

Hanley St Luke's Church of England Academy

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English Policy	
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Our Vision:

Jesus said: 'I have come that they may have life and have it to the full.'

Promoting *life-long learning*

Developing *life-giving relationships*

Exploring *life-enhancing faith*

Inspiring *life-enriching aspiration*

This policy outlines the teaching, learning, organisation and management of the behaviour at Hanley St Luke's C of E Primary Academy.

At Hanley St Luke's our Mission is to:

- Promote Christian belief and practice and to encourage the moral and spiritual development of all people in our school.
- Develop in each person a sense of self-worth and the necessary qualities to become a full and valuable member of British society
- Encourage the full academic potential of each child.
- In our school we promote honesty, courtesy, kindness, perseverance and respect. We celebrate all our many differences and diversity, believing each individual is special and valued by God.

Aims

At Hanley St Luke's we aim to promote high standards of language and literacy by equipping pupils with a strong command of the spoken language and written word. We also wish to promote a love of reading which will support learning throughout the curriculum.

We aim to ensure that all pupils:

- read fluently with good understanding
- develop good reading habits: widely and often for pleasure and information gathering
- acquire a wide vocabulary across all subjects
- appreciate our English literary heritage
- write clearly, accurately and coherently, adapting style for a range of contexts, purposes and audiences
- discuss, elaborate and explain their understanding and ideas
- speak and listen effectively

Objectives

Children at Hanley St Luke's Primary School will leave Year 6:

- reading and writing with confidence, fluency and understanding, using a range of independent strategies to take responsibility for their own learning including self-monitoring and correcting their own errors;
- with a love of reading and a desire to read for enjoyment;

- with an interest in words and their meanings; developing a growing vocabulary in relation to grammatical terminology;
- understanding a range of text types, media types and genres;
- able to write in a variety of styles and forms appropriate to the situation;
- using their developing creativity, imagination, inventiveness and critical awareness;
- having a suitable technical vocabulary to respectfully articulate their responses in any discussion.

Statutory requirements

Statutory requirements for the teaching and learning of English are laid out in the National Curriculum in England: Framework Document (2014).

Our approach to spoken language

The spoken word is of central importance to the whole curriculum at Hanley St Luke's. It allows pupils to develop cognitively, socially and linguistically. It also underpins the development of reading and writing. Therefore, teachers ensure the continual development of pupil competence and confidence in spoken language and listening skills. Discussions amongst pupils form part of many aspects of our curriculum. Pupils are also given opportunities to participate in drama activities and performances. Pupils also lead school assemblies and worship time, and devise, rehearse and deliver class worship too.

Using the National Curriculum we have created a whole school progression document for spoken language.

What does this look like?

- Modelling listening
- Listening to and participating in stories, poems, rhymes and songs
- High quality talk and a language rich environment
- Partner talk
- Use of sentence stems to scaffold oral responses in class
- Back and forth interactions
- No hands up approach
- Questioning across the curriculum
- Reciting and reading aloud
- Drama activities
- Re-telling and role-play
- Opportunities for children to talk about and discuss their reading and writing
- Collaborative work and reporting back following group work
- Presenting in front of an audience

