LancasterianPrimary School

English Policy

Version No.	Date	Approved by	Review Frequency	Review Date
7	September 2026	Governors	+2 years	September 2028

English is a fundamental life skill which develops a child's ability to listen, speak, read and write (and so communicate). At Lancasterian Primary School, we are committed to developing English skills in all our children, in the belief that it will support their learning and raise standards across the curriculum. We ensure specific focus on Early Reading and English as the roots to building firm foundations for all children at Lancasterian, setting them up with the skills to apply and grow throughout their school life and into wider society.

Overview

In order to provide challenge for all our pupils in relation to reading, we use Destination Reader to plan, resource and deliver effective reading lessons. These guidance materials allow teachers to extend children's learning and apply a wide range of skills and strategies for reading in a cross-curricular way.

We believe that children reach their potential when they learn in a creative, purposeful way. To this end, we are following a mix of both whole class teaching and ability directed approach for reading developed in Hackney, which aims to help us to find the 'reader in the writer' by:

- raising both children's and teachers' levels of knowledge, pleasure and confidence in children's literature.
- developing a more in-depth approach to the use of literature in the primary curriculum.
- spreading best practice in the use of children's literature for reading, writing and speaking and listening, using creative and innovative teaching approaches.

At Lancasterian, each class bases its English teaching over a 4-week cycle on one quality core text, combining speaking and listening, drama, reading, and writing activities in a variety of genres. Teachers use the Pie Corbett model of Talk 4 Writing (described in more detail below) to teach all these areas alongside daily SPAG sessions. These activities take place in daily English lesson.

The following sections will show how these specific aspects of English are taught at Lancasterian, within the Destination Reader approach, Pie Corbett's 3 Talk4 Writing and daily English lessons. The needs of individual children and groups must be taken into consideration, and teachers must adapt their planning in order to ensure children make maximum progress.

Speaking and Listening

Children learn to listen and speak long before they learn to read and write. The Rose review (March 2006) states that: "The indications are that far more attention needs to be given, right from the start, to promoting speaking and listening skills to make sure that children build a good stock of words, learn to listen attentively and speak clearly and confidently."

At Lancasterian, the primary English skills of Speaking and Listening begin in our Early Years curriculum and provide the foundations for the Teaching and Learning of phonics which can then be built on and developed. As part of Pie Corbett Talk 4 Writing approach to English, children in all year groups will learn a variety of text genres off by heart, in order to develop and internalise the language of a reader and a writer. Drama has been found to be useful to support boys' reading and writing (Barrs and Cork 2001- CLPE), including providing 'first-hand' experiences which they would otherwise be unaware of. Pupils are encouraged to participate in a wide range of drama activities including large events such as school plays and assemblies as well as less formal activities in class such as role play and hot seating. Learning skills, such as speaking for persuasion or discussion, and being able to listen and respond in these situations, sets children up for life.

We aim for all children:

- To speak with confidence in a range of contexts, adapting their speech for a range of purposes and audiences
- To listen, understand and respond appropriately to others
- To know the grammatical constructions that are characteristic of spoken Standard English and to apply this knowledge appropriately
- To understand variations in language.

Phonics (More detail in Phonics Policy)

At Lancasterian, we teach phonics using a linguistic phonics programme called Sounds-Write. Sounds-Write is a very highly structured, multi-sensory incremental and code-oriented, instructional approach to teaching children to read and spell. It allows children to remember only the factual information (conceptual knowledge) that is needed, in order to learn to read; practicing skills which will lead to automaticity (speed and accuracy). The theoretical ideas behind cognitive development in Sounds-Write are referred to by Jean Piaget as cognitive theory and is underpinned by building on the child's schemas.

The Sounds-Write programme is implemented in the classroom and provides very fast and effective teaching for children at all levels. Children from Reception to Year 2 follow the programme and once children are fluent, confident readers, they begin a transition into our KS2 reading programme Destination Reader, outlined below.

This programme is successful in teaching children to read and spell because it starts with what all children know from a very young age – the sounds of our spoken language. Then, using a very systematic approach, it teaches them how these sounds are coded within our writing system.

At Lancasterian, we have collaboratively identified ways to creatively reinforce phonics skills throughout the day and to make cross curricular links to support phonics skills. For example; playing phonics-based games during play times and the children's Golden Time, using PE warms ups and games to reinforce the knowledge and skills children have learned across a week. Our intention is for all our children to become skilled, fluent readers through having a repertoire of strategies to draw on, and to enjoy the learning as they progress.

