



# Stukeley Meadows Primary School

Getting our best even better, every single day  
Be Kind – Work Hard – Aim High



## English at Stukeley Meadows Primary School

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### INTENT

At Stukeley Meadows Primary School, we are committed to ensuring that our children acquire the knowledge and skills to confidently, fluently and accurately communicate through speech, reading and writing across all areas of the curriculum and beyond. Our curriculum ensures that children gain a solid foundation in English skills, equipping them for success in their academic learning at secondary school and preparing them for their future lives as adults in a diverse world. The objective of our speaking and listening curriculum is to cultivate children's communication skills, enabling them to express themselves confidently with expression and clarity, listen actively, and engage meaningfully with others. Through our passion for reading and writing, we aim for our children to cultivate a lifelong love for both of these, which in turn will enrich their personal lives and enable our children to become adults who have confident and competent literacy skills.

At Stukeley, we are passionate about using regular retrieval practice to embed and master our knowledge across the curriculum. Therefore, children at Stukeley engage in regular retrieval of previously taught skills to ensure that children practise using knowledge held in their long-term memories. In addition, during retrieval practise, common misconceptions and gaps in learning are addressed to aid progression.

## Our Curriculum

### Speaking and Listening

At Stukeley, we recognise the importance of developing the speaking and listening skills of our children. We explicitly teach a range of communication strategies, including turn-taking, active listening and speaking clearly and confidently. To support our children with their active listening, we employ a number of Doug Lemov's strategies throughout our school, notably SLANT, Cold Call, No Opt Out and Wait Time. We offer our children collaborative learning experiences where children work together to discuss ideas, solve problems, and present findings. We create authentic contexts for speaking and listening to engage children in meaningful communication. Where appropriate, we utilise technology tools and platforms to enhance speaking and listening experiences, such as video recordings and audio clips.

Throughout our curriculum, activities are designed to give children regular opportunities to practise their speaking and listening skills. Some of these happen on a daily basis; some are planned into particular lessons and others are more significant one off events.

On a regular basis, children of all ages use their active speaking and listening skills as they engage in lessons. For example, they have the opportunity to ask and answer questions; listen to stories; retell; explain their reasoning in maths; discuss with a learning partner; explain their answers further; listen for answers so that they can self-mark; discuss with a learning partner; peer-edit writing and from Year 1 upwards, contribute to vocabulary building using 'Kind Calling Out' (KCO) – a strategy suggested by Jane Considine in 'The Write Stuff' and participate in a weekly Book Club.

Throughout the school, on a half termly basis, children also have the opportunity to participate in sharing assembly and spend time with their buddy. Termly, there will be an additional speaking and listening, whole school opportunity to challenge our children.

Additionally,

- In Reception, the children have the additional opportunity to: practise their speaking and listening skills on a daily basis through activities provided in continuous provision; participate in show-and-tell and perform in a Christian nativity at the end of the autumn term.
- In Year 1, the children have the additional opportunity to: share their learning with their parents at termly 'Open Book Sessions'.
- In Year 2, the children have the additional opportunity to: present their ideas to their class before writing a thank you letter to a member of our school community
- In Year 3, the children rehearse and perform a production to the school and parents.
- In Year 5, children role play during a writing experience day and deliver a persuasive presentation
- In Year 6, children participate in the Rotary Club's Quiz which calls for collaborative skills; engage with a magistrate in a Q&A opportunity; participate in a class debate; and finally perform their end of KS2 production shortly before leaving us.
- Some children will have the opportunity to take part in our local authority's English (Year 6) and Maths (Year 5) Challenges.

## Reading

At Stukeley, the children in Reception and Year 1 begin their reading journey using the 'Little Wandle' phonics scheme. On a daily basis, children learn through carefully curated lessons which teach them the phonemes (sounds) and graphemes (written form) that they need to know in order to become successful readers. In addition, three reading lessons per week enable children to practise their skills both at school and home. Little Wandle information on how to pronounce each letter can be found at the end of this document in the appendices.



During Year 2, the children will reach the point where they have mastered phonics and will move on to the next stage of their reading journey.

From Year 2 onwards, children develop their reading fluency; this is a combination of accuracy, automaticity and prosody. Accuracy is the ability to decode written words without mistakes, automaticity is the ability to read quickly and with relative ease and prosody is a the ability to read in a way the mirrors the sounds of naturally spoken language. Fluency is essential for comprehension, which is ultimately the purpose of all reading – the ability to understand what has been read.

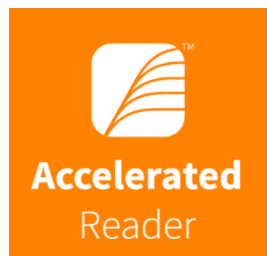
At Stukeley, we have used the published work of Christopher Such to inform our teaching, ensuring that once children have learnt to decode, they continue to develop their fluency and comprehension. Our daily reading lessons ensure that children are developing these skills through a class text and supporting materials. Our class texts have been chosen so that our children receive a good balance of literature: we have carefully considered genre, theme and author. We support this text with non-fiction reading material that supports the understanding of the class text. For ten minutes of the reading lesson children will be read to by their teacher.



Stukeley's long-term reading plan can be found in the document: Stukeley Long-Term Reading Plan.

### Book Club

Children also participate in a weekly, twenty minute 'Book Club' time where they have the opportunity to recommend books to their classmates. This is also the time when adults can enthuse their classes about reading by telling them about great books. This is a great way to get books passed around and read by lots of children who become keen to know more. This session is looked forward to and creates a positive vibe about reading.



### AR (Accelerated Reader)

In addition, we offer our children the opportunity to grown their independent love for reading through Accelerated Reader. Once children have completed the 'Little Wandle' programme, they will be given the opportunity to read from the collection of AR books; this book is mostly read at home as part of home learning. They can read with you, to you or independently of you; a combination of all three is great. So that children bring home a book which they can successfully read, children take a STAR reader quiz. From this, children will be given a lower and upper level. So for example, they may be asked to choose

books that are between AR level 3.5 and 3.9. This is supposed to support confidence and reading progress rather than limit what children can choose.