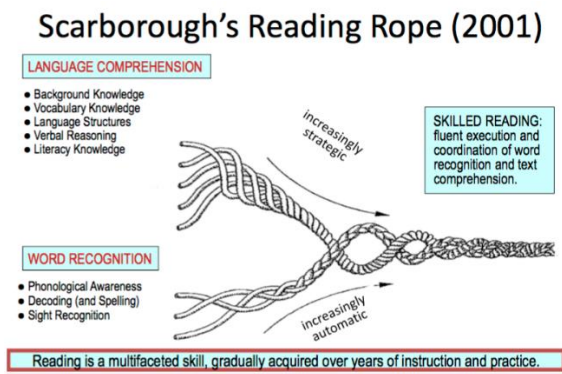
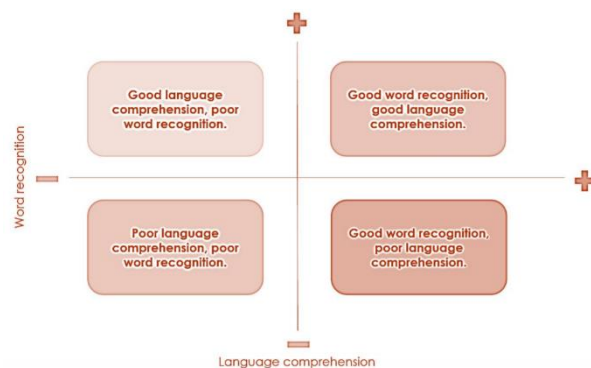
We recognise the importance of vocabulary in our school, specifically its link to ensuring children can be successful readers and can access the wider curriculum. Therefore we have implemented a structured whole school approach towards vocabulary, using Word Aware. We ensure children have access to games, activities and structured instruction which allows words to be celebrated and enjoyed.

Our approach to reading

Rationale for our approach to reading

Why is reading so important? Where is the evidence?

Reading is the lynchpin to learning and therefore it is vital that we ensure children have a love of reading whilst also having the skills to be able to be successful at it. Following the simple view of reading, we ensure that children have the fluency, decoding and comprehension skills whilst being in a language and vocabulary-rich environment which enables them to hopefully develop a love of books.



Children should be taught to use phonic knowledge and skills as **the** route to decode words.

Scarborough's reading rope (2011) consists of lower and upper strands. The word-recognition strands (phonological awareness, decoding, and sight recognition of familiar words) work together as the reader becomes accurate, fluent, and increasingly automatic with repetition and practice. Concurrently, the language-comprehension strands (background knowledge, vocabulary, language structures, verbal reasoning, and literacy knowledge) reinforce one another and then weave together with the word-recognition strands to produce a skilled reader. This does not happen overnight; it requires instruction and practice over time.

Doug Lemov wrote in his book "Reading Reconsidered" that the core elements of reading were:

- Reading harder texts (e.g. Chronicles of Narnia, complex structure and vocab)
- Close reading texts rigorously and intentionally
- Reading more non-fiction and model the reading of this i.e. pulling apart the language use and authorial intent

- Writing more effectively in direct response to the texts

We put this into practice through our policy as well as using recommendations from the EEF for Improving Literacy in KS1 and KS2 and The Reading Framework 2021.

Using the National Curriculum we have also created a whole school progression document for reading.

How do we effectively teach reading at Hanley St Luke's?

- We teach phonics daily using the Sound! Start phonics programme which is a systematic synthetic phonics programme (see the Phonics policy for further details)
- We apply phonics to reading
- We ensure books are decodable and that children can read 95% of the words in a book
- We assess books accurately in order that children know all of the sounds, tricky words and HFW's in the books they are reading
- We help to develop children's fluency, prosody and comprehension skills
- All children from Y1-Y6 are assessed for fluency using the DIBELS assessment. Using the results of this assessment, children will then follow an intervention.

Reading sessions occur at least 3 times per week. Sessions are approximately 25 minutes long, but this can vary according to the year group.

We have an evolving core list of texts which are used for the class text, guided reading, class stories and cross curricular links. We choose books carefully taking into account the following questions.

Does the book:

- elicit a strong response – curiosity, anger, excitement, laughter, empathy?
- have a strong narrative that will sustain multiple readings?
- extend children's vocabulary?
- have illustrations which are engaging and reflect children from all backgrounds and cultures?
- help children connect with who they are?
- help children to understand the lives of people whose experiences and perspectives may be different from their own?

These texts are structured so that there is a wide variety which includes fiction, non-fiction, poems, rhymes, stories, UK and world based texts. It also endeavours to take into account the 5 different text types discussed by Doug Lemov, that allow children to successfully navigate reading with confidence: archaic language, non-linear time sequences, narratively complex, figurative/symbolic text and resistant texts.

Books are available in our school library, but also in book corners within every classroom. The focus is on not displaying too many books at once, refreshing the display and making the books attractive and easy for children to find.

