



Subject Overview 2025/26: English
Curriculum and Pedagogy Writing and Grammar



	Year 3	Year 4	Year 5	Year 6
WRITING OVERVIEW	<p>Effective writers use a number of strategies to support each component of the writing process: planning, drafting, sharing, evaluating and revisiting activities, editing and publishing.</p> <p>Use prefixes and suffixes in spelling</p> <ul style="list-style-type: none">• Use dictionary to confirm spellings• Write simple dictated sentences• Use handwriting joins appropriately <p>Plan and write based on familiar forms</p> <ul style="list-style-type: none">• Rehearse sentences orally for writing• Use varied rich vocabulary• Create simple settings and plots• Assess the effectiveness of own and others' writing	<p>Correctly spell common homophones</p> <ul style="list-style-type: none">• Increase regularity of handwriting• Plan and write based on familiar forms• Organise writing into paragraphs• Use simple organisational devices• Proofread for spelling and punctuation errors• Evaluate own and others' writing• Read own writing aloud	<p>Secure spelling, including homophones, prefixes, silent letters, etc</p> <ul style="list-style-type: none">• Use a thesaurus• Legible, fluent handwriting• Plan writing to suit audience and purpose <p>Develop character, setting and atmosphere in narrative</p> <ul style="list-style-type: none">• Use organisational and presentational features• Use consistent appropriate tense• Proofread for spelling, grammar and punctuation errors• Performing own composition	<ul style="list-style-type: none">• Use knowledge of morphology and etymology in spelling• Develop legible personal handwriting style• Plan and write to suit audience and purpose; use models of writing• Develop character and setting in narrative• Select grammar and punctuation for effect• Use a wide range of cohesive devices• Ensure grammatical consistency

	<ul style="list-style-type: none"> • Proofread for spelling and punctuation errors 			
WORD	<ul style="list-style-type: none"> • Formation of nouns using a range of prefixes [for example super–, anti–, auto–] • Use of the forms a or an according to whether the next word begins with a consonant or a vowel [for example, a rock, an open box] • Word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble] • Introduction to compound words (e.g. playtime, football, classroom). 	<ul style="list-style-type: none"> • The grammatical difference between plural and possessive –s Standard English forms for verb inflections instead of local spoken forms [for example, we were instead of we was, or I did instead of I done] 	<ul style="list-style-type: none"> • Converting nouns or adjectives into verbs using suffixes [for example, –ate; –ise; –ify] • Verb prefixes [for example, dis–, de–, mis–, over– and re–] • Use of determiners (e.g. many, much, several, those) to specify nouns clearly. 	<p>The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, find out – discover; ask for – request; go in – enter] How words are related by meaning as synonyms and antonyms [for example, big, large, little].</p>
SENTENCE	<ul style="list-style-type: none"> • Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of] • Introduction to subordinate clauses using subordinating conjunctions (e.g. when, if, because, although). 	<ul style="list-style-type: none"> • Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair) • Fronted adverbials [for example, Later that day, I heard the bad news] 	<ul style="list-style-type: none"> • Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun • Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must] 	<ul style="list-style-type: none"> • Use of the passive to affect the presentation of information in a sentence [for example, I broke the window in the greenhouse versus The window in the greenhouse was broken (by me)]. • The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: He’s your

	<ul style="list-style-type: none"> • Use of coordinating conjunctions to join clauses within sentences (e.g. and, but, or, so). 			friend, isn't he?, or the use of subjunctive forms such as If I were or Were they to come in some very formal writing and speech]
TEXT	<ul style="list-style-type: none"> • Introduction to paragraphs as a way to group related material • Headings and sub-headings to aid presentation • Use of the present perfect form of verbs instead of the simple past [for example, He has gone out to play contrasted with He went out to play] 	<ul style="list-style-type: none"> • Use of paragraphs to organise ideas around a theme • Use of adverbials to link ideas within and across paragraphs. • Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition 	<ul style="list-style-type: none"> • Devices to build cohesion within a paragraph [for example, then, after that, this, firstly] • Linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before] • Using tense choices deliberately to signal changes in time and maintain cohesion across a text. 	<ul style="list-style-type: none"> • Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence], and ellipsis • Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text] • Selecting and using organisational and layout devices independently to suit purpose and audience, particularly in non-fiction writing
PUNCTUATION	<ul style="list-style-type: none"> • Apply KS1 punctuation accurately and consistently (e.g. capital letters, full stops, commas in a list, question marks and exclamation marks). • An introduction to inverted commas to punctuate direct speech 	<ul style="list-style-type: none"> • Apply KS1 punctuation accurately and consistently (e.g. capital letters, full stops, commas in a list, question marks and exclamation marks). • Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting 	<ul style="list-style-type: none"> • Brackets, dashes or commas to indicate parenthesis • Use of commas to clarify meaning or avoid ambiguity 	<ul style="list-style-type: none"> • Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, It's raining; I'm fed up] • Use of the colon to introduce a list and use of semi-colons within lists