Children's progress is checked by a termly Star Reader test and ongoing data. Children earn certificates based on the criteria found in the following chart. The Class Reader certificate is normally the reserve of the Year 6 children. Children should be able to earn a certificate each half term and if not half termly, then definitely before the end of each term. Find out more here: [A Parents' Guide to AR](#)

<b>Level</b>	<b>Criteria</b>
Ready Reader	Accumulate five points on books Read To, Read With, and/or Read Independently.
Independent Reader	Read independently and pass the Reading Practice Quizzes for three books at a 1.2 level or higher. Accumulate 10 points. Points may include books Read To and/or Read With, but only the three books read independently at a 1.2 level or higher count toward the three-book target. Points earned for Ready Reader are not included.
Rising Reader	Read independently and pass the Reading Practice Quizzes for three books at a 1.6 level or higher. Accumulate 10 points from independent reading. Only the books read independently at a 1.6 level count toward the three-book target.
Super Reader	Read independently and pass the Reading Practice Quizzes for three books at a 2.0 level or higher worth one or more points each.
Advanced Reader	Read independently and pass the Reading Practice Quizzes for three books at a 3.0 level or higher worth two or more points each.
Star Reader	Read independently and pass the Reading Practice Quizzes for three books at a 4.0 level or higher worth four or more points each.
Classic Reader	Read independently and pass the Reading Practice Quizzes for three books at a 6.0 level or higher worth seven or more points each.

## Home Learning

Children in Reception and Year 1 will take home a decodable book to read at home with their families. They will have been taught and practised the phonic skills required to read the book. Therefore, they should have a sense of success as they read to an adult at home. Along with the decodable book, children also take home a book for an adult to read with them; this second book is not one that the child is expected to read, but a book that we would like them to enjoy.

Children in Year 2 will continue to take home a Little Wandle book until they have reached the standard that allows them to move onto AR.

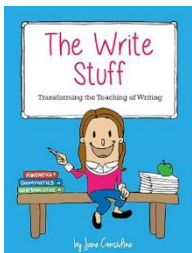
Children then take home an AR book. In Years 2, 3 and 4, children are expected to read their AR book for 20 minutes, five times per week and in Years 5 and 6 for 30 minutes per day, five times per week. Once children have read their book, they take a quiz at home using the link: [Take a Quiz](#)

Using AR Bookfinder, anyone can look to see if a book is on AR. In addition, anyone can request for a book to be added to AR although this can take a long time as it relies on receiving enough requests before a quiz is produced. Please use this link to access Bookfinder: [AR Bookfinder](#)

## **Writing**

At Stukeley, we believe that it is important that children learn to write correct letters, words, sentences, paragraphs and texts with an accuracy that becomes automatic through daily practise and feedback. This is so important as we know that what we practise becomes permanent. Additionally, we want to develop writers who can think carefully about their writing to ensure that it is for the correct audience and purpose and is written in the right tone. Whilst new aspects of grammar and punctuation are taught explicitly as part of our sentence stacking lesson, we mostly link the development of punctuation and grammar to the modelled writing phase of our writing so that children can see its application within a piece of writing. Children in Years 2-6 also practise their punctuation and grammar knowledge in the daily 'DO NOW' at the beginning of the writing lesson – this is where knowledge is strengthened through retrieval from the long-term memory. In Year 1 this 'DO NOW' is indicated by a picture prompt.

As the children begin their journey into writing, they begin in Reception by using the principles of 'Drawing Club', an approach by Greg Bottrill which immerses children into a world full of imagination. Using picture books, tales and animations, the class spend a short period of 'Time Together' followed by time when they explore their ideas and creativity. Children will begin with one lesson per week and then build to two sessions later in the year. From the second half of the spring term, children will also write a sentence once a week during their phonics lesson; this sentence writing continues throughout Year 1. In addition, the continuous provision of Reception allows children to practise their skills. The Little Wandle information at the end of this document explains how children write their letters.



As children move into Year 1, they begin to use the principles of Jane Considine's 'The Write Stuff', principles that we have adopted for the whole of Key Stage 1 and 2. This approach has been fully adopted throughout our school since January 2023 and is taught

through a daily one hour writing lesson. Learning to write using 'The Write Stuff' principles gives all children the opportunity to learn alongside 'The National Curriculum' guidelines in a fun, inclusive and age-appropriate way.

In each year group, from 1 to 6, children write narrative, poetry and non-narrative texts for a range of purposes, increasing their repertoire and understanding of different text types (see 'The Long-Term Writing Plan' below) as they move through the school. We select texts that captivate and ignite our children's creativity whilst accurately and coherently sequencing the key skills and knowledge they will need.

Each unit of learning involves three phases:

### Immersion in the Text Type

Children study an example of a text type so that they can see what a good example looks like. Together, the teacher and children pull this apart to understand the genre features and text level objectives appropriate to their year group. This phase will also involve the opportunity for vocabulary clarification. A learning wall will be created for key learning from this stage.

### Modelled and Shared Writing

During this phase, the teacher and children write a text together, sentence by sentence, paragraph by paragraph (see the Long Term Plan below). This is built up over a number of days. During these 'sentence stacking' lessons, children build their vocabulary; practise writing sentences using previously taught grammar and punctuation and write sentences using newly acquired grammar and punctuation (in line with their year group). Each one hour lesson is broken down into three 'chunks' – three mini-lessons. In each lesson, children have three opportunities to expand upon and improve the modelled writing – like a 'real writer' does. As children write, they are asked to 'look through a lens' which helps them to focus their writing. The lenses are shown on the Writing Rainbow below. Children write their own version of the sentence(s) supported by the modelled text as much or as little as they need on the day. Whilst writing, children have their purple polishing pen close at hand, ready for making edits and improvements. In order to catch mistakes quickly, adults move around the room, supporting children with 'over the shoulder' live-feedback. Children have to think and respond quickly – the plan is that incorrect writing does not become permanent. Teaching staff will support all children to make progress, whether it be filling in gaps or in the provision of opportunities for challenge and stretch.

