBS). No comma before because.</p>	She ran down the road because a man was chasing her. He wept buckets, so he had to blow his nose.	Comma before some conjunctions Compound sentences
2	<p>-ly sentence</p> <p>Begins with an -ly adverb</p>	Silently, the bow swam across the river	Fronted adverbial Commas after fronted adverbials
2	<p>What +! Sentences</p> <p>Begin with the word 'what' followed by an adjective to describe the final word/s of the sentence. Senses can be used to improve vocabulary choices.</p>	What a lovely day! What a delicious smell! What an awful din!	Exclamation mark Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition

2	<p>Similes</p> <p>Some should be banned (cold as ice, hot as the sun etc) If using banned similes, make more interesting by adding a 'where?' and 'when?' to the end of the cliché</p>	<p>The moon hung above us like a patient, pale white face.</p> <p>Although it was August, it was as cold as a late December evening.</p>	<p>Poetic device</p> <p>Figurative language</p>
3	<p>Verb, person sentences (ing sentence)</p> <p>A typical sentence (subject-verb) inverted, opening with a verb to give it greater importance/weight. Chosen verb is followed by a comma then the name of a person or personal pronoun (he, she, they it), followed by the remainder of the sentence</p>	<p>Pondering, Helen cautiously opened the parcel.</p>	<p>Choosing nouns or pronouns appropriately to within a sentence to avoid ambiguity and repetition</p> <p>Varying sentence starters</p>
3	<p>Emotion word, (comma) sentences</p> <p>Does not conform with traditional subject-verb combination sentence</p> <p>Uses adjective to describe emotion, followed by a comma. Rest of sentence describes actions related to the opening emotive adjective. Placing the emotive adjective at the start of the sentence gives more weight to that word. Provide A-Z of emotion words</p>	<p>Desperate, she screamed for help</p>	<p>Adverbial phrases</p> <p>Openers</p>
3	<p>The more, the more sentences</p> <p>The first more should be followed by an emotive word and the second more should be followed by a related action.</p> <p>Provide a list of human emotions</p> <p>When grasped introduce <u>The less</u>, the less sentence</p>	<p>The more upset she was, the more her tears flowed</p> <p>The less happy he became, the less likely he was to smile</p>	<p>Adverbial starters</p>
3	<p>A and A, sentences</p> <p>Two pairs of related adjectives. Each pair is followed by a comma and separated by the conjunction and</p>	<p>Exhausted and worried, cold and hungry, they did not know how much further they could go</p>	<p>Varying sentence openers</p> <p>Expressing place and cause when using conjunctions</p>

3	<p>Double <u>ly</u> ending sentences Ends with two adverbs of manner. First part of this sentence type ends in a verb. Two adverbs of manner are then added to add precision to the sentence</p>	<p>The worried people ran quickly and purposefully He swam slowly and falteringly</p>	Swapping adverbs and clauses
4	<p>3_ ed sentences (2_ ed for LA <u>chn</u>) Three related adjectives, each of which ends in -ed. Usually the adjectives will describe an emotion. Display a A-Z of -ed adjectives</p>	<p>Frightened, terrified, exhausted, they ran from the creature</p>	<p>Ensure these are taught as adjectives NOT verbs Determiner – stands before any noun if <u>necessary</u> to enable the sentence to make sense (the, a, this, my, any)</p>
4	<p>Burger sentence Has an embedded/subordinate clause. Always begins with a noun which is followed by a comma then the embedded clause (the part of the sentence that can be omitted and the sentence would still make sense). The embedded clause ends, as it started, with a comma then the final part of the sentence adds some detail to the opening noun. A subordinate clause does not have to begin with which.</p>	<p>Cakes, which taste fantastic, are not so good for your health</p>	embedded/subordinate clause
4	<p>If, then sentences It is necessary to use a comma after each of the clauses beginning with if</p>	<p>If the alarm had gone off, if the bus had been on time, if the road repairs had been completed, then his life would not have been destroyed</p>	Subordination using a subordinating conjunction

