Pirton Hill Primary School
English Policy (Spring 2025 – Summer 2027)

1. Overarching Values
Expect:
*We all **expect** to work hard, and meet our own high expectations, in a safe environment with access to high quality resources and opportunities that broaden our horizons.*

Believe:
*We all **believe** in ourselves, and each other, and know that everyone has something special to contribute.*

Achieve:
*We all have the opportunity to **achieve**, and fulfil our potential, regardless of our backgrounds.*

Enjoy:
*We all strive to develop passionate and determined life-long learners who **enjoy** learning, understand how to progress and take pleasure in succeeding.*

2. Aims
2.1 At Pirton Hill Primary School we aim to ensure that all pupils are offered a rich and relevant curriculum in language and literature, including opportunities to consolidate and reinforce taught literacy skills across the curriculum.

2.2 We also strive for children to be a 'Primary Literate Pupil' attaining the highest possible attainment throughout their time at our school. By the age of 11 we aim for a child to be able to:
- take pleasure in all aspects of Literacy;
- read and write with confidence, fluency and understanding, developing a range of independent strategies to self-monitor and correct;
- develop the powers of imagination, inventiveness and critical awareness;
- have an interest in books and read for enjoyment;
- have an interest in words and their meanings allowing them to develop a growing vocabulary in spoken and written forms;
- understand a range of text types and genres allowing them to write in a variety of styles and forms appropriate to the situation;
- have a suitable technical vocabulary to articulate their responses.

2.3 Statutory requirements
Statutory requirements for the teaching and learning of English are laid out in the National Curriculum English Document (2014) and in the Statutory Framework for the Early Years Foundation Stage (Nov 2024).

2.3.1 In the Early Years Foundation stage, children are given opportunities to:
- speak, listen and represent ideas in their activities;
- use communication, language and Literacy in every part of the curriculum;
- listen to and read a range of texts;
- become immersed in an environment rich in print and possibilities for communication, where mark making opportunities are widely available.

2.3.2 In Key Stage 1 (Years 1 and 2), children learn to speak confidently and listen to what others have to say. They continue to read and write independently and with enthusiasm. They have opportunities to use language to explore their own experiences and imaginary worlds.

2.3.3 In Key Stage 2 (Years 3 – 6), children learn to change the way they speak and write to suit different purposes and audiences. They read a range of texts and respond to different layers of meaning in them. They have the opportunity to explore the use of language in literary and non-literary texts and learn how the structure of language works.

3. Speaking and Listening

3.1 As a school, we understand the value of developing children's speaking and listening skills; we feel that these are skills which children need in order to become life-long learners. Our curriculum incorporates opportunities to develop the four key strands in this area: speaking, listening, group discussion and interaction and drama (*National Curriculum, 2014*). As noted above, our aim is for children to be able to: speak clearly, fluently and coherently; to be able to listen attentively with understanding and empathy; to know how to contribute to group discussions effectively.

3.2 We achieve this by:
- Regularly incorporating role play, hot-seating, drama and discussion learning tasks during Literacy lessons - allowing the pupils to become immersed in language, practise talk and explore real and imagined situations.
- Providing opportunities for pupils to perform to a larger audience, where children's efforts and skills are acknowledged by staff, parents, carers, visitors and peers;
- Planning activities in a range of curriculum areas which encourage the pupils to articulate and reason their ideas for a variety of different purposes and audiences, including partner, group and class contexts.
- Giving our pupils confidence as speakers and listeners, by showing them that we value their conversations and opinions. We also encourage a respect for the views of others.
- Being aware that as adults, we provide a model of speakers and listeners in our day-to-day interactions with them and with other adults in our school.
- By providing an inclusive range of experiences whereby all pupils can work collaboratively and participate in discussion using full sentences.