### The Independent Write

After the class-write, the children independently plan, write and edit their own independent pieces of extended writing. The children use their class work to support their planning and then their planning to support their writing. This writing is used to assess the child's current attainment in writing and to inform their next steps.

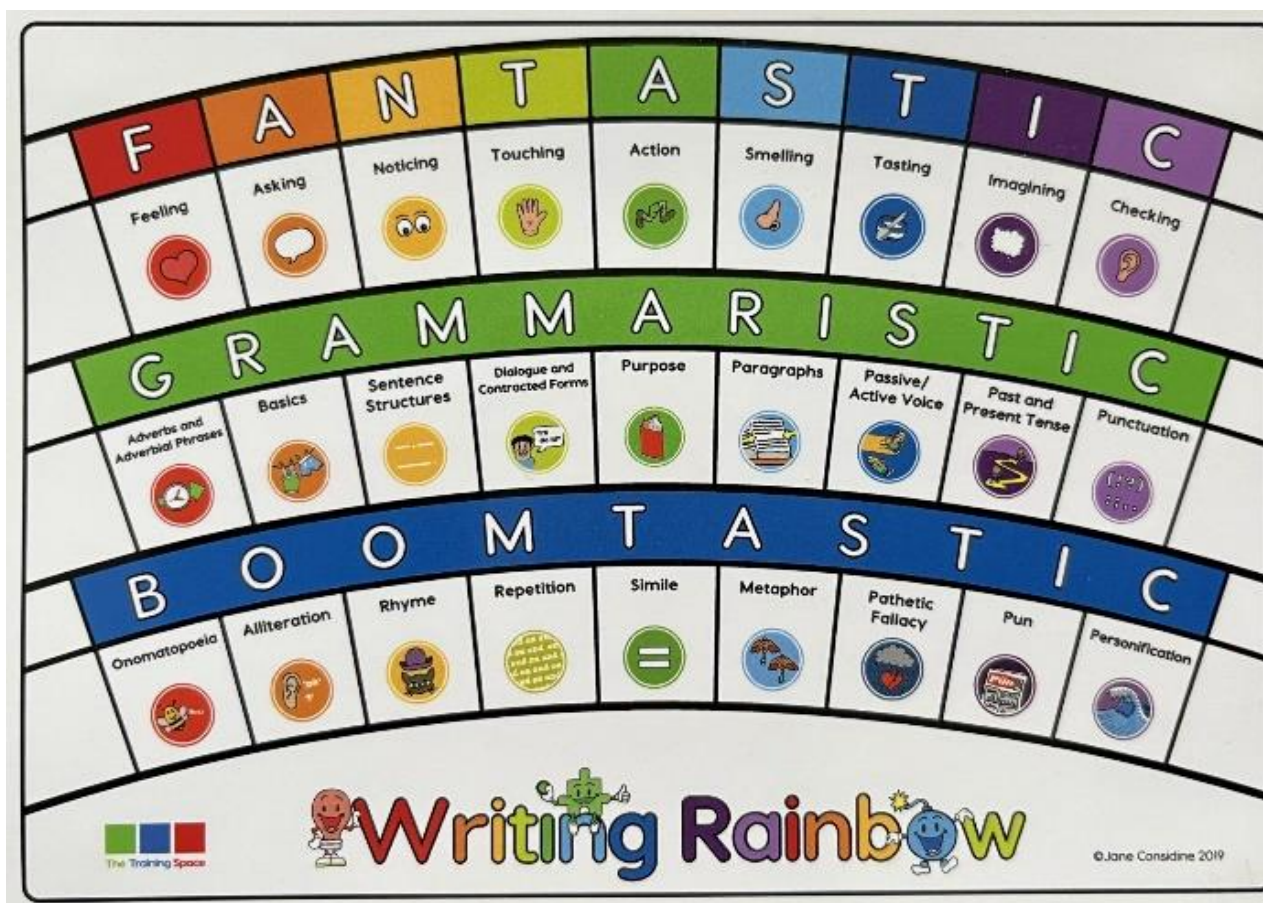
Stukeley's long-term writing plan can be found in the document: Stukeley Long-Term Writing Plan.

## Further Writing Opportunities










Throughout the year, our children will also have the opportunity to write other texts including: free writing based upon a prompt or own imagination; a book review on finishing the class text and recounts of school-trips and special events. Our Year 3 children write to FOSMs with 'a request of the year' as part of their writing curriculum. In Year 6, children have the opportunity to write letters to local leaders encouraging change giving the curriculum a real life context. In the run-up to Christmas, there is also a short-story writing competition open to all our children.

## The Writing Rainbow

The Writing Rainbow is integral to all writing lessons from Year 1 to Year 6. Knowing and using its lenses makes it easier for children to know what to write. It is made up of three levels, each containing nine lenses for the children to look through as they write.












The top level of The Writing Rainbow contains **The FANTASTICs**. Essentially, all possible writing ideas can be represented by these nine lenses and each becomes relevant at a different point. For example, if children are writing about when Goldilocks eats the bears' porridge, the 'Tasting' lens would be relevant. As the children write looking through this lens, they know that the most important thing that they write about is the taste of the porridge.










F	A	N	T	A	S	T	I	C
Feeling	Asking	Noticing	Touching	Action	Smelling	Tasting	Imagining	Checking (Sound)
								
'touched it gently and felt sadness deep in her stomach'	""Mother, are you alright?""	'she felt that something or someone was watching her'	'was soft and warm to the touch'	'tore wildly at the wrapping paper'	'her breath a sickly musty stench'	'and tasted the salt of her tears'	'Who could it be?'	'Suddenly, with an almighty crash,'



The middle level of The Writing Rainbow is called the **GRAMMARISTICS**; it is where we find the lenses that support children to write grammatically correct sentences. The structure and style of texts is also captured at this level.