What does reading look like in Reception and Year 1?

Following on from guidance from the English Hub (including Little Sutton Trust) and through support from Alex Finn at Sound! Start Phonics, we use a guided reading approach in Reception and Year 1. Occasionally in year 2 and year 3 we may deem it appropriate for the children to use this method for part of the academic year, depending on their baselines.

Guided reading and phonics sessions are run in parallel with the partner class in the year group. This enables us to be able to use staff from the partner classes to bolster and support reading groups, making them more effective.

Each group uses the same phonically decodable text for all of their sessions during the week. These books are carefully matched to a child's phonic ability in order that they can be successful at reading. Where possible, these decodable books are then sent home for the child to read at home (often on Friday, to return on Monday).

They follow the suggesting teaching sequence focusing on:

1 st session	Decoding (adult led)
2 nd session	Re-reading practice (independent)
3 rd session	Comprehension (adult led)
4 th session	Comprehension practice (independent)

This structure and focus helps to ensure we do not overload children's working memory. It also allows children to thrive on the repetition, increasing their emotional engagement.

At the beginning of every session we read the graphemes, phonically regular words and common exception words to reinforce and embed them, which will enable children to become fluent readers.

Where children are not working with an adult in a guided session, they will be given an opportunity to read for pleasure, accessing a range of books. We also aim to use a range of techniques which include: individual, paired, echo, silent, choral, wide and performance reading.

Supporting SEND

Children are grouped by ability in order that children are able to access a suitable text. Where appropriate, texts using symbols are created in order that they are able to access the same stories whilst being exposed to challenging vocabulary.

What does reading look like after Y1?

From year 2 onwards we tend to use a whole-class guided reading approach with scaffolded work to support all children.

Texts are linked to the termly/half termly topics. By choosing harder texts (following Doug Lemov's recommendation) we aim to widen children's vocabulary. However, there are also differentiated texts available for those who need it. Texts being read during class reading sessions will either be the class text itself or often one that is linked to the subject. This allows close reading of the text and means a range of text types are accessed.

Each half term text types are alternated between so that 2 weeks are spent on fiction, non-fiction and poetry, songs, picture books and/or short films.

Reading comprehension is improved by teaching specific strategies that pupils can apply both to overcome barriers to comprehension. We use VIPERS to help support the children in class:

V – vocabulary

I – infer

P – predict

E – explain

R – retrieve

S – sequence/summarise

These skills are then built into the sessions, to ensure all are covered. Vocabulary is often incorporated within a lesson or can be done as a stand alone session.

We recognise that fluency is an integral part of reading and therefore regular fluency lessons are built into guided reading lessons from Y2 upwards.

Reading books

Our reading books are carefully matched to the phonics being taught in school. We use a specific collection (suggested by Sound!start phonics) of decodable reading books to ensure that books offer practice in the full range of knowledge and skills taught. We use Collins Big Cat for Letters and Sounds, OUP Little Blending Books, OUP Traditional Tales, OUP Letters and Sounds collection (Hero Academy, Word Sparks, Alien Adventure). The books are organised into sets for each phase / phase section. Each set provides a carefully controlled “chunk” of practice matched to the programme’s coloured coded sets of GPCs and words.

KS2 READING SCHEME

Children also have access to a wide range of texts from our library which they can choose from regularly as a Reading for Pleasure book. This allows children the option to choose a book which sparks their interest.

When children leave the reading scheme, they become ‘free readers’ and are able to choose texts from the class or school library.

Every child has a planner which is used to record home reading.

Developing a reading culture at Hanley St Luke’s

At Hanley St Luke’s, our aim is for all children to be able to read for pleasure. In order for this to be achieved, all aspects of reading have to be embedded and effortless – phonics, vocabulary, knowledge and comprehension.