4. Phonics

4.1 At Pirton Hill Primary School our pupils learn to read and write using a systematic synthetic phonic approach. Following the ELS (Essential Letters and Sounds) programme we aim to equip pupils with the tools needed to decode and segment unfamiliar words so that they are able to read, write and spell with understanding, fluency, confidence and accuracy. The ethos is for children to be able to keep up not catch up.

4.2 At Pirton Hill, we aim to:
- Teach pupils aural discrimination, phonemic awareness and rhyme awareness in order to encourage good spelling.
- Encourage pupils to segment to spell and blend to read.

- Encourage repetition and consolidation, so that spelling becomes automatic.

Specifically, we aim for all pupils to leave Key Stage 1 meeting the following objectives:

- To learn to read and write all 44 graphemes in the English language.
- To teach pupils specific strategies to help them remember tricky words.
- To ensure that the teaching of phonics is lively, multi-sensory, interactive and investigative.
- To encourage pupils to apply their phonic skills in all curriculum areas.
- To develop the pupil's phonological awareness.

4.4 Pupils are encouraged to use their phonic skills across all curriculum subjects. All teachers and teaching assistants are expected to model the correct articulation of the phonemes and pupils are given opportunities to articulate individual phonemes. We have a strong emphasis on the application of phonic knowledge at the point of learning.

5. Reading
"Reading feeds pupils' imagination and opens up a treasure-house of wonder and joy for curious young minds." (National Curriculum, 2014)

5.1 Teachers promote and value reading as an enjoyable activity and also as a life skill. Pupils either have a reading scheme book or an Accelerated Reader book. Each class is timetabled to visit the library on a weekly basis to allow children in Reception to Year 3 to select a 'free choice' reading book.

5.2 Shared Reading
5.2.1 Shared reading involves the teacher modelling the reading process to the whole class as an expert reader, providing a high level of support. Our approach to Literacy teaching provides frequent opportunities for shared reading within the Literacy lesson to develop the children's understanding of the text as well as practising using expression and intonation when reading aloud.

5.2.2 The Pirton Hill Reading Spine also identifies "class readers" which the class teacher is expected to read to their class during the academic year.

5.3 Guided Reading
5.3.1 The focus of guided reading is to develop children's understanding of reading through a variety of texts. Guided reading also focuses on developing children's understanding of how to read as a reader as well as a writer, fostering a love of reading and ultimately aims to facilitate independence.

5.3.2 In Key Stage 2, pupils take part in daily guided reading lessons which are in addition to the Literacy lesson. They start the week with a whole class reading session where they are taught to apply a specific reading skill. The activities for the rest of the week are then linked to that particular skill and groups follow a carousel-style approach to guided reading, whereby the children are set into ability groups and will have at least one focused reading session with an adult per week. When not reading with an adult, children continue their reading development through a range of activities linked to that particular skill. The majority of pupil access the texts outlined on the Pirton Hill Reading Spine – which have been carefully selected to be age-appropriate (*"A rising tide lifts all ships")*.

In Key Stage 1, during the Autumn term, they take part in guided reading lessons as a whole class to ensure the development of key reading skills. From the Spring term onwards, they then follow the same scheme as KS2.

5.4 Accelerated Reader

5.4.1 Accelerated Reader is a tool to aid pupil's reading development, as well as being an assessment device for teachers. At Pirton Hill, pupils from Year 3 onwards are required to take a STAR reader test, termly, which gives them a unique score, called a ZPD (*Zone of Proximal Development*). This information is used to tell the child which level of book they should be reading. It is crucial that the children select books from the library which is of their ZPD because this ensures that the book is of optimal challenge for the child; teachers are responsible for ensuring that this is the case.

5.4.2 Accelerated reader quizzes are used to motivate pupils to read and to assess their understanding. Each half term, pupils are given a personalised target which they build upon by reading books and taking quizzes. At Pirton Hill, we aim for all pupils to have met their personal target for reading each term. Pupils are rewarded for reaching their target with certificates and 'bugs'.

