



English Policy

“If you have faith as small as a mustard seed, nothing will be impossible to you.”

GDPR

Data will be processed to be in line with the requirements and protections set out in the UK General Data Protection Regulation.

Policy to be reviewed every 3 years
Reviewed by K Rowntree and A Clark – 21st March 2025
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Our Mission:

To provide a high quality, nurturing and inclusive learning environment which promotes and celebrates high standards of progress and attainment in academic, sporting and creative learning, as well as making a positive difference to everyone's mental health and well-being.

1. Purpose and Aims

At St Bartholomew's C of E, we aim to deliver the National Curriculum 2014 in a rich, varied and creative way, catering for the needs of all pupils, so that children develop their skills and an enjoyment for the subject of English.

In accordance with the National Curriculum 2014, this school aims to provide all children with the opportunity to develop the following skills:

The purpose of this document is to give an overview of the delivery of English at St Bartholomew's. It covers the general principles and teaching methods involved. The principles and teaching practice are to be implemented by the teaching staff and monitored by the English Leads.

The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written language, and to develop their love of literature through widespread reading for enjoyment. The national curriculum for English aims to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate

2. Our teaching responsibility - to:

- create a positive learning environment which celebrates effort and achievement.
- maintain high expectations of all pupils.
- provide a range of wonderful, interactive learning 'experiences', including cross-curricular, which allow children to broaden their skills in English in different contexts and settings;
- provide stimulating classroom environments which generate enthusiasm and motivation, and enable referencing and connections to be made;
- plan work which caters for the individual needs of all children where appropriate;
- use a range of resources to develop interest in reading and provide a range of writing opportunities.
- use on-going assessment to establish the progress and needs of pupils;
- promote a culture that enables the views and ideas of others, in whole class and group activities, to be considered;
- provide support for SEN and low attaining pupils in order to develop their command and understanding of the English language.
- allow all children to have the opportunity to develop depth and mastery in all aspects of English.

- Provide children with access to a school library, so they have access to a relevant, balanced, stimulating collection of books to support and extend learning and literacy. Guidelines for how the library will be used by staff and pupils is provided in Appendix B.

3. Early Years Foundation Stage

INTENT

The early acquisition of literacy skills is crucial in all aspects of Foundation Stage, as these are the building blocks for all further learning.

Four guiding principles should shape practice in early years settings. These are:

- **every child is a unique** child, constantly learning and who can be resilient, capable, confident and self-assured;
- children learn to be strong and independent through **positive relationships**;
- children learn and develop well in **enabling environments** with teaching and support from adults, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers;
- importance of learning and **development**. Children develop and learn at different rates. (See “the characteristics of effective teaching and learning” at paragraph 1.15). The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities (SEND).

IMPLEMENTATION

Communication and Language

At St Bartholomew’s we recognise that the number and quality of the conversations pupils have with adults and peers throughout the day, in a language-rich environment, is crucial. By commenting on what children are interested in, or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively.

Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive.

Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

Physical Development

Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

Literacy

It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading.

Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled **word reading**, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words.

Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

Understanding the World

Listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

IMPACT

Appendix [1], for Early Learning Goals relevant to English and language development

4. Key Stages 1 and 2

Speaking and Listening

We aim for our pupils to:

- listen and respond appropriately to others.
- speak clearly and confidently in a range of contexts.
- express their ideas clearly, using evidence to justify their answers, arguments and opinions.
- ask relevant questions to extend their understanding and knowledge.
- give reasons for their ideas, considering and evaluating the opinions of others and their own experience.
- maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- actively participate in discussions, presentations, performances, role play, improvisations and debates.
- gain, maintain and monitor the interest of the listener(s)
- select and use appropriate registers for effective communication.