GRAMMAR				STRUCTURE AND STYLE				
A	B	C	D	P	P	P	P	P
Adverbs & Adverbial Phrases	Basics	Sentence Structure	Dialogue and Contracted Forms	Purpose	Paragraphs	Passive or Active Voice	Past and Present	Punctuation
								
<u>Elastics</u> How? <i>carefully</i> Where? <i>over the bridge</i> When? <i>at midnight</i> How often <i>hardly ever</i> Why? <i>obviously</i>	<u>Word Classes</u> nouns pronouns verbs adjectives prepositions determiners phrases conjunctions	<u>Sentence Types</u> <u>Simple</u> contains one clause e.g. <i>Luke was late.</i> <u>Compound</u> contains two or more clauses joined by a coordinating conjunction e.g. <i>Luke was late but it didn't matter.</i> <u>Complex</u> consists of a main clause , as well as one of more subordinating clauses that cannot make sense on their own <i>Sarah left early because her mum has asked her to.</i> <i>Luke, who was tired, left early.</i> <i>Excited by the result, Sarah rushed back into class.</i> <i>Rushing into class, Luke was relieved to see that he wasn't late.</i> <i>Quietly sitting in the corner, Anna read her book.</i>	<u>Dialogue and Contracted Form</u> The speaker's original words in inverted commas to mark the beginning and end of speech. This is to: <b>Move</b> the story on <b>Make</b> interest and intrigue Tell <b>More</b> about the character Informal contracted forms e.g. <i>you're = you are</i>	<u>Engagement Devices</u> questions data impact line <u>Structure</u> headings sub-headings fact splats	<u>Change of:</u> time place event person <u>Block Method</u> cohesion within paragraph linking phrases, clauses and sentences	<u>Active</u> Subject + verb + rest of idea e.g. Charlie broke the window. <u>Passive</u> The verb acts on the subject. e.g. The window was broken	<u>Verbs</u> Consistent use of present tense vs past tense Past progressive e.g. <i>was doing</i> present perfect e.g. <i>has wanted</i>	<u>All Punctuation Types</u> e.g. inverted commas, possessive apostrophe, contractions , semi-colon, colon, dash bullet points hyphens

The bottom level is called the BOOMTASTICs. Jane Considine writes, “The **BOOMTASTICs** are a system for introducing the (literary) devices that will help children’s writing explode off the page. The simplest device is on the far left and the most complicated on the far right. Children in KS1 will explore onomatopoeia, alliteration, rhyme, repetition and simile. Metaphor and pathetic fallacy are introduced in Year 3 and 4 whilst pun and personification are saved for Years 5 and 6. Extended metaphors are also introduced in Year 6.

BOOMTASTICs								
Onomatopoeia	Alliteration	Rhyme	Repetition	Simile	Metaphor	Pathetic Fallacy	Pun	Personification
								
An onomatopoeic word is a word that phonetically imitates, resembles or suggests the source of the sound it describes.	Alliteration is a stylistic device in which a number of words, having the same first consonant sound, occur close together in a series.	A word rhymes when there is a similar sound in the endings of words.	Repetition is the simple repeating of a word or phrase within a sentence in order to secure emphasis.	A simile directly compares two things through the explicit use of connecting words such as 'like', 'as', 'so', and 'than'.	A metaphor's function is to make an even stronger image in the reader's head by describing a place, subject or object as something unlikely.	Pathetic Fallacy is a literary term for the attributing of human emotion and conduct to all aspects within nature. It gives human emotions to inanimate objects of nature.	Pun relies on the double function of language. 'Sweet' and 'hard' can refer to the physical properties of things, but also to the psychological properties of people.	Personification is a type of figurative language where inanimate objects are given human characteristics (emotions, sensations, speech, physical movements)
<p>“Crunch, crunch, crunch, his feet sank into the snow...”</p> <p>The Snowy Day by Ezra John Keats</p>	<p>“And terrible teeth in his terrible jaws. He had knobby knees, and turned-out toes...”</p> <p>The Gruffalo by Julia Donaldson</p>	<p>“Quick as the flick of the wing of a bat, Lucy slipped into the wall...”</p> <p>The Wolves in the Walls by Neil Gaiman</p>	<p>“And then she’s in the road and then and then car squeal of breaks a scream, a SCREAM silence...”</p> <p>Vicky Angel by Jacqueline Wilson</p>	<p>“If you have good thoughts, they will shine out of your face like sunbeams...”</p> <p>The Twits by Roald Dahl</p>	<p>“Tears scorching her cheeks, she hurled herself across the room...”</p> <p>Madame Doubtfire by Anne Fine</p>	<p>“.A lot of snow had fallen that winter. It did not melt, so the street cleaners had swept it to the edge of the pavement, and there it had lain for weeks in sad, greying heaps.”</p> <p>When Hitler Stole Pink Rabbit by Judith Kerr</p>	<p>“How do you know when Santa is in the room? You can feel his presents...”</p> <p>100 Best Jokes for Kids</p>	<p>“The cruel waves screamed and swelled the boat.”</p>

## Punctuation Taught in each Year Group

Children are expected to be able to correctly use the punctuation from earlier year groups.

Reception

Year 1

Year 2

Year 3

Year 4

Year 5

Year 6



# Handwriting

## Reception

In Reception, children are getting ready to write. To support this, on a daily basis, children work at developing their gross motor skills and core strength through activities such as balancing, stretching and running. They also work on their fine motor skills, doing activities that will strengthen their hands and support the development of the 'pincer grip'. To support this, children play with playdough; complete puzzles; string beads; use all kinds of tools to draw and colour; pick up and move items with tweezers; play with fine motor toys such as LEGO; manipulate items that need sorting; play with stickers; use scissors and take part in cooking and baking activities. These activities allow children to successfully begin to develop the skill of writing. Writing begins with mark making; during continuous provision children have the opportunity to use a variety of media so that they can practise. Activities include finger-painting; painting with objects; mark-making into shaving foam and drawing with chalk. From the beginning of their time in our school, children are taught how to hold and use writing implements. As the children learn new sounds in phonics they also learn to form the letter correctly. Each letter is taught using a mnemonic and formation phrase. For example, 'a' around the astronaut helmet and down into space. They can all be seen here.