		<p>clause; end punctuation within inverted commas: The conductor shouted, “Sit down!”]</p> <ul style="list-style-type: none"> • Apostrophes to mark plural possession [for example, the girl’s name, the girls’ names] • Use of commas after fronted adverbials 		<ul style="list-style-type: none"> • Punctuation of bullet points to list information • How hyphens can be used to avoid ambiguity [for example, man eating shark versus man-eating shark, or recover versus re-cover]
KEY TERMINOLOGY	<p>preposition, conjunction word family, prefix clause, subordinate clause direct speech consonant, consonant letter vowel, vowel letter inverted commas (or ‘speech marks’)</p>	<p>determiner pronoun, possessive pronoun adverbial</p>	<p>modal verb, relative pronoun relative clause parenthesis, bracket, dash cohesion, ambiguity</p>	<p>subject, object active, passive synonym, antonym ellipsis, hyphen, colon, semi-colon, bullet points</p>

IMPLEMENTATION	Approach to Writing	
	<p>Key expectations</p> <p>All pupils should be exposed to a range of high-quality, language-rich and appropriately adapted texts to ensure access to the class text for all learners. At Alexandra Junior School, a structured sequence is followed whereby a reading week precedes a writing week. This allows pupils the opportunity to gather key language and vocabulary, plan content, and develop ideas prior to writing.</p> <p>A wide range of text types is taught, including narrative fiction, non-fiction texts and recounts. Writing is explicitly modelled through shared writing using an ‘I do, we do, you do approach’ to support pupils in understanding structure, language choices and authorial intent.</p> <p>High standards of presentation are consistently upheld, with practical expectations such as regularly sharpened pencils to support neat and fluent writing in books.</p>	
	English as an Additional Language (EAL Provision)	
	<p>Alexandra Junior School (AJS) is a rich and diverse school community, with 22 different languages currently spoken across the school. Some pupils have limited opportunities to practise English at home and may not consistently hear the language modelled accurately or receive regular support with reading or homework. As a result, the school is committed to providing effective EAL provision that accelerates progress while ensuring full access to the curriculum.</p> <p>Targeted EAL support is provided for pupils who:</p> <ul style="list-style-type: none"> • arrive at Alexandra Junior School speaking little or no English • are transitioning back into whole-class teaching following All Stars provision <p>To achieve this, staffing and time are strategically allocated to deliver targeted group activities through the All Stars Provision. This is carefully planned by the teacher to support language development without compromising access to the full curriculum or isolating pupils from their peers.</p> <p>Assessment for entry into All Stars provision takes place within five days of a pupil arriving at school using the Flash Academy English proficiency assessment. This provides an initial proficiency level linked to the Bell Foundation A–E descriptors.</p> <p>Following assessment:</p> <ul style="list-style-type: none"> • pupils assessed at Grade C or above may return to whole-class provision, subject to professional agreement between the All Stars teacher and the class teacher • Pupils assessed at Grade A or B access daily All Stars provision, following an adapted version of the class text or story. 	

