

St Charles' Catholic Voluntary Academy English Policy

Our Vision

The St Charles way is for every child to: 'Belong, Believe and Blossom.'

Our Rationale

This policy describes our practice in the teaching of English: reading, writing, phonics, spelling, grammar, punctuation and oracy. It is defined by current national guidance on best practice, in-service training, staff discussion and professional judgement. This policy will detail how pupils at St Charles' Catholic Voluntary Academy will grow and develop as readers and writers from Reception through to Year 6 and the principles upon which is based.

At St Charles we believe that the English curriculum prepares all pupils to lead an enriched, fulfilling life by teaching the skills they need to communicate effectively and confidently with others, using the spoken and written word. We aim to promote a life-long love of reading which develops their cultural, emotional and intellectual awareness so they can participate fully in the world around them. Writing is a key aspect of the curriculum and along with reading, speaking and listening, it makes a significant contribution to the development of children as thinkers and learners. It is a central part of the school's role that all pupils develop their writing ability and enjoy the process of cultivating this lifelong skill. Furthermore, at St Charles', we strive to provide children with exciting, purposeful and inspiring contexts in which to become writers. This policy aims to ensure that there is coherence, continuity and progression within our teaching throughout the school.

Aims

- To develop in our pupils the ability to communicate effectively in speech and writing.
- To use discussion in order to learn; pupils should be able to elaborate and explain clearly their understanding and ideas. Pupils should also be able to listen with understanding.
- To develop confidence by ensuring they are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

- *To acquire a wide range of vocabulary, and understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language.*
- *To write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences.*
- *To enable our children to become fluent and responsive readers, with a clear understanding of the text.*
- *Develop the habit of reading widely and often, for both pleasure and information,*
- *To develop a lifelong love of reading and writing.*

To develop our pupils as Speakers and Listeners we:

- *Give them opportunities to express their ideas to a range of audiences.*
- *Give them opportunities to take part in group discussion and drama activities.*
- *Encourage them to listen and respond appropriately to others.*
- *Help them to understand the need to adapt their speech to different situations.*
- *Give them opportunities to evaluate and reflect on their own speech.*
- *Encourage them to use the vocabulary and grammar of Standard English whenever appropriate.*

To develop our pupils as Readers we:

- *Teach them to read accurately and fluently using a range of strategies.*
- *Give individual reading targets to children.*
- *Help them to understand and respond to what they read using inference and deduction where appropriate.*
- *Allow the opportunity for children to reflect on and discuss what they have read, including the language and punctuation choices made by the author.*
- *Enhance their understanding of a variety of text types including non-fiction, fiction and poetry.*
- *Encourage them to develop a love of reading and become confident, fluent and independent.*

- *Teach them how to seek information and learn from the written word.*
- *Use drama and role-play, where appropriate, to engage children in the text.*

To develop our pupils as Writers we:

- *Teach them to write effectively for a range of purposes and a range of reasons, adapting their vocabulary and style as appropriate.*
- *Encourage them to write with interest, commitment and enjoyment.*
- *Show them how to write in a variety of forms such as stories, poems, reports, narratives, diaries and letters.*
- *Show them and place importance on how to evaluate and edit in order to improve their own writing.*
- *Give individual writing targets.*
- *Show them how to use punctuation to make meaning clear to their reader.*
- *Give them the knowledge and the strategies to become confident and accurate spellers.*
- *Teach them a fluent and legible style of handwriting, promoting an understanding of how to present work appropriately.*

Speaking and Listening

Speaking and listening are fundamental to good communication for us all, and are independent of ability in reading and writing. We recognise the importance of being aware of skills children have already acquired in order to build on this foundation. From entry in EYFS, children are given opportunities to develop and learn new skills in formal and informal settings, both in and outside of the classroom. Children are encouraged to speak clearly and listen carefully, and both speaking and listening are stimulated in a range of ways, including;

- *Listening to and responding to stories, rhymes, poems, songs and games from various cultures.*
- *Responding to visual and aural stimuli, such as pictures, paintings, radio or film clips.*
- *Discussing and expressing opinions.*