Teachers should:

- give opportunities for a variety of speaking and listening situations within and outside the classroom, including collaborative discussion work, debates, role-play and performances.
- use drama to allow children to use language in imaginative ways and to express their ideas and feelings when working in role.
- provide opportunities for children to work in small groups, taking on varied speaking and listening roles.
- provide children with the opportunity to present information, ideas, stories and other written texts to a wider audience.
- provide modelled examples of clear diction, accurate instructions, reasoned argument, imaginative language and considerate attention to speakers.

The school will endeavour to:

- provide opportunities for children to participate in school productions and external presentations.
- provide children with opportunities to present and relay information during whole school assemblies and visits to the church.

- promote speaking and listening through extracurricular groups, such as school council, nurture groups, and sports ambassadors.
- further encourage children to develop their speaking and listening skills through inviting speakers, including authors and theatre groups, to school who interact with the children.

Reading

We believe our pupils should:

- be given the opportunity to develop an interest in and enjoyment of reading for both life-long learning and pleasure;
- be given the opportunity to access a wide range of fiction, non-fiction texts and poetry;
- develop the ability to read fluently, accurately and with understanding;
- recognise that reading is an essential part of all areas of learning - reading for a purpose;
- read topic related material in a range of cross curricular subject areas;
- understand the use of dictionaries, thesauruses, atlases and other information books and resources in developing research skills;
- increase their vocabulary through reading and being exposed to new words, with definitions and context explained;
- read aloud with confidence and expression;
- be able to discuss the books they have read, relating to plot, characters, events and themes;
- be encouraged to continue the reading and 'pick up a book' at home.

To enable this, teachers will:

- ensure all EYFS and year 1 children have a phonics book which is matched to what they are learning in class;
- continue to prioritise reading by ensuring all children have time to read independently, including *within* a group, or be read to;
- teach children how to decode words and use strategies to build reading fluency and help them understand texts;
- ensure children are progressing in reading through all the strands of the curriculum;
- check and record reading activities in children's individual reading diaries and/ or a class tracker, commenting on individual progress and including when a child has taken part in 'guided' reading activity;
- Deliver a VIPERS session (twice weekly) which will enable children to think about questions relating to Vocabulary, Inference, Prediction, Explanation, Retrieval and Summarising/Sequencing with the guidance of a teacher- independently showing their understanding once a half term.
- provide the opportunity for children to discuss texts and develop their word reading and comprehension skills in a guided-group format;
- share a range of books and authors with children, including incorporating shared reading/ story-time into the school day for at least 10 minutes;
- promote a love of reading by: providing a reading area within their classroom which is engaging and inviting; valuing books and showing a personal interest, displaying 'teacher recommends';
- provide children with the opportunity to develop their library skills and to engage with the library on a regular basis;
- ensure books are a central part of the classroom displays linked to topics.

School expectations:

Record of **Individual readers** maintained on a weekly 'tracker' - format as agreed by phase (both at whole class and individual level)

- **Pupils who need more support:** these pupils to be heard by the teacher and/ or LSA a minimum of 3 times weekly (ideally daily);
- continue to maintain a more specific 'record of progress' for the lowest 20%... to be updated half termly by the teacher.

Teachers

KS2 pink readers to be heard individually over a period of 2 weeks, with a view to enabling wider 'coverage' to be maintained and all readers to be heard (incl during shared and/ or guided reading) - see below (*)

KS1 as part of a whole class approach, pupils to be heard individually by the teacher over 2 weeks;

EYFS whole class to be heard weekly (including as part of ELS intervention activity).

Support staff

KS2 focus on 'pink' readers but continue to hear and build a picture of others as time allows over the week;

EYFS and KS1 Pink readers and whole class (shared responsibility with teachers).

VIPERS sessions

Daily reading for a minimum of 10 minutes. Twice a week these sessions will include verbal VIPERS questions to ensure children develop a secure understanding of what they are reading.

VIPERS structure to ensure that all aspects are being covered.

V- Vocabulary

I- Inference- what do we know and how?