	<p>All Stars sessions place a strong emphasis on vocabulary development, drama, speaking and listening, and repetitive retelling to secure language acquisition and confidence.</p> <p>Assessment for EAL Provision includes:</p> <ul style="list-style-type: none"> • Flash Academy English Proficiency Scale (baseline on entry and reviewed at each assessment point) • Multidimensional Fluency Scale • Phonics check for early reading • New Guild Trust assessments (reading, writing and mathematics) • Regular moderation of writing, including final triangulation prior to assessment points <p>Following triangulation and discussion at pupil progress meetings, pupils either return to whole-class provision or access a further block of All Stars provision as appropriate.</p>	
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All Stars Approach to Writing:

Week 1 - Reading and Language Development

Lesson	LO	Recorded in book
1	Introduction to the text Lead a structured group discussion focused on the front cover or a selected section of the text (beginning, middle or end). Explore images to support prediction and preparation for the text. Explicitly introduce key vocabulary, tricky words and ambitious vocabulary using visual support. Shared Reading: Read the selected section of the text aloud to the group. Pupils should follow the text through images or print, using finger-tracking or a pointing stick to support engagement. Reading Strategies: Model and rehearse reading through: echo reading choral reading individual reading, including bounce back reading	Images from the text (e.g. front cover or selected pages) with adult-scribed notes capturing group discussion and predictions. OR A photo collage showing pupils engaging in the activity.
2	Sequencing and oral retelling Provide pupils with mixed-up images from the text and support them to sequence events. Encourage pupils to verbally retell the story as they sequence, recalling key vocabulary where possible. Model turning pupil responses into full sentences and ask pupils to repeat these back. Allow sequencing errors at this stage to support discussion and understanding.	Pupils sequence images from the story in the correct order. Images are stuck in sequence in books. Captions are glued in next to each picture or pupils record key vocabulary underneath each image, matched to
	using images or print and finger-tracking to support engagement. Use choral reading and individual reading, including bounce-back reading, to support accuracy. Correct any sequencing errors through discussion during reading. Recording and Oral Rehearsal: Support pupils to stick the correct sequence into their books. Encourage pupils to orally retell the story again while completing this task. Where appropriate, pupils retell independently, with adults intervening to model full sentences and extend vocabulary choices.	Adult support is used where appropriate, with expectations adjusted according to writing stage.
3	Deepening Understanding Through Re-sequencing, Drama and Oral Comprehension Begin with a brief re-sequencing activity completed as a group. Deliberately introduce errors in the sequence to check pupils' understanding and prompt discussion. Use guided questioning (e.g. "Were they doing this, or that...?") to support understanding and decision-making. Drama and Speaking (where appropriate): Provide opportunities for pupils to take on different roles from the text. Model and reinforce accurate Standard English, correcting misconceptions sensitively. Support pupils in responding using full sentences. Oral Comprehension: Ask oral comprehension questions about the text. Support pupils to identify and point to evidence in the text or images to justify their responses.	Picture collage showing pupils engaged in drama or oral storytelling. A brief explanation of the learning focus: character emotions a key part of the action an important moment in the story Explanation recorded through adult-scribed notes, or explanation on the picture collage.
4	Vocabulary-Focused Comprehension Deliver vocabulary-based comprehension activities adapted to pupils' ability and stage of learning. Select appropriate task formats, which may include: <ul style="list-style-type: none"> • cloze (gap-fill) activities • picture-based comprehension • structured comprehension questions (e.g. 	Adapted comprehension activity in their books.
	Model responses using the 'I do, we do' approach and clarify vocabulary meanings as needed to support accuracy and confidence.	
5	Retrieval-Focused Comprehension Deliver retrieval-based comprehension activities adapted to pupils' ability and stage of learning. Select appropriate task formats, which may include: <ul style="list-style-type: none"> • cloze (gap-fill) activities • picture-based or written retrieval tasks • structured comprehension questions, such as: • tick-box responses • true/false statements • one-mark questions • matching events to images or statements Staff should: Model how to locate and use information from the text or image to answer questions accurately. Support pupils to justify answers where appropriate.	Adapted comprehension activity in their books.

See the All Star's Consistent Approach to Writing for the full sequence.