## Year 1

In Year 1, children continue to develop their gross and fine motor skills as well as working on letter formation alongside the Little Wandle curriculum which allows them to continue to learn to form their graphemes. In addition, they move onto practising their handwriting on a regular basis.

Information on how to form each letter can be found at the end of this document in the appendices.

## Years 1-6

In Years 1-6, handwriting is taught in regular, short lessons. At Stukeley, we use Twinkl's cursive handwriting scheme. By Year 5, children have been taught how to form and join letters and will focus on fluency, style and speed. Every child from Year 1 to Year 6 will know the letter of the week and will focus on that letter during handwriting lessons. Year 1 children will use the formation phrases learnt through their phonics learning.

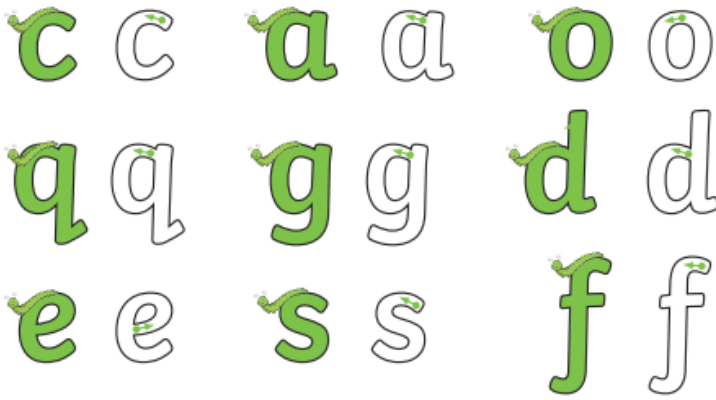
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	The Ladder Family (l, i, u, t, y and j)						Assess and Review		The One-Armed Robot Family (n, m and h)			Themed Handwriting Practice
Spring	The One-Armed Robot Family (k, b, p and r)				Assess and Review		The Curly Caterpillar Family (c, a, d, e, s and g)					
Summer	The Curly Caterpillar Family (f, q and o)			Assess and Review		The Zigzag Monster Family (z, v, w and x)				Assess and Review		Themed Handwriting Practice

## Year 1 - Forming Letter Families

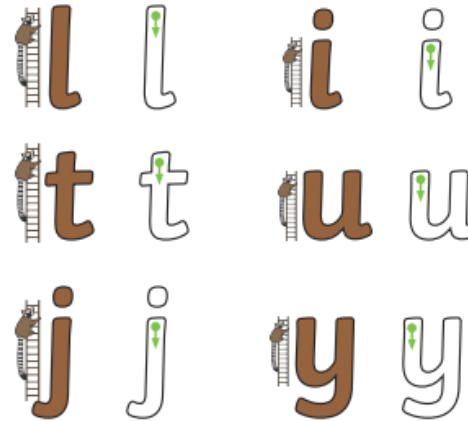
By the end of Year 1, most children should be able to:

- sit correctly at a table, holding a pencil comfortably and correctly;
- begin to form lower case letters in the correct direction, starting and finishing in the right place;
- understand which letters belong to which handwriting 'families' (letters that are formed in similar ways) and to practise these