Reading

Destination Reader is a Hackney born approach to KS2 Reading which is founded on these core principles:

1. Enable Quality Experience
2. Promote Enjoyment
3. Increase reading milage
4. Build firm foundations
5. Develop Thinking and understanding
6. Make talk central

Once a child at Lancasterian is a fluent reader and decoder, usually a Year 2 milestone, children begin the 'Bridge' reading programme to support them to cross over into KS2. This is based on the Destination Reader scheme but with a distinct focus on the skills for reading out loud such as volume, pace and intonation. Following this, the children being the Destination Reader scheme. The approach consists of learning and applying 7 core skills to a range of high-quality, real-life books.

The seven reading strands are: (See appendix A for examples of sentence stems)

- Predicting
- Inferring
- Summarising
- Evaluation
- Making connections
- Clarifying
- Asking questions

The focus is on partner reading, high-quality discussions, improving oracy skills and the application of their new knowledge and skills in applying it to a weekly comprehension independently. Reading lessons are structured with teacher modelling and sharing of a text but this is kept to a minimum with a large focus on protected reading time. Children are also taught Learning Behaviours (Appendix D) in order to develop their cooperation and discussion skills with a partner. The week is split into mixed ability reading with a whole class text where children can support, listen to and learn from one another and be each other's role models. With the second part of the week reading at an instructional level where children can develop their individual reading skills to a book at their own level. This approach is fully inclusive of all our children and supports all children at Lancasterian to progress, build confidence and achieve.

Children will be assessed regularly using both formative and summative assessment. During their time in school, some children may find it difficult to make the progress in reading that is broadly in line with other children of their age. At Lancasterian, there are well established interventions in place to help to 'close the gap' for any children this may apply to.

These books chosen for DR have been carefully selected along side support from English Experts in Haringey to ensure a wide coverage of genres, diverse representation and to promote cultural capital across the school.

Home reading

Research shows that greater parental involvement in children's learning positively affects the child's school performance, including higher academic achievement. At Lancasterian, we encourage parents to be involved in all aspects of their child's learning, including their reading. It is important for children to know that reading isn't something 'just for school'.

All children are offered 3 books to take home weekly and are encouraged to read for at least 20 minutes per day:

- A book at their instruction reading level (phonetically decodable for those on the phonics programme). This is for the children to read independently with support from an adult at home.
- A book from their book corner of their choice to enjoy at home. To either read independently or to have an adult read it to them.
- A book from the school Library of their choice to enjoy at home. To either read independently or to have an adult read it to them.

Weekly reading is recorded in a home Reading Record to encourage parent/teacher communication. As children get older, they are encouraged to take responsibility for their reading choices and will hopefully have experienced so many types of quality texts that they will have developed preferences of their own.

In school we have a well-stocked and up to date library, which has been fully refurbished and re-stocked in 2026 with current authors and book releases and books which are fully representative of the families in our school community. Classes visit the library once per week to exchange books, discover new authors and genres and enjoy some quiet reading. Our school Reading Ambassadors take lead on this and are in charge of stock and organisation within the library.

Reading Road Map

Lancasterian is part of the Reading Road Map challenge which is a Reading for Pleasure initiative designed to build a culture for reading within schools. Yearly, children have a brand new, up to date and inclusive set of books for each phase (Years 1 & 2, 3 & 4 and 5 & 6) with a map of genres to follow and complete. Children are awarded stickers in their Reading Records and receive certificates when they reach certain milestones. Children love to complete a route and share books and genres with each other. See Appendix B for examples of a Road Map.

Writing

Our model for writing is based on Pie Corbett's Talk for Writing programme, developed by Pie Corbett and Julia Strong. This is an 'engaging teaching framework that raises progress and boosts standards. It is based on how children learn. It enables children to imitate the language they need for a particular topic orally, before reading and analysing it, and then writing their own version. This is often referred to as the 3 I's outlines below:

Establish context	**Imitation** - familiarisation	**Innovation** - adaptation	**Invention** - creation	Publishing/ performing
Core Text	Oral learning Book talk Drama Read as a writer Planning - Box it up Create toolkits	Substitution Addition Alteration Change of viewpoint Planning - Box it up	Write own text based on previous stages. Should include editing and improving at various stages. This is often referred to as a 'hot' task.	Give children this purpose for writing at the beginning.

Each year group in the school has a list of 9 core texts to base their 4-week cycle on. The list of these books can be found under 'Curriculum Maps' for English on the school website. There is a range of Fiction, Non-Fiction and Poetry for each year group with core similarities that link to key dates such as Refugee Week. These texts have been carefully selected with the support of English experts in Haringey to ensure they not only match our school vision and values but promote cultural capital throughout the school. Books are mapped out carefully to also be in line with our Foundation curriculum. Links made between Science, History and Geography topics have been made to help fully immerse children and ensure they are in a vocabulary rich environment.