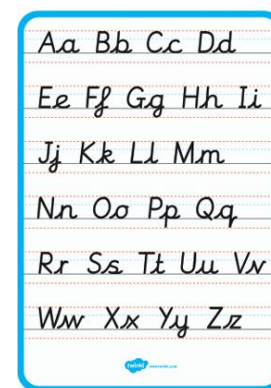
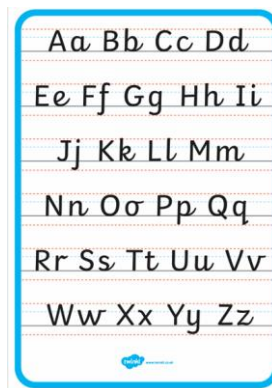
Approach to Handwriting

Key expectations

Cursive handwriting is taught through a consistent whole-school approach to ensure pupils develop fluent, legible and efficient writing. In line with the Writing Framework (2025), the priority is transcriptional fluency, enabling pupils to focus their cognitive energy on composition, vocabulary choice and sentence structure. Handwriting is explicitly taught, practised and applied, not assumed. Fluency and legibility take priority over speed in the early stages, with pace increasing once accuracy is secure. Teaching follows a gradual release model (I do, We do, You do) to support understanding, independence and confidence.

Effective teaching includes clear teacher modelling, a shared language for letter formation and joins, guided practice with feedback, and planned opportunities for independent application. Handwriting is practised in discrete sessions, embedded within authentic writing tasks, and applied consistently across the curriculum. Teachers make expectations explicit by modelling what effective handwriting looks like and supporting pupils to understand how to improve.

The approach is aligned to pupils' stage of writing development, not age or year group. Targeted handwriting interventions are provided when pupils require additional support, focusing on identified areas such as fine motor control, letter formation or fluency. Modelled resources are matched to pupils' stage of development: Anima Phonics supports early letter formation through clear visual and kinaesthetic modelling; pre-cursive mats support consistent formation and orientation as control develops; and cursive mats are used to secure joins, fluency and automaticity. (See below for progression detail.)



Progression in Handwriting

Handwriting develops progressively and is matched to pupils' stage of writing development, with teaching following a gradual release model (I do, We do, You do) to build accuracy, fluency and independence, using the adapted resources (identified above).

Stage 1: Early Writing Development

Focus: Motor control, pencil grip and lowercase letter formation

	<p>Expectations: Mark-making develops into recognisable, correctly formed letters Teaching: Model formation; practise together; supported independent practice Guidance: Short, frequent sessions; large-scale movements; no joined writing</p> <p>Stage 2: Developing Letter Formation Focus: Secure formation, sizing, orientation and spacing Expectations: Most letters correctly formed; increasing legibility Teaching: Model and guide; shared correction; independent sentence writing Guidance: Daily practice; errors addressed promptly; pre-joining patterns introduced when appropriate</p> <p>Stage 3: Joining and Fluency Focus: Joined handwriting, consistency and stamina Expectations: Appropriate joins; mostly consistent and legible writing Teaching: Explicit modelling of joins; shared practice; independent application across subjects Guidance: Applied in real writing; speed develops after accuracy</p> <p>Stage 4: Automaticity and Presentation Focus: Fluency, confidence and sustained writing Expectations: Fluent, legible handwriting adapted for audience and purpose Teaching: Minimal modelling; increased independence and self-monitoring Guidance: Reduced discrete sessions; targeted support where needed; pen introduced once fluency is secure</p> <p>Pen Licence The Pen Licence recognises secure, fluent cursive handwriting. Pupils work towards this through clearly defined stages of independence, from developing control with support to demonstrating sustained accuracy and fluency independently. Progress is assessed across the following criteria: Letter size and proportion Letter shape and formation</p>	
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	<p>Accurate joins and line placement</p> <p>Legibility and spacing</p> <p>Overall presentation and control</p> <p>Expectations increase as handwriting becomes more automatic, with pupils demonstrating pride, consistency and adaptability in their written presentation.</p> <p>See the 'Consistent approach to Handwriting' for more information.</p>	
	<p>Approach to Punctuation and Grammar</p>	
	<p>Key expectations</p> <p>In line with the National Curriculum for English and the Writing Framework (2025), spelling, punctuation and grammar (SPaG) are taught through a structured, systematic and progressive approach, supporting pupils to write with increasing accuracy, clarity and confidence. The Writing Framework emphasises the importance of secure transcription and sentence-level knowledge to reduce cognitive load and enable pupils to focus on composition.</p> <p>In the early stages, basic sentence punctuation, including the use of capital letters and full stops, is introduced as pupils become ready to write simple sentences, supporting early sentence construction and clarity.</p> <p>In Key Stage 2, pupils receive explicit instruction through discrete SPaG sessions twice per week, ensuring coverage of statutory requirements. Alongside this, SPaG is embedded within daily English planning, with grammatical knowledge applied directly within reading, writing and sentence-level work. This reflects the Writing Framework's expectation that grammar is taught in context, rather than in isolation.</p> <p>Teaching focuses on pupils developing a clear understanding of grammatical terminology and how grammatical and punctuation features function within sentences and texts. Pupils are supported to apply this knowledge confidently in their spoken language and written work, and to recognise how it is used by authors. This combined approach ensures pupils know, understand and apply the spelling, grammar and punctuation outlined in the relevant programme of study, supporting progression and fluency in writing.</p> <p>By the end of each stage, pupils are expected to know, apply and understand the explicit grammar and punctuation knowledge outlined in the relevant programme of study. Teaching follows a consistent sequence: introducing the VIP of key terminology, modelling and exploring the grammatical concept, and providing structured opportunities to practise and apply it in speech and writing. Pupils are encouraged to notice and discuss how grammatical features are used by others, including authors and peers.</p>	