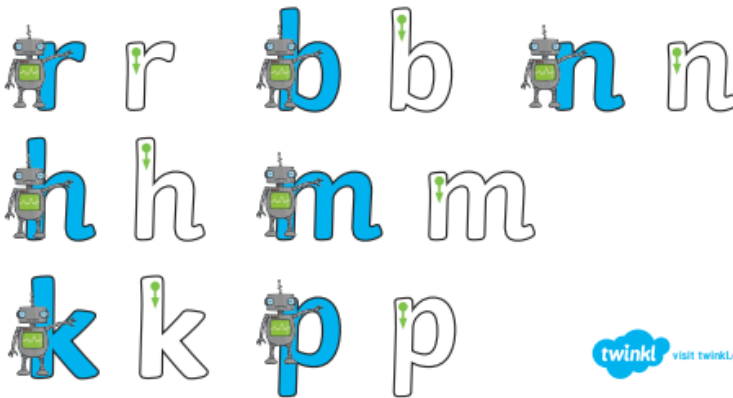
### Curly Caterpillar Letters



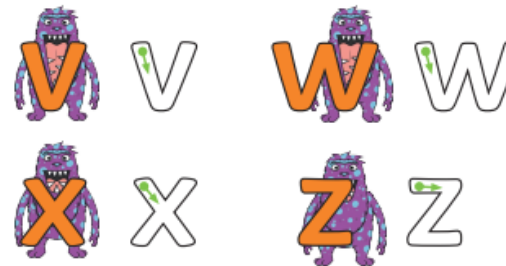
### Ladder Letters



### One Armed Robot Letters



### Zigzag Monster Letters

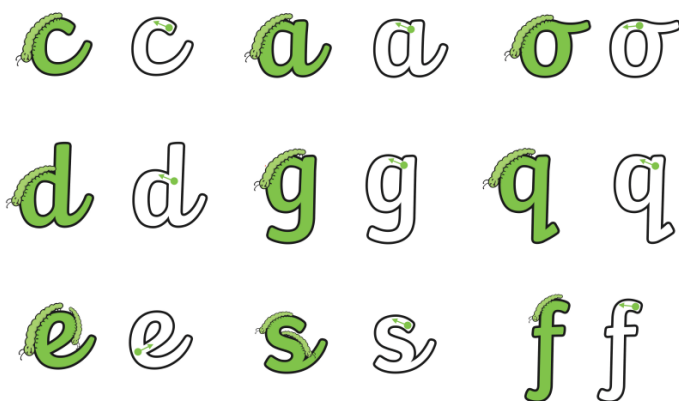


## Year 2 – Positioning and Pre-Cursive

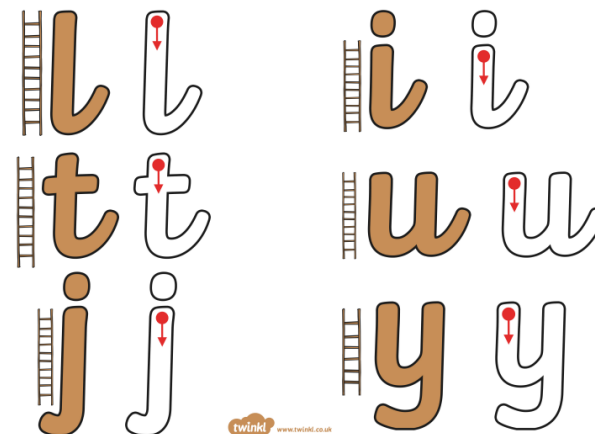
By the end of Year 2, most children should be able to:

- form lower case letters of the correct size relative to one another;
- start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined;
- use spacing between words that reflects the size of the letters

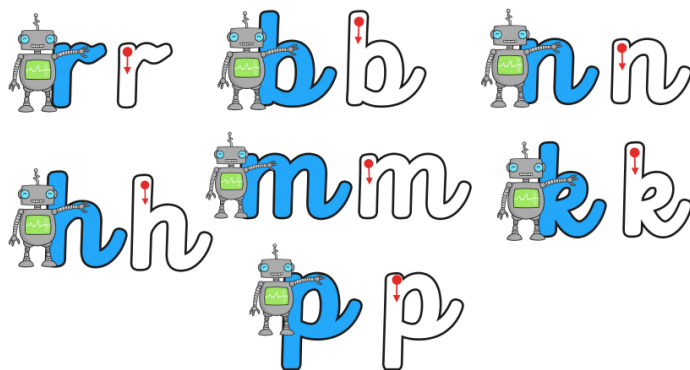
### Curly Caterpillar Letters



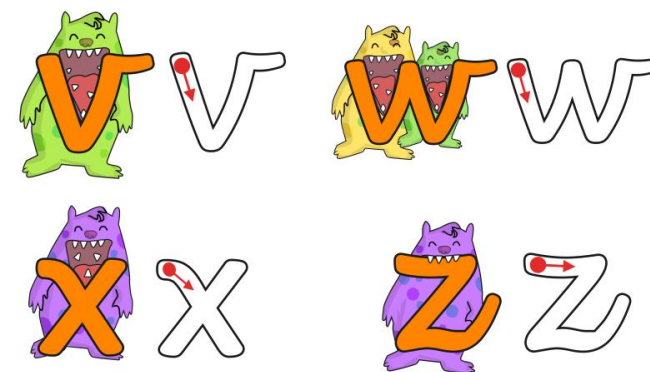
### Ladder Letters



### One-Armed Robot Letters



### Zigzag Monster Letters



## Year 3 and 4 – Joining Letters

In Years 3 and 4 children will learn how to join letters to create cursive writing.

By the end of Year 4, most children should be able to:

- use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined;
- increase the legibility, consistency and quality of their handwriting by ensuring that the down strokes of letters are parallel and equidistant and that lines of
- writing are spaced sufficiently so that the ascenders and descenders of letters do not touch

### Step 4 – Joining Letters



Get out your magic fingers and follow the line of joined 'a's.



### Step 4 – Joining Letters



Can you form diagonal joins from 'a' to make different letter patterns?

ay



### Step 4 – Joining Letters



Can you join the letters within the prefixes 'anti' and 'auto'?

anti





## Capital Letters

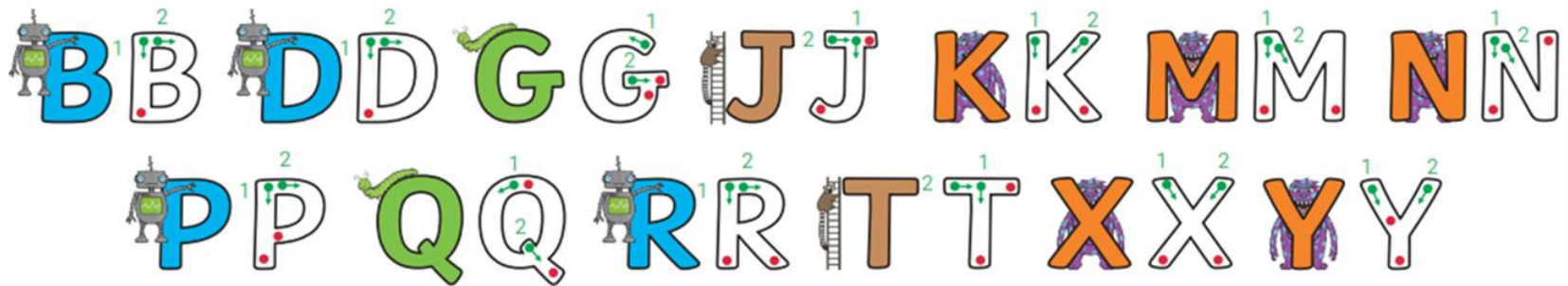
Alongside, the teaching of the lower case letters, children in Year 1-Year 4 are taught how to form capital letters.

# Letter Formation

## Letters with No Lifts



## Letters with One Lift



## Letters with Two or More Lifts



## Year 5 and 6 – Fluency, Style and Speed

By the end of these lessons, most children should be able to:

- write legibly, fluently and with increasing speed by choosing which shape of a letter to use when given
- choices and deciding whether or not to join specific letters

## Number Formation

In Reception and Year 1 children are also taught to form their numbers.