The 4-week cycle begins with a 'cold task' where children have to complete a piece of writing in the genre they will be focused on. This supports teachers to see where the current gaps are in learning. They then spend 2 weeks imitating and learning a core text full of rich vocabulary and punctuation which they will be focusing on in spag lesson. Each week ends in a longer piece of writing, including continual descriptive writing for vocabulary purposes. Over the 4 weeks, children grown from being dependent on support, to writing independently using the skills they have learnt over the cycle. This approach really supports our children and fully immerses them in the texts. See Appendix C for fuller description of the approach as followed at Lancasterian.

Genres and progression of writing outcomes can be found in the English 'Curriculum Map' but include a range of the following:

Fiction: general story writing, myths and legends, traditional tales, playscripts and poetry.

Non-fiction: instructions, letters, explanations, persuasive writing, recounts, non-chronological reports, newspaper articles, and discussion writing.

Poetry: shape poems, haikus, free verse, clerihews, limericks and kennings

Spelling, Punctuation and Grammar

At Lancasterian SPAG is embedded within the teaching of writing. See Appendix D for SPAG progression which supports teachers when teaching the different genres. SPaG is taught both explicitly and using the drip effect. A new concept needs to be explicitly taught in a stand-alone way to ensure full understanding of the terminology and application. This is then continuously fed into toolkits and all forms of writing enabling practice of the specific skill. This is also taught in daily SPAG sessions at the start of English lessons, as well as partner talk games, editing targets, plenaries and TA led intervention groups.

Spelling

Reception and Year 1 spelling follows the Sounds Write phonics Programme in the order of sounds taught. Please see Phonics Policy for more details.

Years 2 to 6 follow the spelling scheme as outlined on Purple Mash which is a comprehensive programme derived directly from the National Curriculum with the aims of:

- Supporting teachers in teaching the statutory words and focuses over the course of the academic year for years 1 to 6.
- Assist teachers in assessing children's spelling on a weekly and termly basis.
- Providing children with a fun way to learn their spellings each week, either in school or at home.

Each year group has a carefully broken-down document outlining week by week spellings to be taught with review weeks embedded to allow time to recap. Please refer to Appendix D for example of overviews. Children receive spellings for homework weekly as well as being explicitly taught the rule with time to practice. An assessment takes place weekly to review progress.

Handwriting

At Lancasterian we follow the Magic Link writing scheme (www.magiclinkhandwriting.com) which offers a range of activities both online and printable for children to practice their handwriting skills. The scheme has a clear progression of handwriting skills for Nursery up to Year 6. In the Early Years this is taught through a range of play-based activities and fine-motor skill sessions developing into cursive letter formation and later cursive joining techniques are introduced from Year 2. Handwriting is explicitly taught twice a week with other opportunities being fed in regularly.

Children are encouraged to take pride and responsibility in their handwriting and workbooks. Children begin writing with pencils and once they can show consistently neat and clear Magic Link handwriting, they can write with a pen.

Appendix A
Destination Reader Skills and Learning Behaviours
(example of skills used in class)

Asking Questions

What...? Who...?

When...?

Why...? Where...?

Why...? How...?

Inferring

I think this character...

I think the setting is...

I think the mood is...

Because...

Our Reading Behaviours

Good Readers...

Actively listen

- That's an interesting idea...
- Tell me more...
- Good point...