- Giving and receiving instructions or information.
- Using talk partners in all curriculum areas.
- Describing/recounting events.
- Storytelling and reading aloud during reading sessions.
- Reciting lines, songs or poems learned by heart in school plays or presentations.
- Imaginative play (not just in EYFS) for example, roleplay, use of puppets or drama.
- Circle time.
- Assemblies.
- Debates (KS2)

We also realise that a rich variety of speaking and listening opportunities arise from literature and so we have a vast array of books in each classroom including fiction and nonfiction. Any child thought to require the support of a Speech and Language therapist is referred in accordance with our SEND policy.

Reading

Our priority is both the teaching of reading skills and the enjoyment of literature, enabling children to become lifelong, confident readers. As children begin to read, we focus on decoding, primarily through phonics in addition to other strategies e.g. whole word recognition, rhyme and context. As children build fluency, comprehension skills become our main area of focus and questioning looks at skills such as re-telling, inference and prediction. We believe that high-quality literature is key to motivating children to read and instilling in children a love of literature and children throughout the school are read to at the end of each and every day.

In Key Stage One, pupils are emergent and developing readers and pupils will focus on decoding using phonic strategies as required by the 2014 curriculum, but also understanding what the words they are decoding mean and how they contribute to the meaning of the whole text. Grouping pupils according to their stage of reading development is essential here so that pupils can access the chosen text, apply phonic knowledge, and pay attention to sentence structures without loss of meaning. The curriculum requires us to ensure that all pupils read willingly and for pleasure,

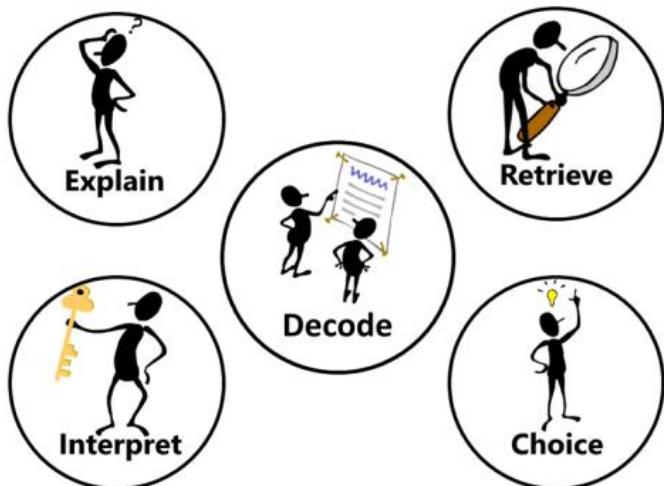
developing positive attitudes to reading and guided reading sessions must allow pupils to understand, respond to and enjoy the text.

In Key Stage Two, pupils are becoming more fluent and independent readers. Decoding has become a more automatic process and, in addition, they use knowledge of spelling patterns and grammatical knowledge to read unfamiliar words and with accuracy. They will read different texts for different purposes and need to experience and develop higher order reading skills in order to engage fully and respond effectively. Inferential thinking, stating preferences and opinions and justifying them, understanding the different viewpoints, including their own, in a text and considering the writer's craft are among the required skills.

What does this look like at St Charles?

Reading is primarily taught as a whole class based on a class text. The class text is chosen to reflect the topic or theme where possible but also needs to respond to the children's interests. Each reading lesson has a reading skill focus based on the content domains. We teach these in a child friendly way called 'DERIC' (KS1) and 'ERIC' (KS2):

- **Decode:** Word Reading
- **Explain:** Discussing vocabulary in context and discussing understanding of whole texts
- **Retrieve:** Finding Information in the text
- **Interpret:** Inference skills with an emphasis on using evidence
- **Choice:** Focus on author's choice of words and layout



Key Stage 1

The teaching of phonic skills is embedded within English teaching in each class. Additional provision is made each day in discrete Twinkl phonics sessions. (See Phonics Policy). These comprise of learning different graphemes, focussing on oral and aural phonological skills and sight vocabulary. During these sessions, children are also explicitly shown how to apply their developing skills to their writing. All children are grouped in accordance to their individual needs and are in phase appropriate groups. This begins in Reception in the summer term.