## Spelling

In Reception and Year 1 spelling is taught as part of children's Little Wandle phonics lessons. On a daily basis, children have the opportunity to spell words that they have learnt to read.

From Year 2, Spelling at Stukeley is taught in a short, daily lessons, where the children are given creative tasks around the spelling patterns, phonemic awareness and meanings of words. We use Jane Considine's Spelling Books for this purpose. During these lessons, children skip backwards and forwards in order to learn and retrieve so that the learning 'sticks' and can be retrieved from long-term memory.

In addition, at the beginning of each fortnightly cycle, the children are given 15 spellings; children are quizzed on these at the end of the period. These quizzes are to inform children of what they know and what they still need to work on. Our spelling programme leans strongly towards regular retrieval practice in order to strengthen children's spelling knowledge; children will repeatedly revisit spellings and the patterns within them.

At the end of Key Stage 2 (Year 6), the children will be tested on their understanding of the words in the lists below. They may be tested on these words or others that contain the same patterns or rules. Our spelling curriculum is built, so that children can successfully tackle this test at the end of Year 6. The statutory words for Years 3-6 are below.



## Word list – years 3 and 4

accident(ally)	early	knowledge	purpose
actual(ly)	earth	learn	quarter
address	eight/eighth	length	question
answer	enough	library	recent
appear	exercise	material	regular
arrive	experience	medicine	reign
believe	experiment	mention	remember
bicycle	extreme	minute	sentence
breath	famous	natural	separate
breathe	favourite	naughty	special
build	February	notice	straight
busy/business	forward(s)	occasion(ally)	strange
calendar	fruit	often	strength
caught	grammar	opposite	suppose
centre	group	ordinary	surprise
century	guard	particular	therefore
certain	guide	peculiar	though/although
circle	heard	perhaps	thought
complete	heart	popular	through
consider	height	position	various
continue	history	possess(ion)	weight
decide	imagine	possible	woman/women
describe	increase	potatoes	
different	important	pressure	
difficult	interest	probably	
disappear	island	promise	

## Word list – years 5 and 6

accommodate	criticise (critic + ise)	individual	relevant
accompany	curiosity	interfere	restaurant
according	definite	interrupt	rhyme
achieve	desperate	language	rhythm
aggressive	determined	leisure	sacrifice
amateur	develop	lightning	secretary
ancient	dictionary	marvellous	shoulder
apparent	disastrous	mischievous	signature
appreciate	embarrass	muscle	sincere(ly)
attached	environment	necessary	soldier
available	equip (–ped, –ment)	neighbour	stomach
average	especially	nuisance	sufficient
awkward	exaggerate	occupy	suggest
bargain	excellent	occur	symbol
bruise	existence	opportunity	system
category	explanation	parliament	temperature
cemetery	familiar	persuade	thorough
committee	foreign	physical	twelfth
communicate	forty	prejudice	variety
community	frequently	privilege	vegetable
competition	government	profession	vehicle
conscience*	guarantee	programme	yacht
conscious*	harass	pronunciation	
controversy	hindrance	queue	
convenience	identity	recognise	
correspond	immediate(ly)	recommend	

## Impact

### Confidence, Engagement and Enjoyment

We want children at Stukeley to demonstrate enthusiasm for and confidence in their English skills. This should be evident through their active participation in all areas of Stukeley's English curriculum. Some children need adaptations made to their lessons in order that they can confidently engage; adults work to support children where this is needed. Speaking to children (pupil voice) about their lessons helps us to gauge how children are feeling about their lessons.

### Attainment and Progress

#### Reading

The provision of a consistently, rigorous and precise approach to the English curriculum at Stukeley enables children to make good progress as they move through our school. Regular formative and summative assessments track individual progress, allowing teachers to identify gaps and provide timely interventions. Children working through the Little Wandle phonics programme are regularly assessed so that those who are not quickly grasping the sounds can be given extra support. Little Wandle has built in thorough systems to ensure that children are ready to pass the government's 'Year 1 Phonics Check'. In Year 2, once children have successfully completed the Little Wandle programme, they will move on the next step of their reading journey. Children who need extra phonics support, will be put onto the Rapid Catch-Up programme.

In Year 2 and Year 6, children's reading is assessed using the standardised SATs (Standard Attainment Tests) provided by the government. Year 2 testing is optional, but completed by most schools including Stukeley. Year 6 children are formally tested in the May of Year 6.

#### Writing

Children's writing is assessed against year group criteria. In each year, children add further 'building blocks', whilst being expected to keep the earlier 'blocks' secure. So for example, in Year 2, children are taught how to write commas in lists, but when writing they must also remember to use the capital letters and full stops taught in Year 1. The curriculum that we have in place enables children to reach the government's expected standard at Year 6.

#### Punctuation, Grammar and Spelling (PGS)

In Year 2 and 6, children's PGS skills are assessed using standardised SAT papers, concluding with the Year 6 PGS papers taken in the May of Year 6. Children in Years 3 to 5 take termly papers provided by NFER (National Foundation for Educational Research). These serve to check that Stukeley is keeping pace with national standards. From Year 2, our children also complete Jane Considine's spelling assessment at the beginning and end of each year group; we look to see how much progress our children have made over the year. Finally, during the year, the children are quizzed on 15 spellings each fortnight; however our focus is on teaching our children spelling, not testing them. The quizzes are for

the children themselves to see what they know and what they don't – we want our children to take responsibility for their learning, spotting their mistakes and correcting them.

### Transferable Skills

The impact of our English curriculum extends beyond the subject itself. Acquired reading and writing skills positively influences children's learning across the curriculum and supports their future success. Children who can read and write and enjoy reading and writing are set up for future success at secondary school – that is very important to us at Stukeley.

### Promotion of Equality and Inclusion

Our English provision celebrates diversity and promotes equality and inclusion. Our curriculum includes texts that reflect the experiences, backgrounds, and cultures of our pupils. Through literature, we encourage empathy, understanding, and respect for others, valuing each child's unique voice and experiences. Our teaching strategies support pupils with additional needs and provide opportunities for all learners to succeed.