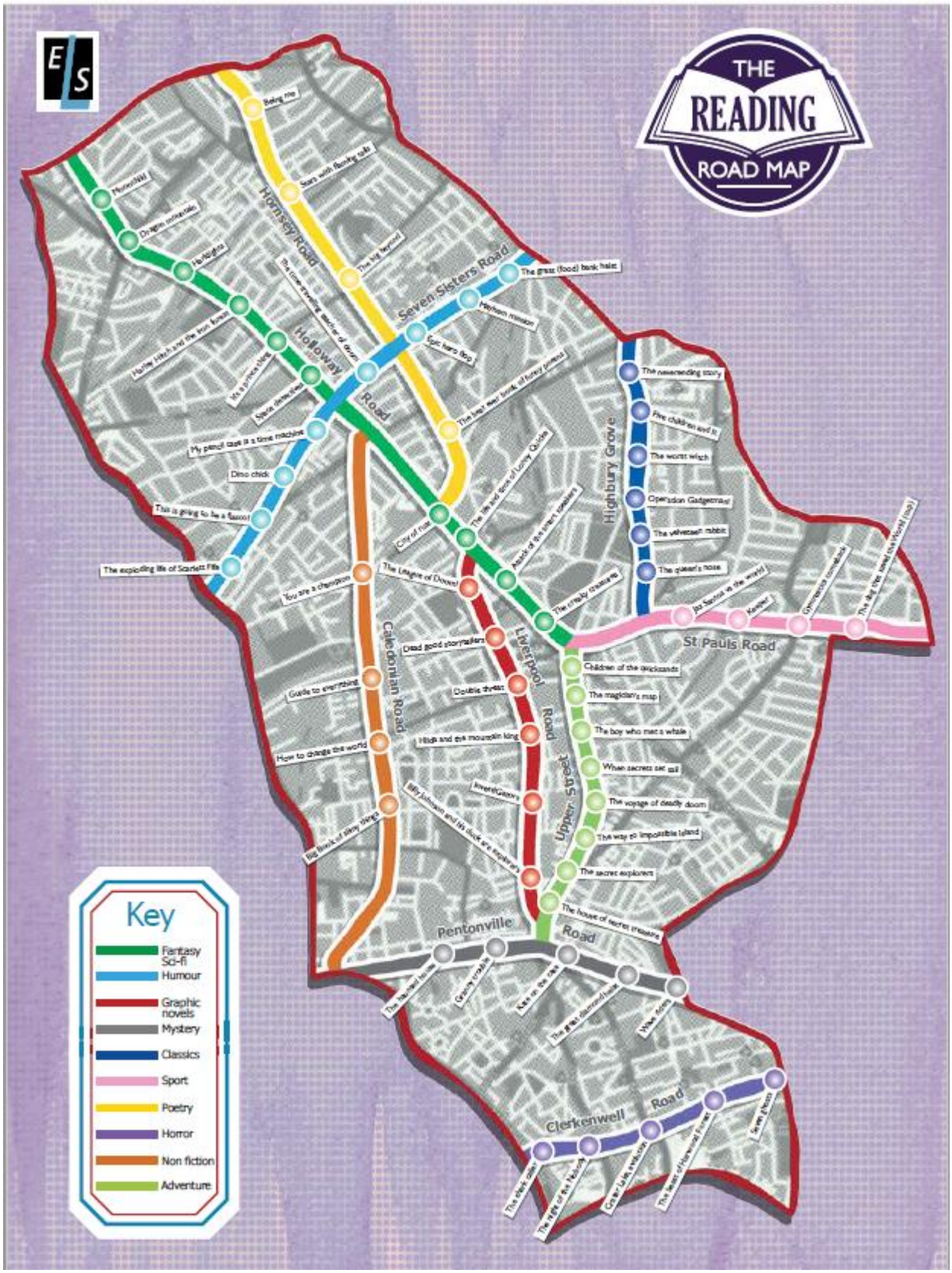
Support each other

- I like the way you...
- What night help...
- Remember to...

Discuss and Explain

Appendix B

Year 5 & 6 Reading Road Map



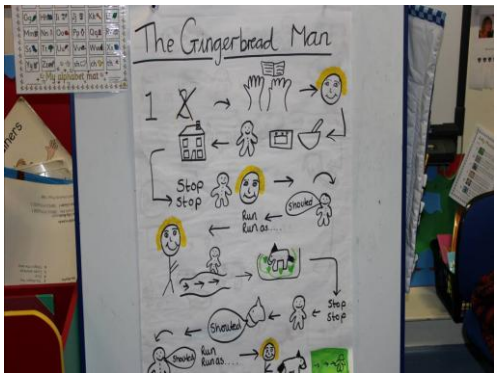
Appendix C
Pie Corbett's Talk for Writing

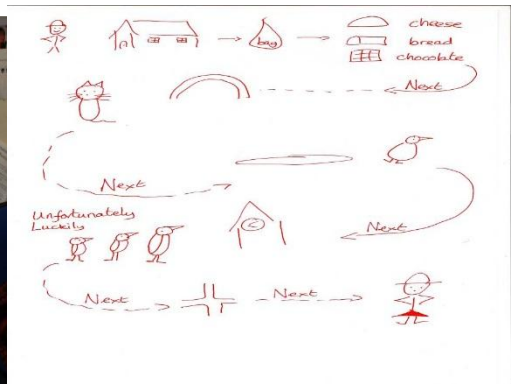
Establish context – for example: Core text/topic

IMITATION – familiarisation

Begin with exciting, creative context.

Oral learning of a text.