To support this and develop a wider enjoyment of reading we:

- Encourage regular reading at home

- Reward those children who read regularly at home with a dojo point
- Read a range of quality class stories
- Have a wonderfully stocked library with a wide range of texts available
- Allow children to take home Reading for Pleasure books
- Encourage reading ideas/support to parents through Class Dojo
- Link our topics with class texts
- Read a range of fiction, non-fiction and poetry
- Raise the profile of reading through annual events such as World Book Day
- Support parents through parent workshops

Our approach to writing and SPAG

Where possible, we write in direct response to the class text and topic being taught. This makes writing purposeful whilst building on and developing children's knowledge. Texts are chosen carefully to ensure exposure to a wide range of literature which will support and develop our children. There is a balance between fiction, non-fiction and poetry with an emphasis on whole texts rather than extracts and worksheets. We encourage creative writing whilst also teaching key writing skills explicitly and systematically.







Using the National Curriculum we have created a whole school progression document for writing.

What does writing look like?

- Purposeful writing, often with a specific audience in mind
- Writing is displayed and celebrated all over the school
- Writing is taught as a carefully sequenced activity
- Use of sentence types based on the Alan Peat approach following a structured approach (see appendix 2)
- Writing is clearly modelled
- Working walls are used for the class text to include key information which can be regularly referenced
- Teachers provide regular helpful feedback through marking
- Time is planned for children to respond to marking and feedback
- Writing is, in the main, linked to class topics in order to promote engagement
- We ensure progression in complexity of tasks and expectations year on year
- We build stamina for writing by providing opportunities to write independently and for extended periods
- Editing and reviewing form a large part of lesson time with age appropriate strategies for purple-pen response marking
- Editing lessons are split into two sections; proofreading and editing (see *feedback and marking policy*)

- Our writing expectations build on previous year groups to ensure children are confident writers. There is a clear expectation of what children should be able to proof-read in their work which is detailed in our whole school proof reading non-negotiables document (*see Appendix 1*)
- Green paper overlays are used for more extensive editing and re-writing
- There is a clear marking code which is generally indicated in the margin
- Marking codes are displayed in classrooms and in the front of English, Topic, Science and RE books (see below)

KS1 Marking Code

	CL	Capital letter mistake in this line	Find and correct in purple pen.	
	P	Punctuation mistake in this line		
		Full stop mistake in this line		
	FSO	Finger space required		
	sp	Listen for sounds/spelling mistake in this line		
		Letter formation mistake in this line		
T		Tense mistake in this line		
H		Homophone spelling error		
?		This doesn't make sense!		Re-read aloud and correct in purple pen.
^		Word or words missing here		
✓		Great word choice	Feel proud!	
✓✓		FANTASTIC word choice		

- *work can also be underlined to support children in finding their errors.
- Paragraphs are indicated by indenting the writing or leaving a line.

KS2 Marking Code

CL	Capital letter mistake in this line	Find and correct in purple pen.
P	Punctuation mistake in this line	
T	Tense mistake in this line	
sp	Spelling mistake in this line	
H	Homophone spelling error	
?	This doesn't make sense!	Re-read aloud and correct in purple pen.
^	Word or words missing here	
//	Paragraphs needed	
✓	Great word choice	Feel proud!
✓✓	FANTASTIC word choice	

*work can also be underlined to support children in finding their errors.

Paragraphs are indicated by indenting the writing **or** leaving a line.

What does spelling look like?

Understanding how to spell correctly is important in supporting children to organise their thinking around language. Knowing how to apply spelling rules and recognising key words is empowering for children. Spelling plays a significant part of standardised assessment and is taught throughout the school. We use the 2014 National Curriculum as a guideline as to which spellings should be taught in which year group.

From Y2 upwards children use the Jane Considine programme which follows a two week cycle of spellings.

What does punctuation and grammar look like?

An understanding of how to use grammar and punctuation correctly, use relevant language and identify word classes and sentence types is taught both in the context of a piece of writing and explicitly in whole class work. Linked to the National Curriculum guidelines for year groups, grammar and punctuation is taught and planned to fit with relevant genres of writing. Using the National Curriculum we have created a whole school SPAG progression document.

At the start of the new school year Y1-Y6 use the PVP (place value for punctuation) approach to SPAG to recap and embed year group expectations.