### Partnership with Parents and Carers

We aim to build strong partnerships with parents and carers, recognizing their role as key stakeholders in their child's education. Regular communication ensures that parents are aware of their child's progress, areas for development, and strategies for support. We actively involve parents in promoting literacy at home, providing resources, activities, and workshops to strengthen the home-school connection and foster a collaborative learning environment.

## Helpful links and resources:

### Curriculum:





















EYFS Literacy curriculum guidance: [Literacy - Help for early years providers - GOV.UK \(education.gov.uk\)](https://www.gov.uk/guidance/literacy-help-for-early-years-providers)






















EYFS Communication and language curriculum guidance: [Communication and language - Help for early years providers - GOV.UK \(education.gov.uk\)](https://www.gov.uk/guidance/communication-and-language-help-for-early-years-providers)

Primary English National Curriculum: [English Programmes of Study: Key Stages 1 and 2](https://www.gov.uk/guidance/english-programmes-of-study-key-stages-1-and-2)













## Appendices


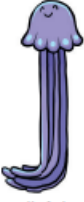










### Appendix 1: Little Wandle Information













Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase
 s  snake	 snake	Show your teeth and and let the s hiss out ssssss ssssss	Down the snake from head to tail.
 a  astronaut	 astronaut	Open your mouth wide and make the a sound at the back of your mouth a a a	Around the astronaut's helmet and down into space.
 t  tiger	 tiger	Open your lips; put the tip of your tongue behind your teeth and press t t t	Down the tiger and across its neck.
 p  penguin	 penguin	Bring your lips together, push them open and say p p p	Down the penguin's back, up and around its head.
 i  iguana	 iguana	Pull your lips back and make the i sound at the back of your mouth i i i	Down the iguana and dot the leaf.
 n  net	 net	Open your lips a bit, put your tongue behind your teeth and make the nnnnn sound nnnnn	Down, up and over the net.
 m  mouse	 mouse	Put your lips together and make the mmmmm sound mmmmm	Down, up and over the mouse's ears.

Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase
 d  duck	 duck	Put your tongue to the top and front of your mouth and make a quick d sound d d d	Round the duck's body, up to its head and down to its feet.
 g  goat	 goat	Give me a big smile that shows your teeth; press the middle of your tongue to the top and back of your mouth; push your tongue down and forward to make the g sound g g g	Round the goat's face and curl under its chin.
 o  octopus	 octopus	Make your mouth into round shape and say o o o	All around the octopus.
 c  cat	 cat	Open your mouth into a little smile; make your tongue flat and move it up towards the top of your mouth to say c c c	Curl around the cat.
 k  kite	 kite	Open your mouth into a little smile; make your tongue flat and move it up towards the top of your mouth to say k k k	Down the kite, up to the top corner and down to the bottom corner.
 ck  sock	 sock	Open your mouth into a little smile, make your tongue flat and move it up towards the top of your mouth to say c c c	c Curl around the heel of the sock. k Down the sock, up and back down to the toe. <b>Catchphrase:</b> Rock that sock!
 e  elephant	 elephant	Open your mouth wide and say e e e	Around the elephant's eye and curl down its trunk.



Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase
 u	 umbrella	Open your mouth wide and say u u u	Down and around the umbrella, and back to the ground.
 r	 rainbow	Show me your teeth to make a rrrrr sound rrrrr rrrrr	From the cloud to the ground and over the rainbow.
 h	 helicopter	Open your mouth and breathe out sharply h h h	Down, up and over the helicopter.
 b	 bear	Put your lips together and say b as you open them b b b	Down the bear's back, up and round its tummy.
 f	 flamingo	Open your lips a little; put your teeth on your bottom lip and push the air out to make the sound ffff	Down the flamingo to its foot and across its wings.
 l	 lollipop	Open your mouth a little; put your tongue up to the top of your mouth, behind your teeth, and press llll llll	Down the lollipop stick.

Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase
 j	 jellyfish	Pucker your lips and show your teeth use your tongue as you say j j j	Down the jellyfish and dot its head.
 v	 volcano	Put your teeth against your bottom lip and make a buzzing vvvvv vvvvv	Down to the bottom of the volcano and back up to the top.
 w	 wave	Pucker your lips and keep them small as you say w w w	Down and up and down and up the waves.
 x	 box	Mouth open, then push the cs/x sound through as you close your mouth cs cs cs (x x x)	From the top, across the box to the bottom. From the top again across the box to the bottom.
 y	 yo-yo	Smile, tongue to the top of your mouth, say y without opening your mouth yyy	Down, around the yo-yo and curl round the string.
 z	 zebra	Show me your teeth and buzz the z sound zzzzz zzzzz	Across the top of the zebra's head, zig-zag down its neck and along.

Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase / Catchphrase
	 queen	Pucker your mouth, then open it as you say <b>qu qu qu</b>	q Round the queen's face, down her robe and a flick at the end.  qu Quick, it's the queen!
	 cherries	Pucker your lips and show your teeth; use your tongue as you say <b>ch ch ch</b>	ch Chew the cherries, children.
	 shells	Pucker your lips and show your teeth; push the air out <b>shshshshsh shshshshsh</b>	sh Share the shells.
	 thumb	<b>Voiced:</b> Tongue on your teeth, teeth almost closed to make a 'buzzing' <b>th th th</b> <b>Unvoiced:</b> Tongue on your teeth; push the air out <b>th th th</b>	th Thumbs up, we're having fun.
	 ring	Open your mouth a bit and then use your tongue at the back of your mouth to say <b>ng ng ng</b>	ng Bling on a ring.
	 pink panda	Open your mouth a bit and then use your tongue at the back of your mouth to say <b>ngk ngk ngk</b>	nk I think I am pink.

Appendix 2 – Stukeley Long-Term Writing Plan

See separate document.

Appendix 3 – Stukeley Long Term Reading Plan

See separate document.