5.5 Home Reading Reception and KS1

5.5.1 In Reception and KS1 children are expected to read, at home, a decodable book (4x a week) which is based on their current phonics level as well as a sharing text (1x a week).

6. Writing

6.1 Since January 2018, English lessons are taught using a *Talk for Writing* approach, as mapped out in the Curriculum Overview. This approach underpins the principles of good teaching and learning *(see Teaching and Learning Policy)* and is centred upon the notion that pupils need to 'say it' before they can 'read it', and 'read it' before they can 'write it'. (*See Appendix 1*)

6.2 Where possible, teachers plan opportunities in the foundation curriculum lessons for pupils to apply and embed the skills that they are taught during their Literacy lessons (*see The Curriculum Policy*). For example, if the pupils' learning is focused on instructional writing in Literacy (*How to trap an Ogre*), then in their foundation lessons, they may write their own instructions based on their current theme (*Egyptians – How to make a canopic jar*).

6.3 As with any approach at Pirton Hill, it is constantly being developed and modified based on pupil needs and its impact on standards, and therefore it is necessary to adapt practise when required.

6.4 From September 2025, the structure of Talk for Writing has been adapted for Reception (see Appendix 2) and Year 1 (see Appendix 3) to increase the focus on fluency in foundational skills.

7. Grammar, Punctuation and Spelling (GPS)

7.1 Grammar and Punctuation

7.1.1 Grammar and punctuation objectives for each year group are taken from the GPS progression document. It is the teacher's responsibility to ensure that all of the objectives are covered over the course of the year. The majority of Literacy lessons include a short GPS activity, which ensures that, wherever possible, grammar and punctuation are taught in context and implicitly through the writing process rather than in isolation. However, in Key Stage 2, GPS is also taught through discrete GPS lessons, to secure prior learning.

7.2 Spelling

7.2.1 Class teachers are responsible for their pupils learning spellings which are appropriate for their year group, according to the National Curriculum spelling lists (*National Curriculum, 2014*). It is the

responsibility of the class teacher to use assessment for learning techniques to inform their planning to ensure the pupils are learning their spellings and that these are appropriate for the child.

7.2.2 In Reception and Year 1, the learning of spellings forms an integral part of the daily phonics session and is reinforced through teaching in the daily Literacy lesson and across the curriculum.

7.2.3 In Year 2, the learning of spellings is completed daily within discrete, short and snappy lessons through the Essential Letters and Sounds spelling scheme. Spellings are also reinforced through teaching in the daily Literacy lesson and across the curriculum.

7.2.4 In Key Stage 2, the learning of spellings is completed with discrete, twenty-minute lessons over two days each week following the Spelling Shed scheme. Spellings are also reinforced through teaching in the daily English lesson and across the curriculum. Spelling Shed online activities also form part of a child's weekly homework (*refer to the Pirton Hill Homework Policy*).

8. Handwriting (*See the Pirton Hill Handwriting Policy*)

9. Inclusion
9.1 All pupils receive quality first Literacy teaching on a daily basis and activities are differentiated accordingly to ensure that the children are able to access the identified features of each text type at their level of ability. In addition, where identified pupils are considered to require targeted support to enable them to work towards age appropriate objectives, intervention programmes will be implemented in order to accelerate learning.

9.2 Appropriate, effective intervention programmes are used to accelerate progress and attainment of pupils. Additional support allocated according to the need of the pupils (*including less than expected progress, low prior attainment, EAL, SEN, Pupil Premium, EAL or More Able*) as identified from Pupil Progress Meetings. Teachers and teaching assistants work alongside each other to monitor and evaluate progress of these pupils.

10. Assessment
10.1 On-going and summative assessment in Literacy is undertaken in line with the Pirton Hill Assessment and Feedback policies. However, the following subject-specific assessment practices also apply to Literacy.

