

# English Overview

Teacher guidance for reading and writing

Updated for 2025-26

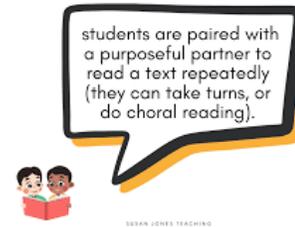


# Reading

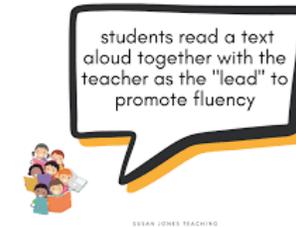
## Guided reading

- ❑ Whole-class guided reading lessons - at least 50% listening
- ❑ Children to follow along with text in front of them
- ❑ Focus on fluency, not comprehension
- ❑ Introduce audiobooks to model best practice / a change of voice – children associate voice with specific book
- ❑ Regularly pause listening for echo reading, choral reading, discuss punctuation/vocabulary/sentence structure (relate recent SPAG targets)
- ❑ Keep written comprehension questions to maximum of three – listening, practising and discussion is more important, in every year group
- ❑ Discuss 'SPAG vocabulary' whenever possible, eg synonym, pronoun, homophone, command, direct speech, semi-colons, apostrophes etc
- ❑ Use drama to bring books to life!

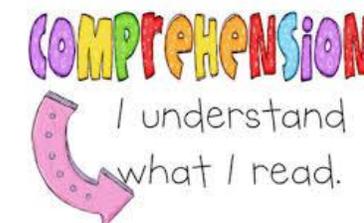
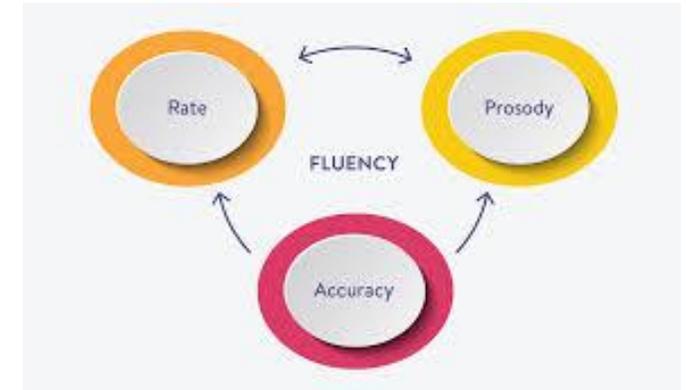
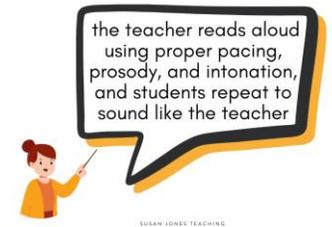
### PAIRED READING:



### CHORAL READING:



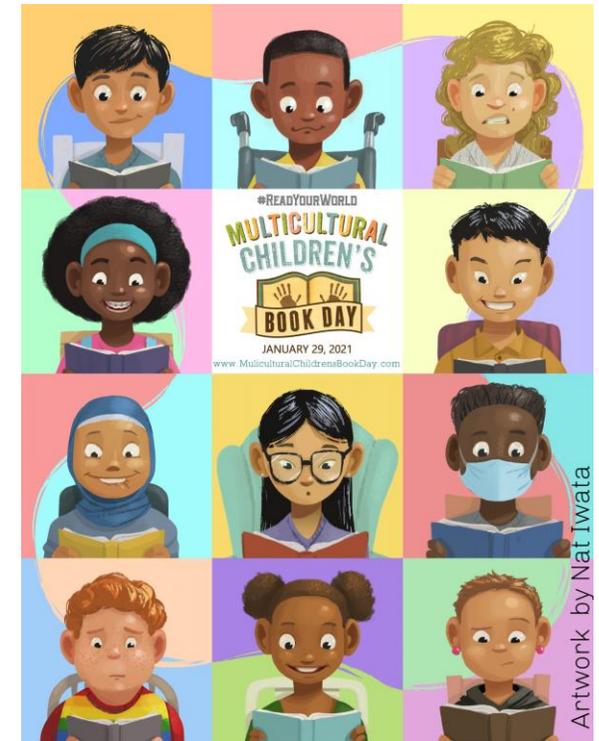
### ECHO READING:



# Reading

## Guided reading – which texts to choose?

- Ensure you have a diverse range of texts for your year group. Think about different cultures, religions, visible and non-visible differences
- Balance your texts between fiction, non-fiction and poetry
- Use a range of ‘types’ of book so everyone can access them – picture books, chapter books, graphic novels, plays
- Using cross-curricular texts, eg Armistice Runner while studying World War I can be a powerful way to improve understanding and writing outcomes (but you don’t have to choose all of them like this!)
- Try to consider changing at least one text every year to keep our curriculum current
- Each year group to adhere to Dimov’s 5 plagues of reading to ensure a reading spine that exposes children to the broadest range of texts



# Reading

## Assessment of reading

- ❑ FFT assessments: [Reading Assessment Programme – FFT](#)
- ❑ Assesses pupils' reading skills and fluency from Reception to Year 6 (assessments last 5-10 mins) – now adaptive!
- ❑ Phonics skills: GPC knowledge, segmenting and blending
- ❑ Reading skills: decoding, reading fluency and comprehension
- ❑ Includes DfE Year 1 Phonics Screening check
- ❑ Data includes standardised scores, reading fluency ages, wpm, identification of gaps in knowledge/misconceptions
- ❑ Ability to filter children in different ways and target groups for intervention (View Pupils & View Reports)
- ❑ Assessments in Reception and Year 1 are end-of-year and Years 2-6, once a term
- ❑ So far, it's proved very accurate in Year 6.

Start Assessment 

Year Group:

Pupil:

# Reading

## Reading for pleasure

- All children to be encouraged to have a 'reading for pleasure' book
- Library accessible one lunchtime a week to Years 2-6
- 'Book chat' to be encouraged across all year groups
- Incentivise reading in your classroom using house points, eg Read to Lead
- Recommended reading shelf / classroom bookshelves
- Book fair: 14-17 October 2025
- World Book Day: 5 March 2026
- The Yoto app – free audiobooks (child-friendly)
- Live author visits: David Fuller visit – very successful
- Virtual reading events: LL to find, suggest and book for all year groups once a term



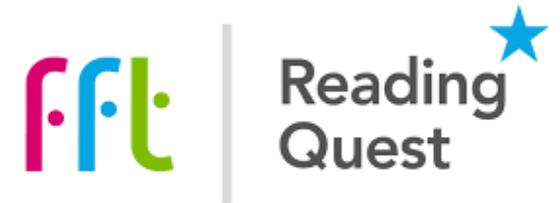
### Sections

- *First reader – Picture books*
- *Early reader – Years 1/2*
- *Junior reader – Years 2/3/4*
- *Independent reader – Years 4/5/6*
- *Super-readable – all ages / dyslexia-friendly*
- *Non-fiction – all ages*
- *Level books 6-18*
- *Recommended reading*

# Reading

## Reading interventions

- ❑ NEW! Harper Collins Progress Set – dual-banded hi-lo books: KS1 reading level with KS2 interest level. For Yrs 4, 5 & 6. Kept separately - signed in and out.
- ❑ Focus should be on fluency in UKS2, rather than comprehension
- ❑ Phonics interventions used up to, and including, Year 4, eg. No Nonsense Phonics, SNIP  
Different approach needed in UKS2. Use hi-lo books and lots of fluency intervention.
- ❑ 1:1 reading to include more modelling/repetition of words or phrases
- ❑ Nesy: “Nesy is a multi-sensory approach, engaging different senses like sight, sound, and touch to reinforce learning.” It also offers us a rudimentary but useful dyslexia screening tool
- ❑ Suggested intervention for Years 5 & 6: Fluency practise using age-appropriate texts, eg fables, scripts, poems, 60-second reads (Twinkl) – oracy rather than comprehension



# Grammar and punctuation

Explicitly taught, modelled, observed and integrated

- ❑ Explicitly teach grammar and punctuation, in line with SPAG targets document
- ❑ Model the use of good grammar and punctuation at every opportunity, including guided reading lessons when listening to, and following, texts
- ❑ Ask children to observe grammar and punctuation used by authors and regularly edit passages which have deliberate mistakes
- ❑ Integrate all teaching of grammar and punctuation within weekly writing tasks, drawing attention to objectives and adding to children's 'toolkits' throughout the year
- ❑ Use SPAG starters each morning to help structure the introduction of age-appropriate knowledge or recap on previously-learnt skills
- ❑ Allow children to self-assess and or peer/assess their writing, during tasks (not at the end), encouraging them to identify areas for improvement