	<p>Medium term planning ensures full coverage of National Curriculum expectations, with planned ‘Can You Still?’ sessions used to revisit and secure previously taught content. Key grammatical vocabulary (VIPs) is explicitly taught and assessed at the end of each half term, informing future teaching and targeted support where required.</p>	
	<p style="text-align: center;">Approach to Spellings</p>	
	<p>Key expectations</p> <p>KS2</p> <p>Spellings are taught three times a week through the ‘Rising Stars’ spelling programme. A different spelling pattern is taught weekly through a range of different activities, including games, poems and stories. Each week children are given a set of spellings to practise at home, these will include some words linked to the weekly spelling pattern or National Curriculum words (from word lists linked to assessment tools). These are given out on a Tuesday and tested the following Monday in a weekly spelling test, administered through dictated sentences.</p> <p>For those significantly behind, the spellings taught link to the Anima Phonics scheme and children are given stage related spellings linked to their stage of phonics. They too are tested weekly and learn these spelling rules as part of the Phonics intervention.</p>	
	<p style="text-align: center;">Writing in English Lessons (progression)</p>	
	<ul style="list-style-type: none"> • <u>For anyone working below KS2 expectations, please see Early Writing or KS1 approach to writing.</u> <p>Writing is taught through carefully planned sequences linked to high-quality story books. Before beginning a new writing sequence, pupils are immersed in the text through a range of activities designed to support comprehension and engagement. This includes exploring illustrations and key extracts, making predictions, discussing themes and characters, and developing a shared understanding of the text.</p> <p>Opportunities for structured talk are built into this immersion phase to support pupils in articulating ideas and preparing for writing. Where appropriate, drama-based activities are used to deepen understanding of characters, plot and vocabulary. These activities are planned as part of the writing sequence and support pupils’ speaking and listening development (see Speaking and Listening section for further detail).</p> <p>Each week the sequence below is followed:</p>	

	Skill	Approach		
	Lesson 1	Give/explain the meaning of words in contexts	Explicit vocabulary teaching following SEEC model Pupils rephrase unfamiliar vocabulary in the text in order to explain its meaning. 'This tells me that' Vocabulary related questions or matching games are completed in order to fully immerse the child into the chapter focus. Teacher input - modelling of reading skill and strategy Pupils applying skills to vocab questions only	
	Lesson 2	Comprehension Focus Skill identified from National curriculum content domains (above) by class teacher with a comprehension focus.	Teacher input - modelling of reading skill and strategy Pupils applying skills to a range of questions types which vary in structure e.g. Tick a box Fill in the table Draw lines to match the correct answers Justification – give one/ two reasons why / How do you know True / False statements Use numbers to order Explain a word meaning Find and copy Match the meaning questions. Two mark questions Three mark questions Justification with evidence from text	
	Lesson 3	Punctuation focus. In line with SPaG for the age and stage of the pupil's learning journey.	Children will complete an unpunctuated passage linked to their adapted version of the whole class text. They identify missing punctuation, write the sentence, cover, rewrite and then check using a purple pen.	