10.2 Pre-unit assessment
10.2.1 Prior to planning a unit of learning, all pupils undertake an assessment which we call a 'cold task'. The cold task lasts between 20-45 minutes and is written on blue paper. At the beginning of the unit, it is stuck into the pupil's Literacy book. This assessment takes places outside of the Literacy lesson, at least a week before the beginning of a new unit.

10.2.2 Class teachers set the cold task (*such as: to write an explanation text, explaining how dragons became extinct)* and then use this piece of writing to decide which objectives need to be taught. This assessment is also used to adapt the model text that the pupils learn in their Literacy lessons to target specific needs within the class and also to create writing targets. This process ensures that lessons are pitched at an optimum level of challenge to accelerate pupil progress.

10.3 Independent Writing
10.3.1 Independent writing is an essential assessment tool used by teachers to inform planning and teaching. The outcome of independent writing is shared with pupils and parents (*at parents evening*) in the form of writing targets so that the pupils know their 'next step' in learning.

10.3.2 Class teachers set an independent writing task at the end of a unit of learning in English which we call a 'hot task'.

10.3.3 Prior to writing, class teachers may immerse the pupils in the topic; this may be through a video stimulus, a photo or the use of the immersive space etc. Literacy books and key texts may be used by the pupils during this time; however, they should not be referred to once the pupils have started writing.

10.3.4 Class teachers are not able to assist pupils with generating detailed success criteria, provide pupils with a structured planning sheet, ideas during independent writing or support with spelling. However, pupils may choose to use dictionaries and thesauruses to improve their writing and may independently edit and improve their writing either during the lesson or at a later date. Writing cannot be edited as a result of teacher input.

10.3.5 A scribe should only be used if it is part of the normal practice in the classroom and outlined in a child's EHC Plan.

10.3.6 If a transcript is required, the child should write the text first in their writing tracker book and then read it aloud to an adult who can transcribe it – recording the transcription next to the child's work. It is never acceptable for an adult to scribe what a child says and then the child writes it up as if it is independent work.

10.4 Accelerated Reader
10.3.1 When pupils start Year 3, they undertake STAR reader tests on a half termly basis. The outcome from this assessment provides an additional aid to deciding which level (*ZPD*) of Accelerated Reader book the pupils should be reading.

10.5 Phonics
10.5.1 From the Autumn Term in Reception, as per the ELS guidance, assessments are carried out every half-term to ensure pupils are making progress to meet the end of year expectations. Pupils not making expected progress are highlighted and personalised interventions will be put in place to ensure these pupils are able to keep up.

10.5.2 We assess all new pupils that join who are working below ARE, are EAL or are new to the country using the ELS assessment grid when they join the school. This allows teachers to group pupils according to their needs.

10.5.3 All pupils in Year 1 will be screened using the National Assessment materials in the Summer Term (currently June). If the pupils in Year 1 do not meet the expected standard in the screening test, they will be retested when they are in Year 2. This data will be submitted to the Local Authority. For those pupils who did not pass the check they will be provided with extra support to help them 'catch-up' through intervention and precision teaching within class. Interventions continue for those children who still require it in Years 3-6. These take place a minimum of 3 times a week for 5-10 minutes.

Appendix 1 – Key Elements of the Talk for Writing Approach

Expect, Believe, Achieve and Enjoy	
1. Everyday toolkit, and handwriting expectations, explicit and adhered to.	
Essential Elements: • Sentences to be correctly punctuated (*based on NC expectations for the yr group*) • Adults and children to use cursive handwriting at all times. (*inc. appropriate spacing – finger spaces – in EYs, KS1*) • High-frequency words (appropriate to NC expectations for the year group) consistently spelt correctly.	Best practice at Pirton Hill is evident by: • Everyday toolkit being displayed in all classrooms. • Handwriting lessons. • Modelling of correct joining by teachers. •

Expect, Believe, Achieve and Enjoy	
2. Daily shared writing and language / vocabulary development.	
Essential Elements: • Daily shared writing activity, displayed on the working wall (*if Literacy*) or in the classroom (*if cross-curricular*). • Daily language / vocabulary development activity. • Daily short burst writing for days 2-5 in every writing unit linked to the current genre being taught.	Best practice at Pirton Hill is evident by: • Displays on washing lines. • Use of vocabulary being taught and structure of text evident in books. • Seen in hot task – independent writing.