In Key Stage One, children also have whole class guided reading lessons, using the DERIC approach, a minimum four times weekly, so that reading skills can be taught. Each class has a class set of high-quality texts to use and base their guided reading sessions on.

In the Early Years Foundation (Reception) and Years One and Two, children take home a reading book daily, which is appropriate to their level and the phonics sounds currently being taught, to be shared with parents. Each child keeps a 'Reading Diary' in which parents and teachers share information about a child's reading. Children read to an adult in school at least four times a week (which include Guided Reading sessions). Parents are encouraged to read with children as often as possible each day, and information is provided by teachers at the start of each school year to ensure parents know how best to support their child in reading.

Also, children take home a 'free choice' book that can be shared with their family. This is changed weekly. Children can access the classroom libraries at any time and visits to the school library are timetabled into the weekly timetable.

A wide selection of early reading books is available from Reception and these are banded into the PM Benchmark coloured/numbered steps. In Key Stage One, Teachers and Teaching Assistants assess children's progression in early reading regularly using the PM Benchmark scheme. A percentage result and response to comprehension questions indicate whether the child is secure at

that level and thus ready to move up. Children's progress through these coloured/numbered steps' develop reading fluency and to complete all thirty book boxes. Once they move beyond this scheme, they will be able to choose from a range of levelled Accelerated Reader books which can be found centrally in the school's main library.

In Year 2, children who didn't pass the Year 1 phonics screening test will receive 1:1 or small group phonic support which enables the vast majority to pass the Phonics screening by the end of Key Stage One.

Key Stage 2:

Teachers and Teaching Assistants continue to monitor children's reading progress through a combination of individual, group and shared reading. Reading skills are taught in accordance with the New Curriculum objectives through high quality texts and discussion, whole-class reading, using the ERIC approach, takes place at least three a week across KS2 (one session must focus on a different genre, such as poetry or non-fiction to ensure children get access to a range of text types). Opportunities for independent reading are provided to encourage children to develop reading stamina and reading for pleasure – all children must be heard reading at least once a week. Children and adults share their text choices and recommend books to others. 'Buddy reading' takes place in pairs of Key Stage 1 children and Year 5 and 6 children to develop reading role models.

Children who require additional support for a specific reading skill will be receive small group tuition as a pre-teaching activity or intervention. Children who achieve a scaled score of less than 100 on the NFER test, which need additional guided reads with the teacher/TA. This needs to be outside of the English lesson.

Developing a love of reading:

- Opportunities for reading are provided across the curriculum: topic books, news articles, blogs, class magazines etc.

- We have a library, which is accessed by each class weekly. Each child is encouraged to take a library book home weekly to encourage children to read a range of genres.
- All class teachers read a class novel at the end of every day – usually the text being used to support their English unit of work.
- There is of talk and discussion about reading in a variety of contexts, both formal and informal.
- World Book Day and World Poetry Day is celebrated each year.
- Arranged visits from local story tellers and authors.
- What we are reading displays around the school on classroom doors to showcase the texts being read.
- Book swaps
- The book fair visiting school

Accelerated Reader:

Every child in KS2 has an Accelerated reading book at their own level. The children are encouraged to read this book at home and at certain times during the school day to encourage fluency and independence. When a book has been completed, they can do a quiz on the computer which tests fluency and a range of reading skills. This supports teacher assessment and teacher judgements. Accelerated Reader STAR assessments will also be completed termly by all Key Stage Two classes to inform teacher assessments and monitor progress of children.

Writing

Developing Writing Skills in the Early Years Foundation Stage (EYFS)

Writing down ideas fluently depends on effective transcription: that is, spelling quickly and accurately through knowing the relationship between sounds and letters (phonics) and

understanding the morphology (word structure) and orthography (spelling structure) of words. This understanding begins in EYFS through daily, **high quality phonics lessons**.