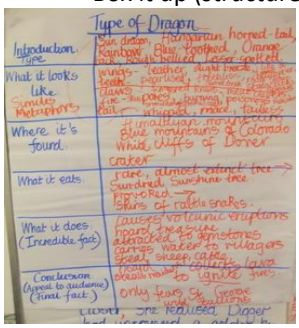


Read as a Reader –

- Book talk
- Drama
- Art

Read as a Writer –

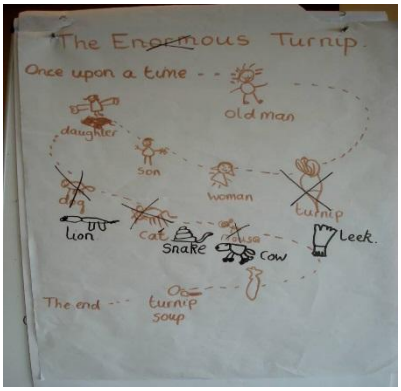
- Box it up (structure of the text)



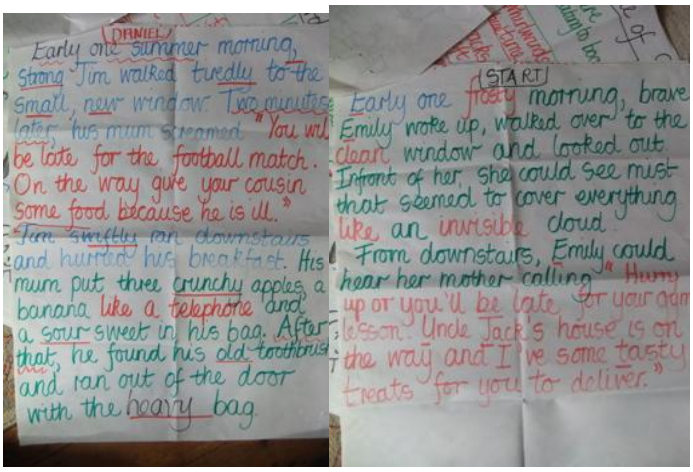
- Create toolkits (features of the text)

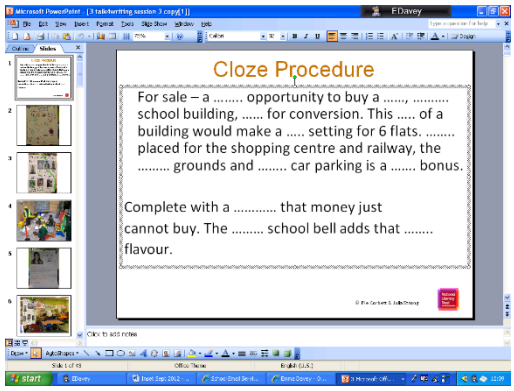
INNOVATION – adapting a well-known text.

- Substitution



- Addition
- Alteration





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- Change of viewpoint

Either 'hug' closely or 'use toolkits'.

BOXING UP

A Warning Story.

Main characters are given a warning	Jack and Jim were warned not to go near Hanger bridge. (It would only take a car slipping on the ice to make it collapse)
Main characters ignore warning Why? Because Mum worries too much and its a place to lark around	Jack and Jim go straight to Hanger bridge. They hadn't told their mum that there was an old abandoned truck on the river bank. After school
Main characters find themselves facing danger	It begins to snow, they make the truck cosy, the truck begins to slip as the mud gets slippy. - REALISE ... They realise the grinding sound is the truck slipping start to panic and try getting out. Suddenly ...
Main characters in middle of dangerous situation	A car crosses the bridge but Tom loses control and crashes into the bridge and it begins to collapse on top of the truck which the boys are in.
Danger passes - main characters OK	When the bridge fell down the door had flown open but the only reason they hadn't been squished alive was because of the army trucks strong roof. They are laughing with relief.
Main Characters return home - reminded of warning.	They ran home just before it turned dark. Mum went balistic when they got home. Told them we had played a game of football but we slipped around alot.

☺ Just a little more detail needed in places.

Realisation ...

Use drama, images, etc to provide a context.

Daily feedback and sharing of quality examples.

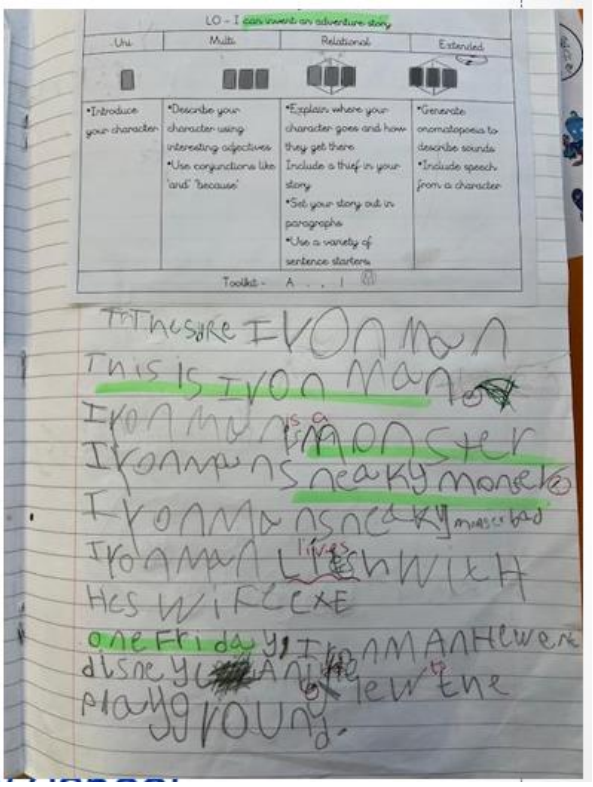
INVENTION – creating your own new text
Set clear targets with examples.