What does handwriting look like?

At Hanley St Luke's in reception and Y1 we use a non-cursive print and from Y2 upwards a continuous cursive handwriting.

We aim for children to:

- Achieve a neat, legible style with correctly formed letters in cursive handwriting
- Develop flow and speed to aid expressing themselves creatively and imaginatively across the curriculum and for a range of purposes
- To automatically use clearly formed and joined handwriting in all of their writing
- Use their skills with confidence, in real life situations

Our handwriting approach is documented further in our Handwriting Policy.

The role of parents

We see parents as important partners in the process of developing children's literacy skills.

- They have an important influence on children's language before they come to school.
- They provide valuable support at home in helping children to become readers and writers.
- They offer a useful audience for children in their development as speakers and listeners, readers and writers as the children move through the school (e.g. phonics, reading, SAT's revision)

We therefore encourage parents to play a part in their child's education by involving them in the school's reading programme from the beginning. There is an expectation for parents to read regularly with their child at home and to communicate this through the home-school reading logs. We also communicate with parents through face to face conversations, letters and via Class Dojo.

Inclusion

We aim to provide for all children so that they achieve as highly as they can in English according to their individual abilities. We identify which pupils or groups of pupils are under-achieving and take steps to improve their attainment. More able children are identified and suitable learning challenges provided.

- Children with identified SEND in English receive tailored support from SEND TA's
- Children who are identified as having additional needs with reading, receive extra support from TA's
- More able children in English are identified and challenged appropriately

Equal Opportunities

All children are provided with equal access to the English curriculum. We aim to provide suitable learning opportunities regardless of gender, ethnicity or home background

Cross- Curricular Literacy Opportunities

Teachers will seek to take advantage of opportunities to make cross-curricular links. They will plan for pupils to practise and apply the skills, knowledge and understanding acquired through literacy lessons to other areas of the curriculum. Pieces of extended writing are encouraged in history, geography and science; to showcase the children's transferrable literacy skills.

Mathematics

English contributes significantly to the teaching of mathematics in our school. Children in the Foundation Stage develop their understanding of number, pattern, shape and space by talking about these areas with adults and other children. Children in KS1 are immersed in stories and rhymes that rely on counting and sequencing. Children in KS2 are encouraged to read and interpret problems in order to identify the mathematics involved. They communicate mathematically through the developing use of precise mathematical language. Mastery skills can be acquired by a child's ability to reason and justify their understanding of mathematical concepts. Every class teacher strives to achieve this by supporting children's developing explanations. This is supported through our use of White Rose Maths.

Computing

The use of ICT enables children to use and apply their developing skills in English in a variety of ways. Younger children use ICT as a source of information and as a way of enabling them to present their completed work effectively. Older children use the internet when searching for information about a different part of the world or Topic facts. We encourage all children to use ICT as a resource for learning, whenever it is appropriate and it is taught discretely by an ICT specialist.

Personal, Social and Health Economics (PSHE)

English contributes to the teaching of PSHE. We encourage children to take part in class and group discussions on topical issues. Additionally, we encourage children to be open about their feelings and voice their worries; to solve their conflicts with friends.

Spiritual, Moral, Social and Cultural Development

The teaching of English develops skills through which our children can give critical responses to the moral questions they meet in their work and in daily worship. Their understanding and appreciation of a range of texts brings them into contact with their own literary heritage and texts from other cultures. The organisation of lessons allows children to work together and gives them the chance to discuss their ideas and results.

Planning

We use the National Curriculum (2014) to inform our planning and as the basis for implementing the statutory requirements of the programme of study for English. In accordance with the planning procedures, English is planned both discretely and as a vehicle for learning in other areas e.g. the teaching of non-chronological reports for use in other subjects.

Resources

There is a range of resources to support the teaching of English across the school; all classrooms have dictionaries, thesauruses, tailor-made vocabulary mats and literacy-rich environments. All classrooms have a selection of fiction/non-fiction texts and children have permanent access to the school library.