In the Foundation Stage, children are encouraged to attempt their own emergent writing and their efforts are valued and celebrated. As their phonic knowledge increases, so does their ability to write independently. At the same time, their knowledge of key words is supported through reading and writing activities, including shared reading and writing. Legible letter formation is explicitly taught and modelled on a daily basis (see Handwriting Policy). A wide variety of opportunities are provided for children to engage in writing activities and independently apply their phonic skills through role play, creative activities, computing and the outdoor area.

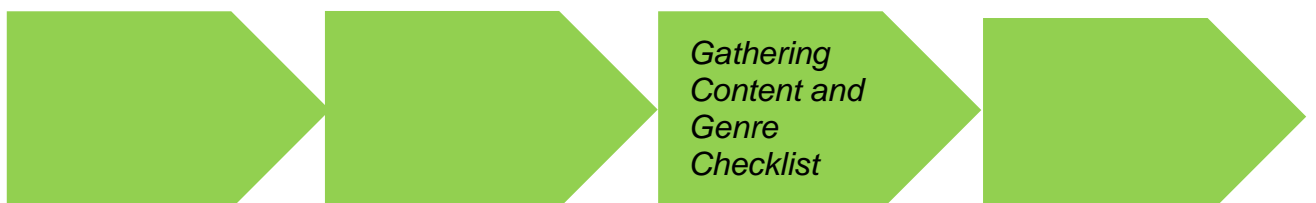
Developing Writing Skills in Key Stages 1 and 2

Phonics

At St Charles Catholic Academy we recognise that phonics is fundamental to children's development as readers and writers throughout the primary school years. From EYFS and throughout Key Stage 1 children engage in high quality, focussed phonics lessons on a daily basis to develop both reading and writing skills.

The Writing Process

At St Charles, we strive to create an environment that will promote both reading and writing. In order to ensure that all pupils learn to be confident writers we encourage children to write creatively whilst teaching key writing skills explicitly and systematically. Teachers plan sequences of lessons to build towards a longer writing outcome that is linked to reading, drama and other shorter writing tasks, broadly following the structure below:



Hook/Inspiration

*Shared
Reading*

*Grammar
Focus*

Writing

*Shared/Guided
Write*

Planning

Drafting

*Editing and
Redrafting*

A clear writing journey will be evident and show evidence from each stage of the writing journey: hook (generating interest and engaging the children), shared reading (understanding the text), gathering content and genre checklist (generating the success criteria), grammar focus (relevant to the specific text type to enable the children to apply skills independently).

Shared/guided write, which is led by the children (evident on the working wall for the children to refer to), planning stage (independent planning to support their writing process), drafting (independent) and editing and redrafting (a lesson should be dedicated to this to allow the children to make changes and adaptations where necessary to improve their writing and to ensure they reach their full potential – redrafting should be completed on the boarded, lined paper to assess).

*This cycle embeds the principals of **Assessment for Learning** and is a way that shows clear progress throughout a unit of work. This Teaching Sequence provides a coherent model for linking and combining the English skills and text-types into effective teaching and learning opportunities, leading to meaningful outcomes. Wherever possible, writing is linked to the termly class topic and,*

therefore, the wider curriculum. There is a balance between fiction, non-fiction and poetry with an emphasis on whole texts rather than extracts and worksheets.

In Key Stage Two, this is approximately **four** to **five** pieces of assessed work per half term. In Key Stage One, it is approximately **three** pieces per half term.