P- Prediction

E- Explanation

R- Retrieval

S- Sequence/Summarising

The school will aim to:

- establish 'sharing a book'/ storytime in every class, for at least 10 minutes each day;
- highlight the importance of 'reading with your child/ren regularly', including discussing the meaning of texts, to parents and carers;
- ensure reading stages are closely linked to NC objectives and/or phonics levels.
- ensure that parents understand children should read books which are age and ability appropriate, ensuring that they understand what they read;
- hold bi-annual reading and phonics events for parents;
- provide support to parents and carers with a view to helping children to develop their reading skills and engage in texts;
- ensure reading is prioritised and that reading areas are inviting.
- promote reading, by active involvement in local and national reading events and competitions and liaising with outside agencies, such as authors and local theatre groups.
- provide a library which contains a wide range of fiction and non-fiction books, and is maintained as an engaging, inviting and stimulating space, with latest interests displayed, in which to enjoy and share books.

Guided Reading

Organised around the development of a phase-specific 'reading spine', consisting of 6 books (one per half term) per year. These will NOT ordinarily be books the children will study in English but high quality, challenging texts, with diversity in mind.

Those books forming the 'spine', will be read daily for a minimum of 10 mins per day. The focus on 3 of these days will be a reading for pleasure element. The other 2 days will consist of a 'zooming in' lesson, where the children will take part in a verbal or written whole-class guided reading session led by the teacher. These sessions will take on the

Writing

As writers, our pupils should:

- be given the opportunity to write in a variety of contexts and for a range of different purposes.
- experience a wide range of writing activities including fiction, non-fiction and poetry-based;
- be given the opportunity to regularly share and discuss their writing, including performing their poetry to an audience;
- be regularly provided with models of 'good' writing, in various forms, and begin to recognise the criteria for achieving these written outcomes;
- be taught to have pride in their work and understand the importance of presenting writing clearly and neatly, developing a clear and fluent handwriting style over time. This will include using the school agreed 'Letter-join' font and will be implemented in a consistent way across the phase. Progression from printed to cursive Appendix 2;
- be given opportunities to plan, draft and redraft their work;
- be encouraged to use reference materials such as dictionaries, thesauruses, word walls and mats to support their writing.
- become increasingly aware of the correct modes of punctuation and spelling through the regular teaching and modelling of rules and conventions, including exceptions to the rule This will be through the 'Spelling Shed' scheme (progression and MTP year group overview Appendix 3);
- be given the opportunity to investigate regular and irregular spelling patterns through the Spelling Shed scheme as well as through spelling shed homework tasks;
- experience grammatical terminology - such as: sentence, verb, tense, noun, adjective, synonym, fronted adverbial - both in the context of their own writing and through specifically designed activities;
- be introduced to a range of vocabulary and figurative language, in order to extend their knowledge and use of words.

Teachers will:

- clearly model the different forms of writing;
- provide opportunities for shared and guided writing.
- allow children time to share, discuss and evaluate their writing, including providing opportunities for 'self' and 'peer' assessment;
- provide a stimulating writing environment which engages and motivates children;
- provide a range of stimuli and reasons for writing, including drama;
- provide and discuss clear criteria for completing writing tasks successfully;
- provide children with the opportunity to write in different contexts and for different audiences;
- ensure that resources, such as word mats, dictionaries and thesauruses, are readily available for children to use to support their writing;
- ensure that handwriting, spelling, punctuation and grammar is systematically taught; short, focussed spelling sessions, are taught weekly using the spelling shed scheme;

- ensure that there are displays in the classroom which highlight key vocabulary and skills for writing, as well as celebrating children's work.
- Model correct joins consistently using the progression framework. Handwriting will be taught in each year group.

The school will aim to:

- promote writing by active involvement in local and national writing events and competitions and liaising with outside agencies, such as authors and local theatre groups.
- prominently display writing of all types, including the children's own writing.