Assessment, Target Setting and Record Keeping

Teachers are continually assessing children's work in English. The formative assessments that teachers make as part of every lesson helps teachers to adjust their daily plans.

Teachers use formative and summative assessments to measure progress against the key objectives, and to help them plan for the next unit of work. These assessments are also used to evaluate progress against school and national targets. They are reported back to and discussed with parents.

At the end of each long term, assessments of reading and writing are recorded onto DCPro. Children undertake the national tests at the end of Year 6.

The role of the English lead

The English lead is responsible for improving the standards of teaching and learning in English through the monitoring and evaluation of the subject. This will involve:

- monitoring of pupil progress
- conference with pupils regarding all areas of English
- analysing data
- monitoring the provision of English in line with the policy
- taking the lead in policy development
- auditing and supporting colleagues in their CPD
- purchasing and organising resources
- keeping up to date with recent English developments
- analysis of SATs results to identify areas for development
- checking that assessment for English is carried out in line with the school's assessment policy

This policy should be read in conjunction with the following school policies:

Teaching, Learning and Assessment Policy

Feedback and Marking Policy

Handwriting Policy

English as an additional language Policy

Special Educational Needs Policy

Computing Policy

Equal Opportunities Policy

This policy will be reviewed by staff and presented to governors for approval every three years.

Appendix 1: Whole school proof reading expectations and writing non negotiables

Expectations build on the previous year groups. Therefore, children should proof read their work for all aspects up to and including their year group list.

These aspects are expected to be accurate and consistent for the vast majority of pupils.

Year group	Children are expected to proof read their work for:
Reception	Finger spaces between words. Full stops at the end of sentences (with adult support). Capital letters at the beginning of sentences (with adult support).
Year 1	Full stops at the end of sentences. Capital letters at the beginning of sentences. Capital letters for proper nouns. Sounds learnt in phonics applied. Common exception words/HFW taught are correct.
Year 2	Question marks for questions. Exclamation marks used correctly. Apostrophes for contractions. Apostrophes for singular possession. Commas in a list Sounds and rules taught in spelling are applied. Common exception words taught are correct.
Year 3	'a' and 'an' used correctly Inverted commas used correctly. Paragraphs used to organise writing. Sounds and rules previously taught in spelling are applied.
Year 4	Commas after fronted adverbials. Correct speech punctuation. Apostrophes for singular and plural possession. Tense is correct. Sounds and rules previously taught in spelling are applied.

Year 5	Correct punctuation separating clauses. Parenthesis is punctuated correctly – commas, brackets, dashes. Sounds and rules previously taught in spelling are applied.
Year 6	Hyphens used correctly Semi colons used correctly to separate clauses and in lists. Colon, semi-colons, dashes used mostly correctly to separate two independent clauses. Sounds and rules previously taught in spelling are applied.

Appendix 2

Hanley St Luke's - progression in Sentence Types

There are a minimum of three sentences and a maximum of six in each year group which means that these sentence types can be explored and extended throughout the year so that they are completely embedded in the child's sentence repertoire. Also, many of the sentence types can be applied to narrative, non-fiction and even poetry so children will have ample time to understand this. By the end of year six, we hope that children will have a repertoire of 20+ exciting sentence types as well as the sentence types that they have derived following the exploration of the target sentences. As well as the sentence types applied to each year group, we also have additional sentence types which could be used in each year group. These sentences are particularly focused on figurative language and will give teachers the opportunity to explore complex narrative techniques with children when it is appropriate in their learning journey.