Writing across the school

- A purpose and audience for each piece of writing is decided from the outset.
- Children should be provided with real-life experiences and reasons to write.
- Writing is displayed and celebrated all over the school.
- We provide stimulating first hand experiences, for example, trips and drama opportunities.
- Writing is taught as a carefully sequenced activity.
- Teachers provide regular helpful feedback through marking – see marking policy.
- Time is planned into lessons for children to respond to marking and feedback.
- Writing is, in the main, linked to class topics to promote engagement.
- We ensure progression in complexity of tasks, skills 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 used across the school.
- Peer marking is encouraged as an additional way for children to respond to writing.
- Success Criteria's are used to support children's writing – these can be self-generated in UKS2 as the children become more independent writers.
- At the start of each writing unit, a front page will be used to outline the aims and differentiated outcomes (**bronze, silver and gold**) and to highlight the start of a new writing journey – see Appendix 1.

- At the end of each writing unit, all final drafts (independent work), will be drafted onto boarded paper (normal lines) to use for assessment.

Spelling, Punctuation and Grammar

In EYFS and Key Stage One, this is taught through phonics lessons. In Key Stage Two, phonics is still accessed as needed but the focus moves to spelling rules and patterns using the phonic knowledge as a basis. Key Stage Two use the No-Nonsense spelling program which consists of two taught sessions per week. Children keep spelling journals to develop their skills and strategies.

Punctuation and grammar skills are taught within English lessons; however specific grammar lessons are taught where new skills are introduced. Within these lessons, children are taught the terminology and subject content specified in the National Curriculum 2014. Subsequent lessons are then planned for the children to apply their learning.

Planning – Teaching and Learning Strategies

Planning is linked directly to the Programmes of Study of National Curriculum 2014 in all year groups. These are Reading Comprehension, Word Reading (phonics), writing comprehension, spelling, vocab and grammar and spoken language. Knowledge, understanding and skills are taught daily within the English lesson.

Teachers plan 'text-based' English units which work towards a longer writing outcome that is linked to reading, drama and other shorter writing tasks. As much as possible, writing is linked to the termly class topic and therefore the wider curriculum. There is a balance between fiction, non-fiction and poetry and an emphasis on whole texts. There are four writing purposes to plan for – writing to inform, writing to persuade, writing to entertain and writing to discuss to ensure all genres are covered. Planning starts with a unit overview which outlines the main themes and ideas - planning objectives are taken from the English Programme of Study within the National Curriculum 2014. Weekly planning then outlines each lesson in more detail including opportunities for support and differentiation. Focus units and high-quality texts are often used as stimuli for

writing. Wherever possible links with other subjects are identified and used as opportunities to develop children's writing in a range of genres. Weekly plans give details about how the objectives will be taught to differentiated groups and how adults in the class will be deployed. (See marking policy for more information on marking in English).

Cross-curricular skills and links

Teachers seek to take advantage of opportunities to make cross-curricular links where relevant. They plan for pupils to practise and apply the skills, knowledge and understanding acquired through English lessons to other areas of the curriculum. Because of this, children from EYFS to Year 6 are provided with outstanding opportunities for cross-curricular writing. Each class has a new Topic each half term, focusing on History or Geography. Past examples have included;

- What is an explorer? (KS1)
- Where in the world could I go? (KS1)
- Kings and Queens (KS1)
- Let's go on a safari (KS1)
- What's it like to be a Roman soldier? (KS2)
- Vikings (KS2)
- Please Sir, can I have some more? (KS2)
- Frozen Kingdom (KS2)
- WW2 (KS2)

These topics allow children to write for a range of purposes, in a variety of contexts. In the past, children have written letters to the Queen, written reports, written diary entries imagining they are Roman soldiers, produced play scripts about the Passover Story and written biographies about significant individuals in History. We believe that providing these cross-curricular opportunities helps children to develop a love of writing, as well as instilling in them that all writing has a purpose.

Equality of Opportunity

The SLT, Class Teachers and TAs at St Charles' are all responsible for ensuring that all children are given equal access to a broad and balanced English curriculum regardless of gender, learning

ability, physical disability, ethnicity and social circumstances, in order to make the greatest possible progress. Where appropriate, work will be adapted to meet pupils' needs and, if appropriate, extra support given. Likewise, provision will be made for individual needs in IEP's. More able pupils will be given suitably challenging activities to deepen their knowledge and understanding. All children have equal access to the English Curriculum, its teaching and learning, throughout any one year. This will be monitored by analysing pupil performance throughout the school- using Insight from the spring of 2021- to ensure that there is no disparity between groups of learners.