Expect, Believe, Achieve and Enjoy	
3. A unit of work will be based on a high-quality, age-appropriate key text.	
Essential Elements: • Be approximately 300-350 words long and a complete story (*for fiction*) • Includes key features of the text type and accurate use of GPS (*linked to NC*) • Includes unfamiliar and ambitious vocabulary • Adapted based on the gap analysis (cold task) • May also include some of the high frequency spellings for your year group. • Fiction units follow the generic story structure (*to ensure progression across the year groups*) and includes the identified toolkit (*e.g. suspense / characterisation*)	Best practice at Pirton Hill is evident by: • Text to be checked by the English Leader <u>before</u> the start of a unit • Teachers write their own or edit an existing key text, using gap-analysis to meet the needs of their learners • Selecting a context for the key text that will engage boys as well as girls • Key features (GPS) and writer's toolkit identified on an annotated key text • Non-fiction units are taught through a fictional context ("faction"), *e.g. explanation text: how dragons became extinct*

Expect, Believe, Achieve and Enjoy

4. A unit of work will follow the Talk for Writing process (Fiction: 3-week)

	Monday	Tuesday	Wednesday	Thursday	Friday
Pre-week 1	Cold task (1 lesson)				
Week 1	*Imitation*				
	- Establishing a creative context *(the hook)* - Begin oral rehearsal (learning) - Introduce the generic structure - Introduce toolkit	- Oral rehearsal (learning) - 5 sentence story - Toolkit focus (teach → examples from the text → other examples → model write → independent write → plenary)	- Oral rehearsal (learning) - 5 sentence story - Toolkit focus (teach → examples from the text → other examples → model write → independent write → plenary)	- Oral rehearsal (learning) - 5 sentence story - Toolkit focus (teach → examples from the text → other examples → model write → independent write → plenary)	- Oral rehearsal (learning) - 5 sentence story - Toolkit focus (teach → examples from the text → other examples → model write → independent write → plenary)
	Working Wall: Text Map, GAP, vocabulary, definitions, generic structure	Working Wall: Modelled write, new tool added to toolkit	Working Wall: Modelled write, new tool added to toolkit	Working Wall: Modelled write, new tool added to toolkit	Working Wall: Modelled write, new tool added to toolkit
		Written outcome: Independent write	Written outcome: Independent write	Written outcome: Independent write	Written outcome: Independent write
	Feedback Focus: Vocabulary misconceptions	Feedback Focus: Can they use the tool correctly?	Feedback Focus: Can they use the tool correctly?	Feedback Focus: Can they use the tool correctly?	Feedback Focus: Can they use the tool correctly?
Week 2	*Imitation*		*Innovate*		
	- Oral rehearsal (learning) - Grammar Games - Reading focus (comprehension/ book talk) - Drama/ hot seating activity	- Oral rehearsal (learning) - 5 sentence story - Generic structure - Shared box up for innovate - Box up plan for innovate - Oral telling of story in 5 sentences	- Oral rehearsal (practice) - Generic structure - Refer to toolkit - Shared Writing - Independent Writing	- Oral rehearsal (practice) - Generic structure - Refer to toolkit - Shared Writing - Independent Writing	- Oral rehearsal (practice) - Generic structure - Refer to toolkit - Shared Writing - Independent Writing
	Working Wall: Shared book talk/ reading comprehension exemplars	Working Wall: Box up plan	Working Wall: Shared Write (1) & Save it Words / Phrases	Working Wall: Shared Write (2) & Save it Words / Phrases	Working Wall: Shared Write (3) & Save it Words / Phrases
	Written outcome: Book talk / comprehension	Written outcome: Box up plan	Written outcome: Independent Write (Box 1)	Written outcome: Independent Write (Box 2)	Written outcome: Independent Write (Box 3)
	Feedback Focus: Comprehension errors	Feedback Focus: Generic structure followed?	Feedback Focus: Next Step marking	Feedback Focus: Next Step marking	Feedback Focus: Next Step marking
Week 3	*Innovate*		*Invent*		
	- Oral rehearsal (practice) - Generic structure - Refer to toolkit - Shared Writing - Independent Writing	- Oral rehearsal (practice) - Generic structure - Refer to toolkit - Shared Writing - Independent Writing	- Oral rehearsal (practice) - 5 sentence story - Generic structure / Refer to toolkit - Discuss hot task options - Box up plan for hot task - Oral retelling of invent	-Oral rehearsal (practice) -Generic structure - Refer to toolkit - Independent Writing	- Oral rehearsal (practice) -Generic structure - Refer to toolkit - Independent Writing
	Working Wall: Shared Write (4) & Save it Words / Phrases	Working Wall: Shared Write (5) & Save it Words / Phrases			
	Written outcome: Independent Write (Box 4)	Written outcome: Independent Write (Box 5)	Written outcome: Independent Plan	Written outcome: Independent Write	Written outcome: Independent Write
	Feedback Focus: Next Step marking	Feedback Focus: Next Step marking	Feedback Focus: Prompting self-reflection	Feedback Focus: Prompting self-reflection	Feedback Focus: Summative Assessment