Spelling, Punctuation and Grammar

- Punctuation and grammar are taught throughout KS1 and KS2, using a contextualised approach, with discrete sessions used for specific areas of need identified by the class teacher;
- Spelling is taught in short sessions: the Spelling Shed scheme is used from Year 3 upwards, with additional support provided for less able children; EYFS and Year 1 use the ELS Phonics scheme, with Year 2 using the ELS spelling scheme;
- As part of the editing process, pupils identify words, or parts of words, which they think are spelt incorrectly;
- Children will be encouraged to check and correct their spellings using dictionaries or word mats;
- Children should be given the opportunity to explore spelling patterns and extend their vocabulary through a range of interactive and investigative activities.
- New vocabulary and 'current' spellings, should be displayed prominently in classrooms.

Phonics

At St Bartholomew's, we follow a validated phonics scheme - Essential Letters and Sounds (ELS). The programme provides a simple, consistent approach to phonics, provided through interactive whiteboard lessons. ELS keeps routines simple to reduce cognitive load and maximise the chances of success.

- All staff in EYFS and year 1 have completed training on ELS delivered from the online training provided. ELS - Essential Letters & Sounds (essentiallettersandsounds.org);
- Every child in EYFS and year 1 takes part in a daily phonics session following the ELS programme;
- Individual targeted children will access additional phonic interventions throughout the day, led by an ELS trained adult;
- Every 5 weeks, the teachers will assess each child's progress using the ELS assessment online. This is to ensure that the children 'keep up rather than catch up';
- Each child will have one decodable book to be read at home. Parents will be advised how best to support them with this during the Open Evening at the start of each academic year;
- Each child will have 1:1 reading with a trained ELS adult each week, using the decodable book.
- At the end of year 1, children will take the National Phonics Screening Check. The data will aim to ensure that children have made sufficient progress.
- Intervention is given for Year 2 children who do not pass their phonics screening check in Year 1.
- Opportunities for less able KS2 children to receive additional support for spelling should be provided through intervention.

As part of our commitment to the fidelity of this programme, we will:

- provide each child with one decodable reading book;
- provide parents with ongoing support with the teaching of ELS at home;
- assess and track children's progress;
- provide each child with a set of flashcards to use at home;
- provide one reading and phonics parents meeting at the start of each academic year;

- ensure that staff new to Foundation Stage or year 1 are trained in the ELS approach.

Handwriting:

- Handwriting is taught at least once weekly and through additional short sessions given to children who need extra support. Exemplars of the style are displayed in the classes.
- Where possible, handwriting sessions should correspond with the current spelling patterns being taught.
- Teachers should model good handwriting on whiteboards and when marking children's books.
- Children in Foundation Stage are taught where to place serifs and correct orientation of letters is taught. A joined script is taught from Year 1 upwards as they move from print to cursive (Appendix 3).
- The school should ensure that parents receive information about the school's handwriting policy and how children will progress with their handwriting through each year group.

Technology and the use of ICT

At St Bartholomew's, we recognise that the use of ICT can support and enrich children's learning in English by:

- providing the equipment and tools to help them access the English curriculum;
- extending their opportunities for recording, exploring and developing ideas;
- providing a range of information sources/text types;
- allowing them the opportunity to access and/ or present their work electronically;
- Spelling Shed and Letter Join enable children to continue their learning at home with the use of apps and websites. Parents are given the log in details for these.

Enrichment

Experience Days, Authors, speakers, visits and visitors, will be organised in order to enrich our English curriculum.

4. Role of the English/Phonics and Reading Co-ordinator – to:

- undertake responsibility for English as a core part of our curriculum, ensuring continuity and consistency of teaching and learning, with a view to ;
- monitor and review the policy and associated guidelines/ guidance;
- support the planning of English across the three strands; namely, speaking and listening, reading and writing;
- promote effective teaching practice, organising and leading relevant Staff INSET and supporting with teaching initiatives and resources;
- be aware of national and local developments in the subject;
- use outside agencies to promote a stimulating English curriculum;
- order, replace and organise necessary resources within the constraints of the school budget;
- maintain appropriate methods of assessment and recording, with reference to the school's assessment policy;
- regularly monitor standards in teaching, learning and assessment.