Word Structure	Sentence Structure	Text Structure	Punctuation	Terminology for Punctuation
Regular plural noun suffixes -s or -es (e.g. dog, dogs, wish, wishes) Suffixes that can be added to verbs (e.g. helping, helped, helps)	How words can combine to make sentences How and can join words and join sentences	Sequencing sentences to form short narratives The consistent use of present tense verbs past tense throughout texts	Separation of words with spaces Introduction to the use of capital letters, full stops, question marks and exclamation marks to demarcate sentences	word, sentence, letter, capital letter, full stop, punctuation, singular, plural, question mark, exclamation mark
Formation of nouns using suffixes such as -ness, -er	Subordination (using when, if, that, or because) and co-ordination (using and, or, but)	Use of the continuous form of verbs in the present and past tense to mark actions in progress (e.g. she is drinking, he was shouting)	Capital letters for names and for the personal pronoun Capital letters, full stops, question marks and exclamation marks to demarcate sentences	verb, tense (past, present), adjective, noun, suffix, apostrophe, comma
Formation of adjectives using suffixes such as -ful, -less (A table full of suffixes can be found in the spelling annex)	Expanded noun phrases for description and specification (e.g. the blue butterfly, plain four, the man in the street)	Introduction to paragraphs as a way to group related material	Use of commas to separate items in a list Apostrophes to mark contracted forms (e.g. spelling)	word family, conjunction, adverb, preposition, direct speech, inverted commas (or speech marks), prefix, consonant, vowel, clause, subordinate clause
Use of the suffixes -er and -ed from components of adjectives and adverbs	Sentences with different forms: statement, question, exclamation, command	Headings and sub-headings to aid presentation	Use of speech marks to punctuate direct speech	personal, possessive pronoun, adverbial
Formation of nouns using a range of prefixes, such as oppos-, anti-, sub-	Expressing time and cause using conjunctions (e.g. when, before, after, while, because), adverbs (e.g. then, next, soon, no), or prepositions (e.g. before, after, during, in, because of)	Use of the perfect form of verbs to mark relationships of time and cause (e.g. I have written it down so we can check what he said)	Use of paragraphs to organise ideas around a theme	relative clause, modal verb, relative pronoun, parentheses, bracket, dash, determiner
Use of the determiner a or an according to whether the next word begins with a consonant or a vowel (e.g. a rock or an egg)	Appropriate choice of pronoun or noun within a sentence to avoid ambiguity and repetition	Use of paragraphs to organise ideas around a theme	Use of paragraphs to organise ideas around a theme	active and passive voice, subject and object, hyphen, synonym, colon, semi colon, bullet point
Word families based on common words	Relative clauses beginning with who, which, whom, why, or whose	Appropriate choice of pronoun or noun across sentences	Use of commas after fronted adverbials (e.g. I ate that day, I read the last item)	
The grammatical difference between plural and possessive -s	Indicating degrees of possibility using modal verbs (e.g. might, should, will, must) or adverbs (e.g. perhaps, surely)	Devices to build cohesion within a paragraph (e.g. then, after that, this, here)	Use of commas to clearly meaning or avoid ambiguity	
Standard English forms for verb perfectives instead of local spoken forms (e.g. we were instead of we was, or I did instead of I done)	Use of the passive voice to affect the presentation of information in a sentence (e.g. I broke the window in the greenhouse versus The window in the greenhouse was broken)	Linking ideas across paragraphs using adverbials of time (e.g. later), place (e.g. nearby) and number (e.g. secondly)	Use of the semi colon, colon and dash to indicate a stronger sub-section of a sentence than a comma	
Converting nouns or adjectives into verbs using suffixes (e.g. -ise, -ise-, -ise)	Expanded noun phrases to convey complicated information concisely (e.g. The boy had stopped over the fence in over there, or the last that I saw [name] meant the end of sports day)	Linking ideas across paragraphs using a wider range of cohesive devices: semantic cohesion (e.g. repetition of a word or phrase); grammatical cohesion (e.g. the use of adverbials such as on the other hand, in contrast, or as a consequence); and ellipsis	Punctuation of bullet points to list information	
Verb prefixes (e.g. dis-, de-, mis-, over- and re-)	The difference between structural types of informal speech and structures appropriate for formal speech and writing (such as the use of question tags, e.g. I'm very tired, isn't he?, or the use of the subjunctive in some very formal writing and speech)	Lay-out devices, such as headings, sub-headings, columns, bullets, or tables, to structure text	How hyphens can be used to avoid ambiguity (e.g. I'm eating steak versus I'm eating steak, or recover versus to cover)	
The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (e.g. I did versus reported, alleged, or claimed in formal speech or writing)				

Year 3 Writing Standards		
A child will have met the Year 3 'standard' by successfully achieving each of these statements.		
Highlighted steps in bold are key performance indicators for year group		
	Step	Secure within step (✓✓✓)
Composition	I can plan my writing by talking about the important parts in a story, poem or non-fiction text and can re-edit it	
	<b>I can draft and write by saying sentences and making improvements out loud, using the best words that I know</b>	
	<b>I can use paragraphs as a way of grouping parts of my writing</b>	
	<b>I can draft and write narratives creating characters, settings and plot</b>	
	<b>I can draft and write non-narrative material using headings and sub-headings to organise my work</b>	
Handwriting	I can evaluate and edit my writing to make it more interesting	
	<b>I can proof-read for errors including checking full-stops, apostrophes, commas, question marks, exclamation marks and inverted commas for direct speech</b>	
Vocabulary, grammar and punctuation	<b>I can use the diagonal and horizontal strokes that are needed to join letters</b>	
	I can write so that my letters are easy to read, all the same way up and the same size	
	<b>I can create new words using a range of prefixes e.g. super-, anti-, -able</b>	
	<b>I can use the present perfect form of verbs instead of the simple past e.g. 'He has gone out to play', rather than 'he went out to play'</b>	
	<b>I can identify word families based on root words e.g. solve, solution, dissolve, insoluble</b>	
Spelling	<b>I can talk about time, place and cause using e.g. when, before, after, while, so, because</b>	
	<b>I can begin to use inverted commas to punctuate direct speech</b>	
	<b>I understand the following words: noun, noun phrase, command, question, exclamation, suffix, prefix, adjective, apostrophe, tense and comma</b>	
	<b>I can use the prefixes un-, dis-, mis-, re-, pre-</b>	
	<b>I can spell words with endings sounding like 'zh' and 'ch' e.g. treasure, measure, picture and nature</b>	
I can spell homophones like fair/fare, break/brake, grate/great, heel/heal, mail/male, meat/meet, piece, peace, plain/plane		
<b>I can spell words that are often misspelt – English Appendix 1</b>		
I can spell words with the 'l' sound spelt 'y' e.g. myth and gym		
I can add suffixes to spell longer words, including – meant, -ness, -full, -ly		
I can spell words with the 'u' sound spelt 'ou' e.g. young and touch		
I can spell words with the 'k' sound spelt 'ch' e.g. scheme, school, echo		
I can spell words with the 'sh' sound spelt 'ch' e.g. chef or machine		
I can spell words with the 'ay' sound spelt 'igh' or 'ev' e.g. eight or they		
<b>I can use the first two or three letters of a word to check its spelling in a dictionary</b>		



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# Spelling

KS2 weekly lessons, writing and homework

- Produced by Monster Phonics, this scheme provides consistency for all children across Infants and Juniors
- Superhero Spelling scheme gives clear spelling rules or patterns and provides excellent resources
- Spelling should be timetabled twice a week: once to introduce new spellings and once to test the previous week's spellings
- Test spellings using dictation sentences where appropriate
- Look, Write, Cover sheets to be sent home to practise words
- Weekly spellings to be visible in the classroom for a week (alongside 'word of the day') and children encouraged to use them in writing tasks, particularly ones marked with an asterix, which indicates that they are statutory words
- Statutory spellings to be given more priority in general as they are crucial for 'expected' in Year 6 English writing



# Writing

## Medium-term planning

Year 6		Class Teacher (s):	LL/RL	Unit Title:	Harry Potter & The Philosopher's Stone	
Term	Writing Objectives (Disciplinary Knowledge)			SPAG Objectives (Substantive Knowledge)	Topic Links & Cross Curricular opportunities	
	<ul style="list-style-type: none"> <li>I can use modelling, examples or familiar texts to help me write pieces appropriate to the task.</li> <li>I can sequence paragraphs logically.</li> <li>I can link ideas across paragraphs using cohesive devices.</li> <li>I can draft and write narratives based on books/films I have seen, choosing appropriate vocabulary.</li> <li>I can plan my writing by identifying the audience and purpose.</li> <li>I can consistently write in past tense or present tense.</li> <li>I can understand the difference between formal and informal language.</li> <li>I can use a variety of sentence openers – I.S.P.A.C.E</li> <li>I can use layout devices such as headings, subheadings, columns, bullet points or tables to structure text.</li> <li>I can proof-read my work and identify some of my errors eg. spelling, punctuation &amp; grammar.</li> <li>I can improve work by redrafting identified sections and responding to marking comments.</li> <li>I can use the steps to success to assess my own (and others') work and suggest improvements.</li> </ul>			<ul style="list-style-type: none"> <li>I can use expanded noun phrases to convey precise and detailed information concisely.</li> <li>I can link ideas within and between paragraphs using prepositions of place.</li> <li>I can use commas to clarify meaning.</li> <li>I can use front adverbials and punctuate them correctly.</li> <li>I can identify and use imperative and modal verbs.</li> <li>I can identify synonyms and antonyms.</li> <li>I can use commas, dashes and brackets to indicate parenthesis.</li> <li>I can spell all of the Year 3/4 words and some of the Year 5/6 words.</li> <li>I can use topic-related vocabulary.</li> </ul>	Art – Harry Potter chibis  DT – Quidditch broomsticks	
Writing task	Key Objectives		Stimulus (text, visual literacy etc)	Outcomes/genres	Key Vocabulary	
1	Adjectives Expanded noun phrases 'Show don't tell'		HP - Chapter One Model text - <u>Shillog</u>	Character description	Adjectives, nouns, expanded noun phrases, commas, past tense.	
2	Figurative language Fronted adverbials Structuring a narrative		HP – Chapter Three Letter scene from film Literacy Shed - Something Fishy	Narrative recount	Simile, metaphor, alliteration, personification, fronted adverbials.	

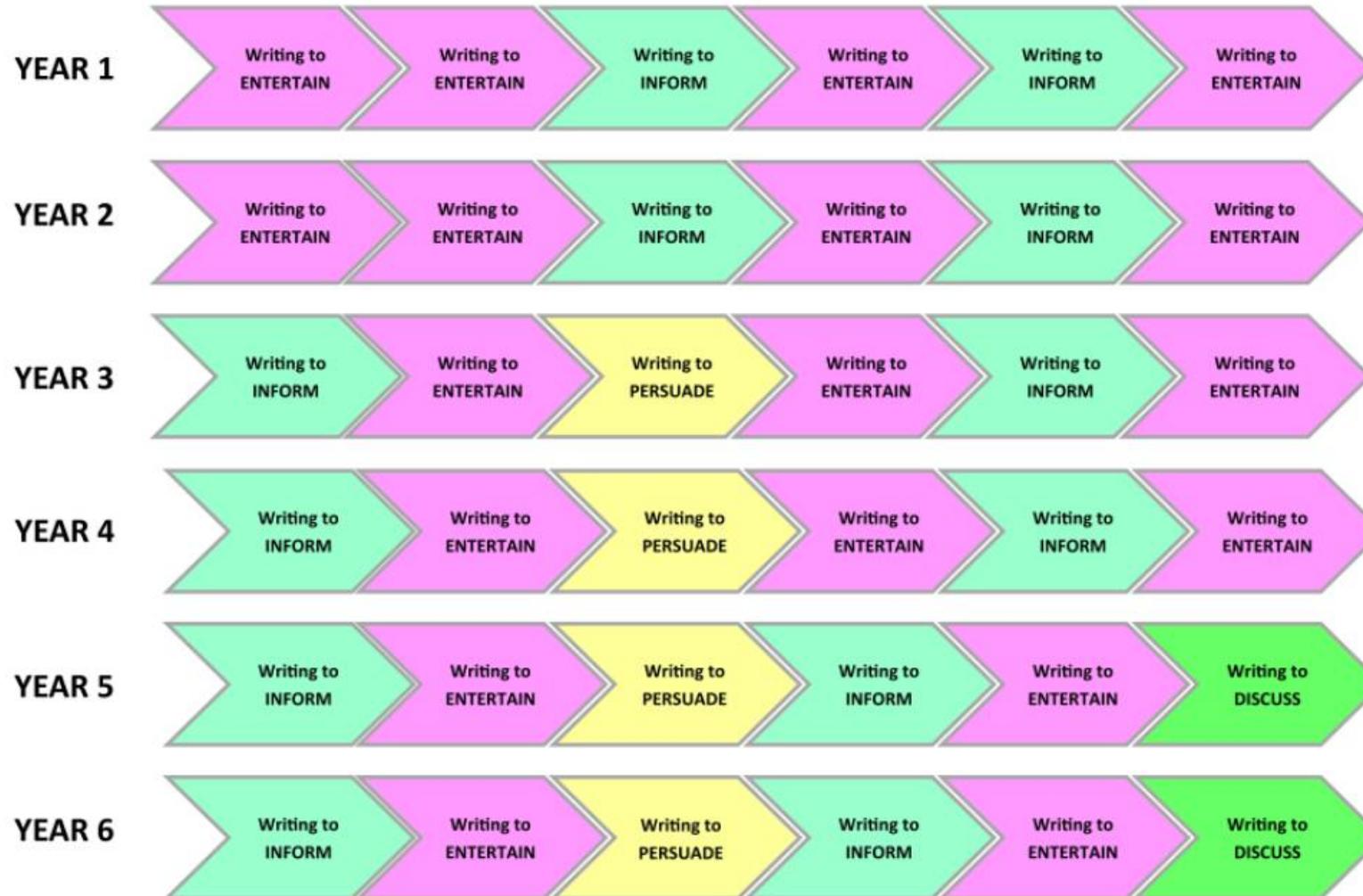
# Writing

Medium-term planning – focus for this year

<b>3</b>	Prepositions Layout – heading and subheadings Variety of sentence starters	HP – Chapter Five Information leaflet (shopping centre) Images of Diagon Alley Drama game	Non-chronological report	Prepositions, prepositional phrases, expanded noun phrases, headings, subheadings.
<b>4</b>	First person Informal language Paragraphs Retrieval skills/reference to text Describe feelings	HP – Chapter Seven Sorting Hat scene from film Model letter (typed)	Informal letter	First person, informal language, paragraphs, recall events, refer to text, figurative language, reported speech.
<b>5</b>	Present tense Bullet points Imperative verbs Modal verbs	Recipes YouTube video: Cupcake Jemma	Instruction writing + instructional video	Present tense, bullet points, imperative verbs, modal verbs, layout.
<b>6</b>	Poem structure Synonyms & antonyms Varied sentence types Performance	Role on the wall: Harry & Draco Extracts from book Similarities & differences mapping	Two-voice poem	Columns, dialogue, synonyms, antonyms, statement, command, question, exclamation.
<b>7</b>	Persuasion Retrieval skills/reference to text Vocabulary Summarising	Extract from HP & Prisoner of Azkaban Job adverts / posters Video clip: Professor Lupin	Job advertisement	Persuade, vocabulary, summarise, concise, bullet points.
<b>Evaluation</b>				

# Writing

Whole school overview – year group guide for long-term purposes of writing



# Writing

## Expectations

- Use KS1 or KS2 templates for WALTs/LOs and 'steps to success'
- Aim for one piece of writing per week in writing books (various lengths)
- Talk for Writing is established in Infants and should bleed into LKS2 for ease of transition
- Encourage children to use their neatest writing, underline dates, headings
- Give children enough time to self/peer assess, editing with a purple pen
- Promote the use of weekly spelling words
- In KS2, have statutory spelling word mats on desks while writing
- Make time for verbal feedback (1:1 or group) whenever you can – it's much more effective than written comments
- Writing target sheets and SPAG target sheets in inside front covers

I	Date: Thursday 23 <sup>rd</sup> November 2023		
T	LO: To integrate direct speech into a narrative to convey character and advance the action		
TA			
Steps to success		Self Assess	T Assess
Tell the story of the Christmas Truce through direct speech and narrative text			
Make direct speech meaningful, using it to tell the reader about your characters			
Punctuate direct speech correctly, starting a new line for each new speaker			
Write in the past tense			
On Track to:	WTS	EXS	GD



Talk for Writing™



# Handwriting

New scheme and expectations

- Letter-Join whole-school handwriting scheme.
- Infants in EYFS and Year 1 to focus on posture, pencil grip, and the formation of non-cursive letters
- In Years 2 & 3, cursive writing should be introduced and practised regularly
- Handwriting sessions should be 2-3 times a week in Infants and Year 3, reducing to 1-2 times a week in Years 4-6
- Bubble-writing sheets to be used for further intervention in KS2
- Cursive writing is an expectation in Year 6 SATs so children should be aware of this in KS2 and not revert to printing

# Letter-join