Same text type and focus, e.g. warning story with suspense, non-chronological report about an animal.

Use focussed teaching and feedback.

Use drama, images, video, first-hand experience, location, quality reading, etc. to provide context.

Comparison of 'cold' and 'hot' task (first and last piece over a 4 week cycle)



Underpinned by daily spelling, sentence and creative games.

Perform/publish – purpose for writing

Appendix D SPAG Progression

Writing Skills Ladder

Year 1		
Terminology to introduce	Finger spaces, capital letters, full stops, letter, word, question mark, speech bubble, punctuation, bullet points, noun, proper noun, adjectives, verb, singular, plural, conjunction	
Punctuation	**Word Construction**	**Sentence Construction**
Spaces word **Capital Letters for proper nouns and singular 'I'** **Full stops** **Question marks** **Exclamation marks** **Speech bubbles** **Bullet points**	**Capital letters (proper noun)** for: names, places, days of the week, months of the year and singular 'I' **Prepositions:** inside, outside, towards, across, under **Determiners** **Adjectives to describe:** The tall man, The old house, The soft cat etc **Alliteration:** The furious frog, The smooth snake etc **Similes using 'as'**: As green as an apple, As smooth as glass etc **Regular plural noun suffixes – s or –es:** Dog, dogs…wish, wishes etc **Precise, clear language to give information:** First, press the green button. Next, wait for the light etc	Say, and hold in memory whilst writing, **simple sentences** which make sense. **Simple conjunctions:** And, or, but, so, because, so that, then, that, while, when, where **Also as openers:** While…, When…, Where…, **Simple Sentences:** I went to the park. The tree was tall **Embellished simple sentences using adjectives:** The frog had slimy skin. The house on the tall hill was haunted. Owls catch tiny mice at night. **Compound sentences using conjunctions (coordinating – and, or, but, so):** The children played in the park **and** on the trees. Water can be cold **or** it can be hot etc. **Complex sentences using conjunctions (relative clause- who):** There was once a tall man **who** lived at the end of a haunted road. There are many children **who** enjoy ice cream. **'Run' - Repetition for rhythm:** She swam and she swam and she swam.

Year 2		
Terminology to introduce	Apostrophe for contraction and singular possession, commas (list), speech marks, verb, adverb, statement, exclamation, question, command, past tense, present tense, future tense, noun phrase, subordinating conjunction, coordinating conjunction.	
Punctuation	**Word Construction**	**Sentence Construction**
Demarcate sentences: Capital letters, full stops, question marks, exclamation marks. **Commas to separate items in a list** **Comma after –ly opener** **Speech bubbles and speech marks for direct speech** **Apostrophes to mark contracted forms of spelling:** Don't, can't, I'll etc. **Apostrophes to mark singular possession:** The giant's beard was long etc	**Prepositions:** behind, beside, above, along, before, between, after **Alliteration:** The long lizard, the bouncing ball etc. **Similes using 'like':** Tall **like** a tree, Blazing **like** the sun. **Noun Phrase:** The old, haunted house…, Owls have sharp, piercing talons. **Adverbs for description:** Snow fell gently and covered the cottage in the wood. **Adverbs for information:** Press the button carefully so the timer goes off.	**Types of sentences:** Statements, exclamations, questions, commands. **-ly starters:** Quickly, Sam…, Finally, he…, Carefully, the witch… etc. **Vary openers** to sentences **Embellish simple sentences using-** **adjectives:** The boys peeped inside the dark cave. **adverbs:** The boys peeped carefully inside the dark cave. **Secure use of compound sentences (co-ordinating conjunctions):** and, or, but, so **Complex sentences (subordination), using drop in relative clause:** **Who, which** only The Great Fire of London, **which** started in Pudding Lane, spread quickly. The Egyptians, **who** lived many years ago, are famous for their incredible pyramids. **Additional subordinating conjunctions:** what, while, when, where, because, so that, if, to, until: **While** the owls moved around, the trees began to shake**. When** it is Autumn, the leaves fall off trees. **Power of 3** for description: He wore long trousers, an old hat and large coat.