Year	Sentence Type	Example	Rule	Link to National Curriculum
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Reception	Simple sentence	The frog can jump.	- A simple sentence is made up of a subject and a verb.	EYFS Framework. Write simple phrases and sentences that can be read by others. (Literacy- Writing.)
	Embellished simple sentence.	The giant had an enormous beard.	- An embellished simple sentence has an adjective to add more detail.	How words can combine to make sentences.
Year 1	Compound sentence	The children played on the swings and slid down the slide. Spiders can be small or they can be large. Charlie hid but Sally found him.	- A compound sentence uses the connectives (coordinating conjunctions) and/or/ but/so.	Joining words and joining clauses using 'and'
	2A Sentences	He was a tall, awkward man with an old, crumpled jacket. It was an overgrown, messy garden with a leafless, lifeless tree. The huge, green tractor ploughed the wet, muddy field.	- A 2A sentence has <u>two adjectives</u> before the first noun and <u>two adjectives</u> before the second noun. This sentence creates a clear picture for the reader.	- Use expanded noun phrases.
Year 2	Short	Oh no! Then it happened. He stopped. Everything failed. The door opened. What's wrong?	- 1-3 word sentences possibly with an exclamation mark or question mark. Begin to discuss exclamations, questions, statements and commands with the children.	- How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command. - Learn how to use sentences with different forms: statement, question, exclamation, command.

BOYS Sentences	<p>He was a friendly man most of the time, but he could become nasty.</p> <p>He could be really friendly or he could be really miserable.</p> <p>It was a beautiful morning for a walk so he set off quite happily.</p>	<ul style="list-style-type: none"> - A B.O.Y.S sentence is a two-part sentence. The last part of the sentence <u>always</u> begins with a conjunction. 	<ul style="list-style-type: none"> - Use co-ordinating conjunctions. -
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Year	Sentence Type	Example	Rule	Link to National Curriculum
Year 3	Ad, same ad	<p>He was a fast runner, fast because he needed to be.</p> <p>It was a silent town, silent because all the residents had fled.</p>	<ul style="list-style-type: none"> - The sentence has two identical adjectives, one repeated shortly after the other. - Adjective - comma - adjective repeated - because.. 	<ul style="list-style-type: none"> - Begin to use commas to separate and mark phrases and clauses. - Use sentences with more than 1 clause.
	_ing, _ed.	<p>Walking in the bush, she stopped at the sight of a crocodile facing her.</p> <p>Running near the beach, he halted as the ground gave way.</p> <p>Jumping quickly through the air, she landed on her feet before sprinting away</p>	<ul style="list-style-type: none"> - The sentence must begin with a subordinate clause which begins with a verb ending in 'ing', followed by the location of the action. - Focus on the use of prepositions in the first part of the sentence (subordinate clause) to explain where the action is happening. 	<ul style="list-style-type: none"> - Terminology for pupils: subordinate clause. - Using conjunctions, adverbs and prepositions to express time and cause.

	List sentences	It was a dark, long, leafy lane. She had a cold, cruel cackle. It was a cold, wet, miserable Wednesday afternoon. His hair was long, brown and unwashed.	- A list sentence must have 3 or 4 adjectives before the noun. Use <i>and</i> between the final 2 adjectives.	- Commas to separate items in a list. - Expanded noun phrases to describe and specify (for example, the blue butterfly)
Year	Sentence Type	Example	Rule	Link to National Curriculum
Year 4	Emotion, comma	Desperate, she screamed for help. Terrified, he froze instantly on the spot where he stood. Anxious, they began to realise they were lost. Happily, the astronaut stepped safely from the shuttle.	- Emotion first followed by the actions that are caused by the emotion. Putting the word first gives more weight to the emotion. - When teaching, provide an A-Z list of emotions the children could use.	- Using fronted adverbials... using commas after fronted adverbials. - Fronted adverbials.
	Verb, person	Running, Sarah almost tripped over her own feet. Tiptoeing, he tried to sneak out across the landing without waking anybody up.	- A sentence starts with a verb to give it more importance. The verb is always followed by a comma and then a name or a personal pronoun (he, she, they, it) followed by the rest of the sentence. -	- Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.
	If, if, if, then	If the alarm had gone off, if the bus had been on time, if the road repairs had been finished, then he might have got to school on time. If I hadn't found the watch, if the alarm hadn't gone off, if I hadn't scared those burglars, then I wouldn't be sitting here	- Summarising a dramatic plot (key plots) at beginning or the end of a story in groups of 3. The emphasis should be on using the comma after each clause. - Each clause always begins with an <i>if</i> or a <i>then</i> and each clause ends with a comma (,) or a full stop (.)	- Extending the range of sentences with more than one clause by using a wider range of conjunctions, including <i>if</i> , <i>because</i> , <i>although</i> .