			<p>Pupils then apply skills to a range of questions types which vary in structure</p> <p>e.g.</p> <p>Circle, tick correctly punctuated sentence from a selection given.</p> <p>Explaining everything they know about a particular punctuation mark.</p> <p>Add in missing punctuation to SATs style questions.</p>		
	Lesson 4	Magpied Language – To read as a writer.	<p>Pupils will complete a rainbow activity with a focus linked to their writing process and magpie from a range of sources. They will discuss how to use the language in their writing and the impact it will have on the reader.</p> <p>They may magpie for a range of sources.</p> <p>e.g.</p> <p>Sentence starters</p> <p>Fronted adverbials</p> <p>Speech examples</p> <p>Actions, thoughts or feelings of a certain character</p>		
	Lesson 5	Grey to Gold sentence building.	<p>The <i>Grey to Gold</i> approach supports pupils in developing stronger sentences by starting with a simple “grey” sentence and gradually improving it using targeted SPaG features. Pupils apply the grammatical focus of the unit—such as varied sentence openers, precise vocabulary, or expanded noun phrases—to uplevel their writing step by step. This process teaches pupils to make deliberate grammatical choices for impact, strengthening both their confidence and the quality of their final written outcomes.</p>		
	Lesson 6 and 7	Children are encouraged to become authors and to write clearly, accurately and	<p>Pupils are encouraged to write independently for a sustained length of time using prompt mats, word mats and the working wall to help them. The work is margin marked and sentences to further ‘up-</p>		

		<p><i>* Some lessons may be combined or extended depending on the writing outcome and needs of the cohort.</i></p>	<p>coherently, adapting their language and style in and for a range of contexts, purposes and audiences</p>	<p>level’ are highlighted in yellow. Guidance on how to improve is recorded by the teacher.</p> <p>For those writing at an earlier stage of development, pupils will either follow the sequence for the All Stars provision or write guided, dictated and independent sentences after discussions with a teacher. The focus is on quality not quantity in line with the DfE Writing Framework (2025)</p>		
	Lesson 8		<p>Children are encouraged to prove their own learning success linked to the intended outcomes of the writing process.</p>	<p>Children are encouraged to use a ‘prove-it sheet’ to show their learning. They are encouraged to apply and explore the punctuation and grammar use in their own speech and writing and to note where it is used successfully.</p> <p>They then use this sheet, alongside teacher guidance, to improve the yellow sentence. This enables the pupil time to redraft a section of writing to meet the grammatical elements and learning objective of the English lesson and make revisions as necessary.</p>		
	Lesson 9 and 10	<p><i>* Some lessons may be combined or extended depending on the writing outcome and needs of the cohort.</i></p>	<p>To further up-level and publish work.</p>	<p>Pupils are further ‘polish’ sentences in the form of an uplevel. Once complete. The pupil will then publish their work giving them a sense of pride in their presentation.</p> <p>The focus for this lesson is on handwriting and presentation.</p>		
	Fiction and non-fiction writing coverage					

Children are stimulated to use non-fiction materials to create and embed a greater understanding of fiction texts and we draw upon non-fiction reading to embed pupils' non-fiction reading and understanding into their studies of adapted fiction texts.


Adapted texts 2026/27


	Autumn 1 and 2	Spring 1 and 2	Summer 1 and 2
Spinal curriculum All Stars	The Little Red Hen <i>Instructions - making bread</i>	The Three Bears <i>Label a bear and write captions (The bear has sharp claws.)</i>	No Dinner <i>Label one of the animals and write a single caption.</i>
Year 3	After the Fall Bedtime for Monsters <i>Instructions - How to make a picture frame</i>	Flat Stanley and the Great Egypt Grave Robbery <i>Explanation text - mummification</i>	George's Marvellous Medicine (4.0) <i>Recount of trip</i>
Year 4	Charlie and the Chocolate Factory <i>Non-chronological report (Romans)</i>	Wind in the willows (4.6) <i>Formal letter to the judge (persuasive)</i>	Paddington (4.7) <i>Book talk - Fact file on London</i> <i>Instructions on how to make marmalade and different types of bread.</i>
Year 5	Matilda <i>Innovate with trick and Bruce's back story for GDS</i> <i>Biography - Roald Dahl</i>	The Demon Headmaster <i>M and S - planned industry link</i> <i>Persuasive instructions</i>	The Street Child <i>Book talk - Dr Baccardo</i> <i>Non-fiction on Victorian (workhouse)</i>
Year 6	The lion, the witch & the wardrobe (5.7) <i>World War 2 non chronological report (rationing)</i>	Room 13 <i>Invent their own chapter</i> <i>Instructions - How to make hummus.</i>	The Explorer - <i>Non-chronological report on rainforest animals</i> <i>Persuasive letter to the governors</i>