Year 3		
Terminology to introduce	Suffix, rhetorical question, word family, coordinating conjunction, subordinating conjunction, clause, subordinate clause, adverb, preposition, direct speech, inverted commas, consonant/vowel, determiner, synonym, relative clause, pronoun, colon, onomatopoeia, rhetorical questions	
Punctuation	**Word Construction**	**Sentence Construction**
Colon before a list **Ellipses** to keep the reader hanging on **Secure use of inverted commas for direct speech**	**Prepositions:** Next to, by the side of, in front of, during, throughout, through, because of. **Powerful verbs:** Stare, tremble, shiver, bolt etc. **Specific, technical vocabulary to add detail:** Stonehenge is located north of …, The Tower of London contain over…, etc **Use of determiners a or an against vowels** (being mindful of exceptions)	**Vary long and short sentences:** **Long sentences** to add description of information. **Short sentences** for emphasis and making key points **Embellish simple sentences:** **Adverb starters to add detail:** Carefully, she crawled along the floor of the cave… Amazingly, small insects can… **Adverbial phrases** used as 'where', 'when' or 'how' started (fronted adverbials): **A few days ago,** we climbed the highest mountain. **Under the mat,** the small creatures began moving. **Carefully,** the giant climbed down the beanstalk. **Compound sentences, using coordinating conjunctions:** FANBOYS, for, and, nor, but, or, yet, so **Develop complex sentences using subordinating conjunctions:** whilst, which, if, so that, because, even though, although, despite, however etc. **-ing clause as starters:** Sighing, the boy sat down to complete his homework. Splashing, the children played in the paddling pool. **Drop in a relative clause using: whom, who, whose, that:** The girl, whom I remember, had long hair. The boy, whose pen fell out his pocket, is in my class. The Tower of London, which is located near the Thames, is a famous London landmark. **Power of 3** for description: The cottage was almost invisible, hiding under a thick layer of snow and glistening in the sunlight. Owls are nocturnal animals, hunt only at night and live in trees.

Year 4		
Terminology to introduce	Pronoun, possessive pronoun, relative pronoun, adverbial, fronted adverbial, clause, main clause, subordinate clause, coordinating conjunction, subordinating conjunction, apostrophe – plural possession	
Punctuation	**Word Construction**	**Sentence Construction**
Commas to mark clauses and to mark off fronted adverbials **Full punctuation for direct speech:** Each new line, new speaker. Comma between direct speech and reported clause: *"I'm tired," mumbled mum.* **Apostrophes** to mark singular and plural possession	**Conditionals:** would, should, might etc **Comparative and superlative adjectives:** small, smallest, large, largest etc. **Grammatical difference between plural and possessive –s** **Standard English forms for verb inflections** instead of local spoken forms (e.g. we were instead of we was, or I did instead of I done)	**Standard English for verb inflections instead of local spoken forms** **Long and short sentences:** **Long sentences** to enhance description or information **Short sentences** to move events on quickly: It was midnight. It's great fun. **Start with a simile:** As curved as a ball, the moon shone brightly in the night sky. Like a wailing cat, the ambulance screamed down the road. **Secure use of simple, embellished simple sentences.** **Secure use of compound sentences, suing coordinating conjunctions:** FANBOYS, for, and, nor, but, or, yet, so **Develop complex sentences using main and subordinate clauses with a range of subordinating conjunctions:** when, whilst, because, if, so, even though, although etc. **ed' clauses as starters:** Worried, Renee ran straight home to avoid being caught. Exhausted, the Roman soldier collapsed at his post.
		Expanded -'ing' clauses as starters: Grinning menacingly to himself, he slipped the treasure into his rucksack. Hopping speedily towards the pool, the frog dived underneath the leaves. **Sentence of 3 for action:** Mohammed rushed down the road, jumped on the bus and sank into his seat. The Romans enjoyed food, loved marching but hated the weather. **Dialogue** - verb + adverb - "Hello," she whispered shyly.