SEND provision and support

Children with special needs will be identified and work within their individual level. If needed, they will have an IEP and work with support under the direction of the class teacher. A range of English intervention programmes will be utilised to support those who need additional support, in order for them to reach their full potential.

Assessment for Learning, recording and reporting:

Children are assessed termly by their class teachers in Reading, Writing, Spelling and Punctuation. Formative and summative assessments are carried out regularly to ensure that the teaching of Reading, Writing and SPaG is focused on children's needs. Children's independent writing is assessed using the 'expected standard' tick sheets, which is then used to update the School Assessment Tracker (INSIGHT), monitor progress, identify next steps and inform future planning. In Key Stage Two, this is approximately four to five pieces of assessed work per half term. In Key Stage One, it is approximately three pieces per half term. Children who are identified as not making expected progress, will be highlighted for support via an appropriate intervention.

The English Writing subject leader and Senior Leadership Team (SLT) will ensure rigorous assessment and monitoring takes place through regular book scrutiny and moderation of assessed work. They will also ensure that appropriate training opportunities are provided for staff, to meet identified needs.

In Year 1, children take a statutory Phonics Test to test their decoding skills. In Years 2 and 6, children will take statutory assessments in Reading and Spelling, Punctuation and Grammar. Writing will be assessed by the Class Teachers and supported by the English lead in order to ensure judgements are accurate. Also, formal assessments are taken termly by all classes, using the NFER assessments for Reading and SPaG. For more information please see Assessment Policy.

Pupils will also use Accelerated Reader each time they finish reading a book in KS2 to assess their understanding of the text. Accelerated Reader STAR assessments will also be used termly to support teacher judgements.

Progress and attainment are reported to parents through termly parents' evenings and end of year reports. All teachers will record their assessment of children's Reading and Writing and meeting individual objectives on Insight.

Role of the subject Leader

The subject leader is responsible for maintaining/improving the standards of teaching and learning in English by:

- *Action planning and regular meetings with SLT and staff.*
- *Monitoring and evaluating English; pupil progress, planning, marking & feedback, curriculum coverage, teaching, role of teaching assistants, English provision, lesson observations, pupil voice and data analysis.*
- *Taking the lead in policy development*
- *Auditing and supporting colleagues in CPD*
- *Purchasing/organising resources*
- *Keeping up to date with developments in English*

It is the leader's role to promote the subject through: educational visits, assemblies, displays, organising whole school events, such as World Book Day and World Poetry Day. The policy will be reviewed annually (or sooner in the event of revised legislation or guidance).

Parental Involvement

Parents play a vital role in the development of English skills; therefore, we hope to involve parents as much as possible in school life, and thus in the development of children's skills, knowledge and understanding in English. We aim to foster a strong home-school partnership regarding reading, using home school diaries/reading records as a tool for communication between school and home. We encourage parents to listen to their child/ren reading every night. Parents and Grandparents also support the school by coming in to hear readers during the school day. Parents are kept up to date on day to day activities in school via class pages on the school's website, they can see photographs and updates about their child's learning, as well as ideas for how learning can be continued at home. At parents' meetings, they are provided with information about the English curriculum, how it will be taught in school and what they can do to support their child/ren. The importance of regular reading and writing is highlighted at these meetings. We also hold parent workshops for phonics, in which parents can consolidate their knowledge and understanding of phonics so they are best equipped to support their child/ren at home. Parents can also view strategies and ideas to help their child improve their comprehension skills. Parents receive termly progress reports giving them information about their child/ren's progress, attainment and effort in Reading and Writing. There are termly parents' meetings in which these reports are discussed with the class teacher. Additionally, parents receive a full school report in the summer term, detailing their child's achievements in English alongside other core curriculum subjects. The results of statutory assessments are reported to parents in accordance with government legislation.