5	<p>3 bad – (dash) question sentences</p> <p>Sentence begins with three negative words (usually adjectives). First and second followed by commas. Third followed by a dash, then a question which relates to the negative adjectives. Impact is dramatic</p>	Thirst, heatstroke, exhaustion – which would kill him first?	Using dashes as progression from a list sentence
5	<p>P.C. sentences (paired conjunctions)</p> <p>Some words demand a second word in order to make sense – this is the essence of the paired conjunction. (BA) – both/and <u> </u> (NA) – not so/as (NN) – neither/nor <u> </u> (AA) – as/as</p>	It was both cold and unpleasant for him to work there	Conjunctions
5	<p>Some; others <u>sentences</u></p> <p>Compound sentences beginning with the word some and have a semi-colon instead of a conjunction separating the latter half of the sentence</p>	Some people love football; others just can't stand it	Use of the semi-colon, colon and dash to mark the boundary between independent clauses
6	<p>Imagine 3 examples: sentences</p> <p>Begin with the word imagine, then describe three facets of something (<u>often times</u> or places). The first two facets are separated by commas and the third concludes with a colon. The writer then explains that such a time or place exists.</p>	Imagine a time when people may not be afraid, when life might be much simpler, when everyone could help each other: this is the story of that time	Modal verb – used to express degrees of certainty, or ability and obligation (will, could, can, could, may, might, shall, should, must and ought) Colon
6	<p>Active and passive sentences</p>	The school arranged a visit – active A visit was arranged by the school - passive	

Macavity : Finally Detained

Macavity was arrested late last night after being caught amongst jewels and rare stones just inside the bounds of Buckingham Palace.

Malicious murderer and convicted felon 'Macavity' infiltrated the walls of Buckingham Palace , where he then disarmed no less than eight of the Queens private guards in an attempt to retrieve many precious jewels . The notorious feline criminal was caught and arrested after alerting a hidden alarm system and being paralysed by fear.

Recent evidence has revealed that a secret alliance has been defying the law and escaping the government's grasp for over nine years . Many infamous cats have been coerced and manipulated into committing serious crimes : Griddlebone and Mungojerrie to mention a few . Many people are protesting against innocent cats and rampages of Macavity's victims have stormed Scotland Yard and are harassing law enforcers in the streets.

Example

New information has uncovered that 93% of crimes committed over the last nine years were due to the organization's members and their unruly motivations.

Macavity and his ferocious- feline crew have been detained and will remain in the local prison until further notice and could possibly be facing a life - long sentence for the crimes committed.

Dear Diary,

I am completely outraged. Macavity, the local Napoleon of crime, is causing nothing but trouble. I don't know where to begin. Yesterday I came home just to find that my peke had been stifled. Who does that? All of my friends have now stopped going out just to save their pets. This sort of behaviour is not normal - this monstrous feline has got to go. Earlier today, I woke up to a phone alarm going off. As I answered the phone my ear went deaf: my mum screamed that her greenhouse had been destroyed. It didn't take a detective to know that it was Macavity. When I went downstairs to make my morning coffee, I realised that my whole fridge had been robbed. The more I looked around, the more devastation and emptiness I saw. That wasn't the only thing - *MY PRECIOUS DIAMONDS HAD GONE!* This is simply outrageous. No one can live like this. The last crime completely put me in shock. Not only did this cat vandalise the government offices, he has also stolen vital papers and plans. He might set off WW3.

Example

Grammar and Punctuation

At Minsterley Primary School we teach grammar and punctuation skills through two main routes. All teachers deliver discrete grammar and punctuation sessions in order to explain, demonstrate and practise key areas of learning. We use resources and planning from the Grammasaurus scheme to deliver this. In addition grammar and punctuation are completely integrated into the Pathways to Write scheme. This approach ensures that children have plenty of opportunities to revisit, consolidate and practise key skills.

Spelling

At Minsterley Primary School we teach spelling using two main resources: Essential Letters and Sounds in Reception and Year 1 and Spelling Shed in Year 1 to Year 6. Spelling skills and knowledge are taught and practised in a sequence of learning steps.

From Year 1 children are assigned weekly spelling tasks to complete on Spelling Shed. These tasks comprise a variety of interactive activities which support the children in learning and applying spelling rules and conventions. Progress in spelling accuracy is assessed using formal tests, dictation exercises and through observation in children's independent writing. Particular emphasis is placed on the learning of high frequency words with tricky spellings, which can present as a challenge to children trained in synthetic phonics.