Year 5		
Terminology to introduce	Parenthesis, bracket, dash, modal verb, determiner, cohesion, ambiguity, metaphor, personification, coordinating conjunction, subordinating conjunction, main clause, subordinate clause.	
Punctuation	**Word Construction**	**Sentence Construction**
Dashes **Brackets, dashes, commas for parenthesis** **Use of commas to clarify meaning of avoid ambiguity.**	**Metaphor** **Personification** **Empty words:** Something was there, someone knew something. **Develop technical, precise language.** **Indicating degrees of possibility using modal verbs (e.g. might, should, will, must) or adverbs (perhaps, surely)**	**Secure use of simple, embellished sentences.** **Secure use of compound sentences.** **Develop complex sentences with full range of subordinating conjunctions and begin to move clauses around:** I took my coat outside because it was raining. Because it was raining, I took my coat outside. **Drop in –'ing' clause:** Tom, laughing at the teacher, fell off his chair. The tornedo, sweeping across the city, destroyed the houses. **Expanded –ed clauses as starters:** Worried about the noise, Jamal hid beneath the school table. Exhausted by the long and arduous trip, George fell to his knees. **Elaboration of starters using adverbial phrases:** Under the blanket of the night sky, Ramone saw the glint of something in the distance. Beneath the wooden table, Sam sat uncomfortably whilst listening to the action around. **Drop in –'ed' clause:** Poor Lucy, exhausted by so much effort, ran home. Hannah, tired by the adventure, fell to sleep as soon as she arrived home. **Stage directions in speech** (speech + verb + action): "Stop!" he bellowed, picking up the stick and running after the thief.

Year 6		
Terminology to introduce	Active and passive voice, subject, object, hyphen, synonym, antonym, colon, semi-colon, clause, phrase	
Punctuation	**Word Construction**	**Sentence Construction**
Use of **semi-colon**, **colon** and **dash** to indicate a stronger subdivision of a sentence than a **comma**. How **hyphens** can be used to avoid ambiguity: The light-blue house rather than the light blue house.	**Manipulating literary features for effect and imagery (similes, metaphors and personification).** The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing: said versus reported, alleged, or claimed in formal speech or writing etc.	**Secure use of simple, embellished sentences.** **Secure use of compound sentences.** **Secure use of complex sentences with full range of subordinating conjunctions and begin to move clauses around:** I enjoy PE due to the fact it keeps me healthy. Due to PE keeping me healthy, I enjoy it! **Moving sentence chunks (how, when, where) around for different effects:** The siren echoed loudly ....through the lonely streets ....at midnight **Active and passive verbs to create effect and to affect presentation of information:** **Active:** Ben threw the chair. **Passive**: The chair was thrown by Ben. **Active:** The sun scorched the ground. **Passive:** The ground was scorched by the sun. Expanded **noun phrases** to convey complicated information concisely: The boy that jumped over the fence is over there, or the fact that it was raining meant the end of sports day. The difference between structures typical of informal speech and structures appropriate for formal speech and writing: question tags- He's your friend, isn't he? Or the use of the **subjunctive** in some very formal writing and speech- as in If I were you.

Appendix E
Purple Mash Spelling Overview

Year 2 Spelling overviews – These documents are broken down as follows:

Autumn 1	Wk1, Wk2, Wk3, Wk4, Wk5*, Wk6
Autumn 2	Wk1, Wk2, Wk3, Wk4, Wk5*, Wk6
Spring 1	Wk1, Wk2, Wk3, Wk4, Wk5*, Wk6
Spring 2	Wk1, Wk2, Wk3, Wk4, Wk5*, Wk6
Summer 1	Wk1, Wk2, Wk3, Wk4, Wk5*, Wk6
Summer 2	Wk1, Wk2, Wk3, Wk4, Wk5*, Wk6

*Mixture of suggested common exception words

The words include statutory learning focuses, suggested common exception words and high frequency words embedded across the terms.

Year 3, 4, 5 and 6 Spelling overviews – These documents are broken down as follows:

Autumn 1	Wk1, Wk2, Wk3, Wk4*, Wk5, Wk6*
Autumn 2	Wk1, Wk2, Wk3, Wk4*, Wk5, Wk6*
Spring 1	Wk1, Wk2, Wk3, Wk4*, Wk5, Wk6*
Spring 2	Wk1, Wk2, Wk3, Wk4*, Wk5, Wk6*
Summer 1	Wk1, Wk2, Wk3, Wk4*, Wk5, Wk6*
Summer 2	Wk1, Wk2, Wk3*, Wk4*, **Wk5*, Wk6***

*Mixture of statutory words

*Consolidating all words this half of term

***End of year statutory words assessment**
(Y3 first 80 words/Y4 all 106 words)
(Y5 first 80 words/Y6 all 104 words)

Year 3 and Year 4: Both year word lists contain statutory learning focuses and the common exception words.

The statutory common exception words for Year 3 and Year 4 are split evenly between them to ensure adequate coverage.

At the end of Year 3, the first 80 common exception words can be assessed over two weeks. At the end of Year 4, all the common exception words for year 3 and year 4 can be assessed over two weeks.

Year 5 and Year 6: Both year word lists contain recaps of prior learning, statutory learning focuses and the common exception words.

The statutory common exception words for years 5 and 6 are split between them with some overlap.

At the end of Year 5, the first 80 common exception words can be assessed over two weeks. At the end of Year 6, all the common exception words can be assessed over two weeks.