Appendix 2 – Key Elements of the Talk for Writing Approach (Adaptations for Reception)

Autumn Term	Spring Term	Summer Term
6-Input Unit	**9-Input Unit**	**9-Input Unit**
• Orally learning and retelling stories (key texts) • Talking about the characters • Teaching children how to orally answer questions about the text • Understanding new vocab (inc. story language)	As Autumn Term, plus: • Opportunities to predict what might happen next • Talking about the setting • Repetitive phrases • Orally innovating (substitution) • Writing captions	As Spring Term, but: • Developing writing phrases and sentences (instead of captions)

* Talk for Writing Units are 3 weeks so that the resources and activities in the continuous provision do not become stale and the children lose interest.

For Reception, the Curriculum Intent is based on the EYFS Curriculum and the Pirton Hill Primary School EYFS Assessment Milestones (Reading and Writing).

Appendix 3 – Key Elements of the Talk for Writing Approach (Adaptations for Year 1)

Autumn Term	Spring Term	Summer Term
3 x 1 week Units (40min lessons)	**4 x 3 week Units** *(Per week: 3 x 60 min lessons [M,W,F] + 2 x 40 min lessons [T,Th])*	**4 x 3 week Units** *(Per week: 3 x 60 min lessons + 2 x 40 min lessons)*
Shortburst Writing Lessons: • 1 week = characters; 1 week = settings • Lesson output: Children to write one sentence	2 x FICTION UNITS & 2 x NON-FICTION UNITS Talk for Writing Lessons, to include (brackets demarcate day of unit): • Creative Hook (1) • Oral rehearsal (1-14) • Establish generic structure (1) and reinforce (2-7) • Exploring vocab (1) • Toolkit focus (2-6) • Grammar Game (3,5,8 & 10) • Drama (7) • 5 Sentence Stories / NF text (Oral) (8) • Box Up Plan (modelled) and oral (9) • Shared write (innovate) and independent write (1 sentence) (10-14) • Hot Task (15) – Plan and write at least 3 meaningful and linked sentences.	2 x FICTION UNITS & 2 x NON-FICTION UNITS Talk for Writing Lessons, to include (brackets demarcate day of unit): • Creative Hook (1) • Oral rehearsal (1-14) • Establish generic structure (1) and reinforce (2-7) • Exploring vocab (1) • Toolkit focus (2-5) • Grammar Game (3,5,8 & 10) • Drama (6) • 5 Sentence Stories / NF text (Oral) (7) • Box Up Plan (modelled) and oral (8) • Shared write (innovate) and independent write (1 sentence) (9-13) • Plan and orally compose a short text (following generic structure) which is cohesive (14) • Hot Task (15) – Write at least 5 meaningful sentences to form a short text (based on the generic structure). • Edit (15)
9 x 1 week Units (40 min lessons) 3 x FICTION UNITS Talk for Writing Lessons, to include (brackets demarcate day of unit): • Creative Hook (1) • Oral rehearsal (1-14) • Establish generic structure (1) and reinforce (2-7) • Exploring vocab (1) • Toolkit focus (2-7) • Drama (8) • Box Up Plan (modelled) and oral (9) • Shared write (innovate) and independent write (1 sentence) (10-14) • Orally compose a short narrative (multiple sentences) which is cohesive (15) • Hot Task (15) – write at least 1 sentence of oral composition.		