Curriculum Delivery

In Reception through to Year 6, children are taught English within their classes. Through differentiation and the support of Teaching Assistants, all children will receive high quality

teaching and appropriate support in order for every child to reach their full potential. Children may receive additional support if necessary, outside of the English lessons. Children that have an IEP or EHCP, may also be withdrawn in order to receive intervention that focuses on the child's more specific individual needs.

A clear lesson objective and success criteria are a feature of all English lessons and all lessons will have a bronze, silver or gold outcome for the children to achieve by the end of each lesson. St Charles' is an attractive and stimulating place where displays reflect current and recent learning. Classrooms have learning walls related to the topics and themes taught in class which are changed, added to and updated as topics progress. Class learning walls include examples of texts, examples of shared or modelled writing, and vocabulary, these are regularly used to support learning in the classrooms. Evaluative marking is used. Assessment informs planning and reference is made to the National Curriculum in medium term plans. The use of computing enables children to use and apply their developing skills in English in a variety of ways. We encourage children to use ICT as a resource for learning, whenever appropriate. We provide a rich and varied experience for pupils to draw on in their writing and reading which should include the whole curriculum.

Resources

Children have access to dictionaries, thesauruses, spelling journals (KS2), word mats, pens and pencils, rulers, etc.

Whole class sets of Guided Reading texts are available for each class and these show progression throughout the school.

Appendix 1

Edgar the Excitable Dragon Letter of Apology – End Point

In this unit, we will:

Be aware of the purpose and audience of the text.

Look at the features required in a formal letter: My address top right corner of the letter, recipient's address top left (below my address), today's date (below my address), formal greeting, introduction - stating the purpose of the letter, each paragraph has a main topic or theme, conclusion - what needs to happen next, formal sign off - Yours sincerely, formal language throughout, passive voice, formal conjunctions and cohesive devices.

Analyse an example of a formal letter to identify the features and understand their purpose.

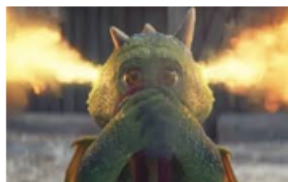
Understand passive voice

Understand and use formal conjunctions

Understand and use cohesive devices

Draft a letter of apology.

Edit and redraft a letter of apology.



We will achieve this by:

Bronze:

Use the correct organisational features to set the letter out accurately (addresses and date).

Formal greeting

Introduction to explain what the letter is about

Conclusion

Formal sign off

Conveys emotion and apology

Silver:

Use the correct organisational features to set the letter out accurately (addresses and date).

Formal greeting

Introduction to explain what the letter is about

Use formal conjunctions

Use formal language

Cohesive devices

Conclusion

Formal sign off

Conveys emotion and apology

Gold:

Use the correct organisational features to set the letter out accurately (addresses and date).

Formal greeting

Introduction to explain what the letter is about

Use formal conjunctions

Use formal language

Cohesive devices

Use passive voice

Conclusion

Formal sign off

Conveys emotion and apology

TRACTION MAN IS HERE!

In this unit, we will:

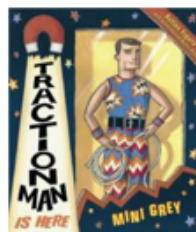
Draft and write by composing and rehearsing sentences orally

Sequence sentences to form short narratives

In narrative create settings, characters and plot

Write for different purposes including about fictional personal experiences and fictional narratives

Re-read writing to check it makes sense and make simple revisions.



We will achieve this by:

Bronze -

Using HFW to spell simple sentences.

Use capital letters and full stops correctly some of the time.

Use simple conjunctions to join ideas together.

Silver:

Use capital letters and full stops correctly most of the time.

Use simple conjunctions to join ideas together.

Use expanded noun phrases to describe.

Begin to use genre specific vocabulary.

Gold:

Use capital letters and full stops correctly consistently.

Use co-ordinating and subordinating conjunctions to join ideas together.

Use expanded noun phrases to describe.

Use genre specific vocabulary.