Approach to Oracy (Speaking and Listening)

At Alexandra Junior School, oracy underpins the English curriculum and supports pupils' development as readers, writers and thinkers. Spoken language is used purposefully to develop vocabulary, comprehension and sentence construction and to prepare pupils for high-quality written outcomes.

Structured opportunities for talk are embedded throughout English teaching, including text immersion, vocabulary exploration, sentence rehearsal and writing preparation (see *Approach to Writing* and *Writing in English Lessons*). Pupils are encouraged to articulate ideas, explain thinking, justify opinions and respond to others through planned discussion and partner or group talk.

Teachers explicitly model effective spoken language and provide scaffolds such as sentence stems, key vocabulary and talk prompts to ensure all pupils can participate, including those with SEND and pupils with English as an additional language. Drama-based activities and oral retelling are used where appropriate to deepen understanding of texts and support language development.

	<p>Within the All Stars provision, speaking and listening are central to securing language acquisition. Pupils engage in structured talk, repetitive retelling and vocabulary rehearsal linked to adapted texts, ensuring readiness for whole-class English learning.</p> <p>See the school's oracy guidance for further detail.</p>	
	<p>Additional evidence for writing</p>	
	<p>Topic lessons - comprehension and writing activities taught through range of topics in Geography, History and RE. Cross-curricular writing activities are also planned every term.</p>	
	<p>Assessment for writing</p>	
	<p>Writing is assessed 3 times a year at each assessment point.</p> <p>Spellings are also assessed at each assessment point alongside the weekly spelling test.</p> <p>Teachers use formative assessment and live marking to track children's progress in writing.</p> <p>Spellings, Grammar and Punctuation are assessed through NTS assessments or past SATs papers (Year 6).</p>	
	<p>Adaptation and scaffolding including pupils with SEND</p> <p>Our English curriculum is fully inclusive and firmly rooted in the EEF SEND 5-a-day principles, ensuring that all pupils' needs are anticipated and met. We believe every child has an equal right to a broad and balanced curriculum that enables them to achieve their full potential. Teaching across the subject is carefully adapted and scaffolded so that all pupils make good progress, including those with special educational needs and disabilities, pupils with English as an additional language, and those who are more-able and talented. Subject leaders provide clear guidance and support to staff, drawing on the NASEN Teacher Handbook Embedding Inclusive Practice and whole-school documentation, including Subject Leader Overview – Adaptation and Scaffolding and Inclusion in My Subject, to ensure consistent, high-quality inclusive practice across the curriculum.</p>	
	<p>Sustainability in English</p>	

	<p>Sustainability means taking care of the world today so that people in the future can enjoy it too. Pupils learn that sustainability has three parts: looking after the environment, using money and resources wisely, and treating people fairly. Through learning in English, pupils are encouraged to make thoughtful choices, understand how their actions affect the world around them, and develop positive attitudes towards caring for the planet and each other.</p> <p>Writing sequences provide opportunities for pupils to write for real purposes linked to sustainability, such as persuasive letters, information texts, debates or narratives that explore environmental responsibility and social justice. Pupils are encouraged to make responsible language choices, consider audience and purpose, and reflect on how writing can be used to inform, influence and inspire positive change. This reflects the climate-focused, cross-curricular approach outlined in <i>Curriculum for a Changing Climate</i>.</p> <p>English lessons also support pupils in becoming critical readers and writers by evaluating sources, identifying bias and recognising persuasive techniques used in media and informational texts relating to environmental issues. This approach aligns with the <i>Curriculum for a Changing Climate</i> focus on empowering pupils with the literacy skills needed to understand complex global challenges and participate responsibly in society.</p>	
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