For Year 1, the English Curriculum Intent (*excluding phonics and handwriting*) is based on to the Year 1 Curriculum and supported through the following progressive milestones:

Autumn Term	Spring Term	Summer Term
To orally compose and then write a sentence (statement/ command / question)	Plan and write at least 3 meaningful and linked sentences.	Plan and write at least 5 meaningful sentences to form a short narrative (based on the generic structure).
Orally compose a short narrative (multiple sentences) which is cohesive.	Plan and orally compose a 5-sentence story based on the generic structure.	Structures from familiar stories are evident in writing.

Autumn Term	Spring Term	Summer Term
Simple sentences (statements / commands / questions) orally rehearsed before writing.	Simple sentences (exclamations) and complex sentences (inc. 'and') orally rehearsed before writing.	Sentences orally rehearsed before writing (without prompting).
	Introduce 'and' to join simple sentences.	Use 'and' to join sentences
To orally use adjectives to describe nouns	To use adjectives to describe nouns.	To use adjectives to describe nouns in written narratives.
Word choices are mostly relevant to the context	Word choices are relevant to the context	Word choices are relevant to the context
Read back own writing for sense.	Read back own writing for sense.	Read back own writing for sense.
Some evidence of editing with purple pen following adult feedback.	Evidence of editing with purple pen following adult feedback.	Edit with purple pen (with support)
Place events in a story or recount in order.	Orally retell a story, or recount events, in the correct order.	Events are recounted sequentially (non-fiction)
	Introduce some features of non-fiction writing	Use some features of non-fiction in own writing
	In non-fiction to use simple technical vocabulary	In non-fiction to use simple technical vocabulary
Demarcate sentences (statements / commands) with capital letters and full stops.	Demarcate sentences (exclamations) with capital letters and exclamation marks.	Uses finger spaces, capital letters, full stops, question marks and exclamation marks to demarcate sentences.
Demarcate sentences (questions) with capital letters and question marks.		
Use a capital letter for the pronoun I and for proper nouns.	Use a capital letter for the pronoun I and for proper nouns.	Use a capital letter for the pronoun I and for proper nouns.
		Name the letters of the alphabet in order
Listening to and discussing a wide range of poems and stories at a level beyond that at which they can read independently.	Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently.	Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently.
Becoming very familiar with key stories, fairy stories and traditional tales.	Becoming very familiar with key stories, fairy stories and traditional tales.	Becoming very familiar with key stories, fairy stories and traditional tales.
Responds to direct questions about the title and events.	Is able to ask questions about the title and events.	Discussing the significance of the title and events.
Embed (ELG) - Anticipate key events in stories.	Predict what might happen next and offer a reason why.	Predicting what might happen on the basis of what has been read so far.