5. Equal Opportunities

At St Bartholomew's we ensure that all children have the opportunity to extend their knowledge, understanding and skills regardless of gender, race, physical or intellectual ability.

- Individuals' work is equally valued;
- Access is provided to all activities, including additional support for those children experiencing difficulties and extension activities for the more able;
- We recognise the different levels of experience and potential language barriers of the children arriving at the school and provide them with appropriate experiences and means of expression.

6. Inclusion Statement

- Teaching and Learning will be modified appropriately for children with physical disabilities, eg. specialist equipment sought/ purchased (as necessary and affordable), adult support put in place;
- Teachers will work closely with relevant outside agencies and support staff, to ensure that the work for children with additional needs and/ or impairment is adapted, to meet their full entitlement to the curriculum;
- Teachers will use assessment techniques that reflect the children's individual needs and abilities.

8. The Role of the Teacher

The role of the teacher is one of planning and structuring a balanced programme of English. The teacher needs to be clear as to the purpose of the work and the objectives for each lesson, in line with the National Curriculum 2014.

9. Planning and Organisation

The school follows the 'National Curriculum 2014'

- All Year groups from Foundation to Year 6 are encouraged to plan lessons which focus on using high quality texts as a potential starting point, stimulus and/ or to support the theme;
- Shared Planning and Resourcing in Year groups is encouraged, ensuring all children have equal access to the Curriculum;
- All teachers use the agreed planning format which is available on the school VLE;
- English teachers have access to a range of planning materials in support of the Text Level / Sentence Level / Word Level teaching and learning objectives;
- Separate planning is expected for handwriting, spelling, guided reading and phonics sessions.
- In both Key Stages 1 and 2, English teaching may take place within morning or afternoon lessons. The teaching of the English Curriculum is not restricted to an 'English Hour'; there are planned periods throughout a teaching week where the teaching of Drama, Reading, Spelling, handwriting and creative writing is integrated into different subjects. Support with Listening and speaking skills pervades all subjects.

10. Cross-Curricular Teaching

Teachers are encouraged to incorporate speaking and listening, reading and writing into a wide range of subjects so that children can apply their skills within a range of text-types and genres. It is recognised that the teaching of English can be enhanced through the development of cross-curricular opportunities, and that this integration of English into the wider curriculum can 'add value' and 'purpose' to the English skills taught and the Knowledge and Understanding acquired.

11. Homework

Work is set on a weekly or bi-weekly basis to consolidate, enrich or extend class teaching. This homework can include phonics, spelling or handwriting related tasks or focus on grammar elements that have been taught in class. Topic grids may also include writing tasks linked to the termly/half-termly topic. All children are encouraged to read, or listen, to a parent reading regularly at home. This should be recorded in their reading diaries.

12. Standards in English

Teachers use the Angela Kirk tracking system as an assessment tool to record and monitor the progress and attainment of children in reading and writing. Levels are measured against the end of year expectations. Foundation Stage use Tapestry to track progress.

Independent writing is tracked and monitored using a teacher assessment framework and this is done at least once every half term.

More formal assessment of Reading is done through use of the PIRA termly assessments, with the use of the 'Shine' interventions for children who need it. Alongside this, in Year 6, SATs papers are used.

Analysis of the data leads to consideration of transition between phases, the impact of teaching and learning practice and identification of future targets.

13. Marking

Work should be marked as per the requirements of the School's **Marking Policy**. Constructive, focused marking references progress, provides children with reflections on their achievements and identifies next steps of learning. Drafted pieces of written work should be 'developmentally marked' with improvement points being made clear to the pupil.

