

Milwards Primary School and Nursery – Intent, Implementation, and Impact – Literacy

- Leave primary school reading with ease, fluency and with good understanding.
- Develop a habit of reading widely and often, for both pleasure and information.
- Establish a wide range of vocabulary which is both varied and rich.
- Develop a good understanding of grammar and linguistic principles through reading, writing and orally.
- Produce writing which is coherent and considers purpose, genre and audience, adapting their style accordingly.
- Participate in the art of the spoken word; making formal presentations, reading aloud and performing poetry.

Intent:

Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Children will leave Early Years able to verbally rehearse in cohesive sentences and begin to write in full sentences where possible. Children will have an appropriate pencil grip and form lower case letters and 0-9 correctly. Children will have secure understanding of phase 2 and 3 sounds in phonics and will be reading books which match this level of reading development. Children will know the names of the letters of the alphabet in order.	Children will leave Year 1 able to read and spell all 40+ phonemes and some of the Year 1/2 words. Children will blend sounds, reading words of more than one syllable, as well as reading words with suffixes and contractions. Children to understand letters belong to families. Write capital letters accurately, understanding their purpose. Children will enjoy reading, engaging in learning new words, joining in with predictable phrases and rhymes and recalling stories they know. Children will leave Year 1 able to write in full,	Children will leave Year 2 able to read and spell the first 100 high frequency words and most of the 200 high frequency words. Children to recognise and spell words which are homophones, as well as all Year 1/2 spellings. Children will leave Year 2 able to write in full simple sentences (using tense) and use subordinating/ coordinating conjunctions and noun phrases confidently. Children will write for a range of purposes. Children to begin to plan, redraft, edit and discuss their writing. Children will read phonetically decodable	Children to develop a love of reading through exploring, discussing and reading a range of genres. To broaden the vocabulary they know and use, using dictionaries and thesauruses. To begin to use the spoken word considering intonation, tone, volume and action. Children will leave Year 3 able to read and spell all 200 high frequency words, and some of the Year 3/4 statutory spelling words.	Children will leave Year 4 using paragraphs to organise narratives and non-fiction texts. Children will write for purpose with increased confidence and accuracy. Children will use more compound and complex sentences, including subordinate clauses and fronted adverbials. Children to use commas for clauses and adverbial phrases and apostrophes for possession and contractions. Children to deepen their understanding of Standard English including tense. Children to spell all 3/4 words accurately, as well	Children will begin to spell Year 5/6 words accurately. Children will write for a range of purposes, beginning to adapt their style for audience. Children will discuss books in more detail, recognising what they like, debating what they've read, deciding what is fact or opinion etc. Children will perform the spoken word with increased fluency and confidence. Children to be able to summarise what has been read. Begin to use a wider range of punctuation,	Children will be able to spell all Year 5/6 words accurately. Be able to identify the audience and purpose of pieces of writing, selecting the appropriate form and using other similar writing as models for their own. Be able to select the appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. Children will infer confidently in a wide range of text types. Children will make comparisons with similar/different authors, genres and styles

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	sequenced, cohesive sentences with capital letters and full stops. Children will be spelling common exception words accurately, as well as the days of the week and words with prefixes and suffixes. Children will be able to read phonetically decodable books at that matches their phonics phase. Children will leave Year 1 understanding the difference between fiction and non-fiction and begin to recognise rhyme.	books with increased fluency and accuracy. Begin to share a range of texts, understanding how genre can change the layout and meaning of a text, linking with fiction/non-fiction. Children to engage in more discussion around reading, making more real-life links, inferences, background and vocabulary.	Children will begin to join their handwriting, recognising how this relates to the handwriting families. Children will have more awareness of Standard English and apply this to their speech and writing.	as high frequency words. Children to consistently join their handwriting appropriately. Children to use adverbs and expanded noun phrases to enhance meaning and probability.	particularly focused on parenthesis. To begin to use more advance forms of tense. To begin to use terminology for specific writing and grammar devices.	confidently. Children will perform the spoken word in a range of formats, such as poetry, speeches and Shakespeare. Children to recognise how figurative language can be used and impacts the reader.
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Implementation:

Early Years	Key Stage 1	Key Stage 2
• Drawing Club to inspire imagination and encourage regular writing opportunities. • Fine motor practice daily (dough disco, finger strong, gym trial). • Daily phonics – all accessing phase 2 and 3 together, followed by intervention groups. • Phonics reading books which match each child's phonics level. • Sharing books to encourage a love of reading. • Exposure to a wide range of high-quality texts, exploring a range of genre, text types and vocabulary. • Planning is consistent across the school and includes a range of teaching strategies including drama.	• Daily phonics sessions as a class, followed by intervention sessions. • Daily writing opportunities which focus on the structure of sentences and spelling. • Daily reading opportunities, both modelled by the teacher and 1:1 with the children. • Exposure to a wide range of high-quality texts, exploring a range of genre, text types and vocabulary. • Teachers will use a combination of CLPE and English Toolkit • Structured handwriting, grammar and spelling lessons which build on prior knowledge. • Assessments to be carried out half-termly to ensure progression and next steps are tracked carefully and individually. • Planning is consistent across the school and includes a range of teaching strategies including drama.	• Daily writing opportunities which focus on conventions through genre, language and style. • Structured handwriting, grammar and spelling lessons which build on prior knowledge. • Daily reading opportunities, both modelled by the teacher and 1:1 with the children. • Teachers will use a combination of CLPE and English Toolkit. • Assessments to be carried out half-termly to ensure progression and next steps are tracked carefully and individually. • Exposure to a wide range of high-quality texts, exploring a range of genre, text types and vocabulary. • Planning is consistent across the school and includes a range of teaching strategies including drama.

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Impact:

