

# READING



## Fluency



Children learn to develop their ability of word reading and phonic knowledge by learning techniques and methods to read words fluently. Children will aim to read at a rate of 90 words per minute of an unfamiliar text by the end of KS1 with increasing accuracy and KS2 accurately. This will be furthered by teaching techniques such as prosody and intonation to support fluent reading.

This will be developed by reading, and re-reading, a range of texts with consistent accuracy and confidence to build up their level of fluency. At the same time, reading a wide variety of texts will challenge the children's knowledge and word reading skill to improve their understanding beyond reading words quickly, but to comprehend the text further.



# READING



## Phonics



Children learn that the letter(s) on a page represent the sounds in spoken words. They are taught the letter names and the letter sounds systematically in small groups on a daily basis, eventually learning how to sound out and blend unfamiliar printed words.

This will be developed by reading books consistent with their developing phonic skills. Their knowledge of common exception words will also be developed. At the same time, they will need to hear, share and discuss a wide range of high-quality books to develop a love of reading and broaden their vocabulary.



# READING



## Comprehension



Children are increasingly taught that the words they read have meaning and that reading has more of a purpose than just reading a word. They are taught to seek meaning in what they read by independently checking the text makes sense and furthering this by being able to independently summarise their understanding. Children will be taught that the words in context have meaning by developing their vocabulary knowledge.

Children will further develop their comprehension skills by being able to retrieve information from what they have read and answering questions to show their understanding.



# READING



## Mastery



In addition to being taught to seek meaning in what they read, children are taught to seek meaning in what is not written in the text by developing their understanding and skills by making inference and will develop this by justifying with evidence and explanation.

In addition to this, children will develop the skills in their toolkit by understanding an author's use of language to understand why and how this has been used to have an impact on the reader.



# WRITING

## Composition

Planning, Drafting,  
Evaluating, Editing,  
Proof-Reading, Transcription



Children are first taught to think of ideas from stories read and real-life situation and use these to plan what writing will be about. Children are taught to show simple features of different text types by composing and rehearsing sentences. Children then discuss their writing, making appropriate changes after re-reading and checking meaning.

As children progress, they are taught to show more features of the given form using recorded ideas from similar texts to continue to compose and rehearse sentences, making improvements throughout. Children are taught to evaluate their and others writing by proof reading work to suggest and make improvements to vocabulary, grammar, punctuation and spelling.

Finally, children are taught to demonstrate choice and use of appropriate form by including developed ideas drawing on wider reading and research. Children are taught to choose grammar and vocabulary to change and enhance meaning. Children are taught to evaluate their own and others writing to enhance effects and check for consistencies of tense, agreement and appropriate register and continue to proof read to ensure accuracy of spelling and punctuation.

# WRITING

## Composition

Vocabulary, Grammar,  
Punctuation, Structuring,  
Organising



Children are first taught to apply a range of simple adjectives, adverbs, subordinating and coordinating conjunctions, capital letters, commas, apostrophes, different forms of sentences and correct use of past and present tense.

As children progress, they are taught to incorporate the use of paragraphs to organise information and ideas around a theme. Children are taught to use a greater range of features to create more complex sentences such as adverbials, pronouns, expanded noun phrases, plural and possessive s and direct speech punctuation.

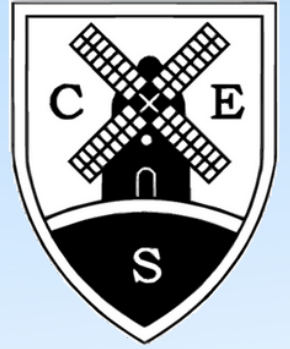
Finally, children are taught to choose grammar and vocabulary appropriately for formal and informal situations. Children are taught to use expanded noun phrases with concise information and use relative clauses to clarify and explain relationships between ideas. Children are taught to ensure all punctuation is mostly correct including the use of colons, semi-colons, hyphens and bullet points.



# WRITING

## Transcription

Spelling



Children are first taught a range of different spelling techniques starting with the teaching of phonics. As children progress, they are taught the etymology and morphology of words to help with the teaching of spelling rules across a variety of basic spellings including suffixes, compound words and common exception words. Children are taught to write simple dictated sentences from memory.

As children progress, they are taught a greater range of prefixes and suffixes, homophones, common exception words and common exception words. Children are taught to write greater dictated sentences from memory.

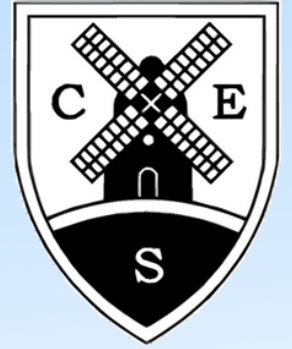
Finally, children are taught to understand and apply spelling 'rules' and exceptions as well as the knowledge of word structure and origins to spell further prefixes, suffixes, homophones, words including silent letters.



# WRITING

## Transcription

Handwriting and  
Presentation



Children are first taught to improve their handwriting and presentation by learning to sit correctly at a table and how to hold a pencil correctly and comfortably. Children are taught to accurately form digits, lower case letters and capital letters appropriately and consistently sized and spaced. As handwriting becomes increasingly legible, children are taught to begin to use some diagonal and horizontal strokes to join letters.

As children progress, they are taught to increase the quality of their handwriting and presentation with consistent use of ascenders and descenders and ensure that joined up writing is used most of the time as appropriate.

Finally, handwriting continues to be legible and fluent with increased speed to help when producing extended pieces of writing.