Pupil Self-Evaluation

Pupils should have the opportunity to respond to marked work, recognising the value of it in support of their learning.

Pupils are taught to self-check their written work through the process of reading through a text, forwards and backwards, checking for 'sense of meaning' and 'accuracy of spelling'. Pupils in KS1 and KS2 use 'polishing' pens to edit their work. Such 'proof-reading strategies' are developed within each Year/ Phase Group at age/ability-appropriate levels.

Opportunity is provided for pupils to share their work with others at a variety of 'levels', including 'mid-lesson Plenary', end of lesson Plenary, reading out loud to different audiences (partner talk, peer assessment); work may be shared through display, or may be produced in other forms for sharing, e.g. a book created for an individual, a poetry recital, a verbal retelling of a story to another class.

14. Assessment

All assessment follows the guidance provided in the School's **Assessment Policy**.

We acknowledge that by identifying each child's progress and determining what they have learnt, teaching will be more effective; much assessment is carried out by teachers in the course of their teaching through a variety of means - this would include: hearing children read, listening to group discussions, giving short tests (e.g. spelling, dictation), setting specific assignments, observation, individual discussions - in which children are encouraged to appraise their own work and progress - and, of course, their marking of children's work.

All staff are expected to regularly assess each child in speaking and listening, reading, writing and spelling. This is undertaken as follows:

Summative

Formal and informal assessment is carried out in accordance with the School's Assessment, Reporting Recording Schedule including statutory assessments at Year 6 and the Foundation Stage. Assessment of phonic knowledge was introduced for Year 1 in 2012. PIRA assessments are used termly from Year 2 upwards.

Formative assessment will take place throughout the year and includes:

- At the start of the academic year all children are listened to reading individually.
- Targets for English are regularly checked and dated when achieved in English books.
- VIPERS questioning allows teachers to gain an insight into children's understanding
- In Year 1, a phonics baseline is completed for each pupil in preparation for the phonics screening test.
- Parents are informed of their child/ren's progress during parent consultation evenings in the Autumn and Spring term, and in children's reports at the end of the summer term.

In addition to the Statutory Assessment required by the government education department, other forms of assessment can include:

- Pupils questionnaires/interviews
- Moderation meetings both internally and externally

15. Record Keeping and Reporting

Each teacher is expected to have the following reading and writing records:

Reading

- Individual reading records
- Guided reading records
- Assessment records including PIRA information
- Grouping information (e.g. interventions)
- Reading (tracker) skills progression guide

Writing

- Phonic record data (Foundation/KS1 and KS2 support groups)
- Evidence of cross-moderated writing
- Assessment records
- Grouping information (e.g. support groups, interventions)

Appendix [1]

Communication and Language ELG: Listening, Attention and Understanding

Children at the expected level of development will:

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions;
- Make comments about what they have heard and ask questions to clarify their understanding;
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

ELG: Speaking

Children at the expected level of development will:

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;
- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

ELG: Fine Motor Skills

Children at the expected level of development will:

- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases;
- Use a range of small tools, including scissors, paint brushes and cutlery;
- Begin to show accuracy and care when drawing.

ELG: Comprehension

Children at the expected level of development will:

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;
- Anticipate – where appropriate – key events in stories;
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

ELG: Word Reading

Children at the expected level of development will:

- Say a sound for each letter in the alphabet and at least 10 digraphs;
- Read words consistent with their phonic knowledge by sound-blending;
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. ELG: Writing Children at the expected level of development will:
- Write recognisable letters, most of which are correctly formed;
- Spell words by identifying sounds in them and representing the sounds with a letter or letters;
- Write simple phrases and sentences that can be read by others.

ELG: Past and Present

Children at the expected level of development will:

- Talk about the lives of the people around them and their roles in society;
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;
- Understand the past through settings, characters and events encountered in books read in class and storytelling.

ELG: People, Culture and Communities

Children at the expected level of development will:

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;

- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.