		today,		
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Year	Sentence Type	Example	Rule	Link to National Curriculum
Ye ar 5	3 _ed	Frightened, terrified, exhausted, they ran from the creature. Amused, amazed, excited, he left the circus reluctantly. Confused, troubled, worried, she didn't know what had happened.	- Starts with three adjectives that end in _ed and describe emotions. The _ed words MUST be followed by commas.	- using expanded noun phrases to convey complicated information concisely. - using commas to clarify meaning or avoid ambiguity in writing.
	Noun, which/who/where	Cakes, which taste fantastic, are not so good for your health. Snakes, which scare me, are not always poisonous. Tom, who was a little shorter than the others, still made it into the football team.	- Use commas to embed a clause within a sentence, add information that links with the sentence topic and start the clause with <u>which</u> , <u>who</u> or <u>where</u> .	- Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun. -
	2 pairs sentences	Exhausted and worried, cold and hungry, they didn't know how much further they had to go. Injured and terrified, numb and fearful, he couldn't believe that this was happening to him. Quickly and quietly, silently and carefully, he tiptoed out of the house.	- Begins with two pairs of related adjectives. Each pair is: o Followed by a comma o Separated by and	- Indicating degrees of possibility using adverbs.

3 bad - (dash) question?	Cold, dark, airlessness - which would kill the spaceman first? Greed, jealousy, hatred - which of these is most evil?	- 3 negative followed by a dash and then a question which relates to the three adjectives.	- Brackets, dashes or commas to indicate parenthesis.
O. (I.)	She told the little girl not to be so naughty. (Inside, however, she was secretly amused by what she had done.) I was delighted (but I felt scared that something was about to go wrong). Bravely I looked behind me (but I was deeply worried).	- The first sentence tells the reader a character's outward action and the second reveals their true feelings. - If the sentence within the brackets is complete , the full stop goes inside the bracket. If it is not complete , the full stop goes outside .	- Brackets , dashes or commas to indicate parenthesis.

	Sentence Type	Example	Rule	Link to National Curriculum
Ye ar 6	De;De Sentence	The vampire is a dreadful creature: It kills by sucking all the blood from its victims. Snails are slow: They take hours to cross the shortest of distances. I was exhausted: I hadn't slept for more	- Two independent clauses (they make sense on their own) are separated by a colon (:) The first clause is descriptive o The second adds further detail	- Use of the semi-colon, colon and dash to mark the boundary between independent clauses.

	than two days.		
Some; others	Some people like football; others hate it. Some days are full of enjoyment; others are long and boring. Some dogs were running around happily; others looked tired.	<ul style="list-style-type: none"> - Some; others sentences begin with the word <i>some</i> and have a semi-colon to replace the word <i>but</i>. - There is <u>no</u> capital letter after the semi-colon. 	<ul style="list-style-type: none"> - Use of the semi-colon, colon and dash to mark the boundary between independent clauses.
The more, the more	The more it rained, the more depressed he became. The more the crowd cheered, the more he looked forward to the race. The more upset she was, the more she cried.	<ul style="list-style-type: none"> - This sentence type is particularly useful when developing a character trait in a story. The first more should be followed by an emotive word and the second more should be followed by a related action. 	<ul style="list-style-type: none"> - Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections and ellipsis.
'Irony' sentences	Our 'luxury' hotel turned out to be a farm building. With dawn breaking, the 'beautiful view' which the brochure described, revealed itself to be a scrap-yard and a rubbish tip. The 'trip of our dreams' was, in fact, our worst nightmare.	<ul style="list-style-type: none"> - An irony sentence deliberately overstates how good or bad something is and this is placed in 'inverted commas'. The overstated word is then shown to be false through the remainder of the sentence which reveals the truth. 	<ul style="list-style-type: none"> - The difference between structures typical of informal speech and structures appropriate for formal speech and writing. -