Children identified as needing extra support with spelling are assigned assignments on Nessy – a specialist spelling programme which helps children with specific spelling needs.

Handwriting

At Minsterley Primary School, 'joined up' handwriting (continuous cursive script) is taught with a sequential and progressive approach.

Children are introduced to this style from Year 1 after they have secured their pencil grip and have a secure knowledge of the letter shapes.

We use 'Twinkl' handwriting scheme throughout school, thus ensuring there is a continuity and progression across classes with letter formation.

Handwriting is taught regularly in phonic sessions, spelling lessons and writing lessons throughout the school.

What would
you expect to
see in a English
lesson at
Minsterley?

- Independent and responsible learners
- Teaching in line with NC
- High expectations with good pace 'Teach to the top'
- Pitched in line with age expectations
- Opportunities to recap/revisit previous learning through 'I can still' , mini activities and even whole lessons if required.
- Small steps, ensuring pupils are secure before moving on
- Live marking/self and peer marking
- Same day intervention
- Focused interventions

End of Year Data KS2

Key Stage 2 – Reading

KS2	2018 School	2018 National	2019 School	2019 National	2022 School	2022 National	2023 School	2023 National
% Pupils reaching expected standard	77	75	87	73	96	74	94.6	73
% Pupils 'Working at greater depth'	31	26	30	27	33	27.7	47.3	28.9
Average Scaled Score	105.21	105.39	106.9	104.4	107.4	104.8	109.6	105
Progress	0.31	0.0	1.06	0.0	+4.54	0.0	+6.72	0.0

Key Stage 2 - Writing

KS2	2018 School	2018 National	2019 School	2019 National	2022 School	2022 National	2023 School	2023 National
% Pupils reaching expected standard	69	70	78	78	83	69	84.2	71
% Pupils 'Working at greater depth'	27	16	13	20	25	12.8	10.5	13.3
Progress	-1.10	0.0	-1.89	0.0	+4.41	0.0	+3.13	0.0

Key Stage 2 - GPS

KS2	2018 School	2018 National	2019 School	2019 National	2022 School	2022 National	2023 School	2023 National
% Pupils reaching expected standard	71.4	77.7	78	78	92	72	78.9	72
% Pupils 'Working at greater depth'	28.6	34.4	39	36	37	28.2	26	29.9

End of Year Data KS2

Pupil Premium

Pupil premium strategy outcomes

KS2 SATS 2023 DATA- Disadvantaged

Reading

Below expected	12.5%
Expected	87.5%
Greater Depth	12.5%

Writing

Expected	62.5%
Greater Depth	0%

Maths

Below expected	12.5%
Expected	87.5%
Great Depth	25%

End of Year Data KS1

Reading

	2018 School	2018 National	2019 School	2019 National	2022 School	2022 National	2023 School	2022 National
Expected	77	75	68	75	67	67	68	68
Working at 'Greater Depth'	31	26	18	25	0	18	10.5	18.8

Writing

	2018 School	2018 National	2019 School	2019 National	2022 School	2022 National	2023 School	2023 National
Expected	69	70	68	69	60	58	63	60
Working at 'Greater Depth'	27	16	0	15	0	8.1	10.5	8.2

CPD

January 2021 – Reading CPD for all teachers with Chris Ogden

June 2021 – Teachers and TAs - Chris Ogden English Spiralled Curriculum

June 2021 – Jo Holloway and Miranda Kinnersley CPD with Chris Quigley – Writing to Learn

September 2021 – Teachers and TAs – SPAG Subject Knowledge
Chris Ogden

December 2021 – CPD for TAs delivered by Miranda Kinnersley
SPAG Subject Knowledge

January 2022 – Essential Letters and Sounds training – all teachers

Assessment at Minsterley

Every term all children in Year 1 to Year 6 complete formal written assessments in reading and SPAG. The outcomes from these tests are converted to scaled scores. This is one way of monitoring attainment and progress in these areas.

Every half term children complete a STAR Reader test which is interactive and reactive to individual responses. The attainment scores in these tests provide a consistent reference point.

In addition children's writing skills are assessed continually through live marking. Verbal feedback supports children in developing their writing on a daily basis.

Every half term all children complete a piece of independent writing which is assessed with reference to year group specific 'I Can' statements attached to the back of each English book. In this way teachers and children can easily keep track of progress.