



Whitehall Nursery and Infant School

English Policy

Rationale

At Whitehall Nursery and Infant School, the delivery of the English curriculum is paramount for the continuing development of the language acquisition of our children. The English curriculum is driven in such a way to motivate, inspire and engage children to become lovers of literature, effective communicators and expressive writers. With these skills and attributes, they will be equipped for future challenges and successes in life.

This document supports and guides the school community by clarifying the intent and delivery of all aspects of the English curriculum across both Key Stages. This policy should be read in conjunction with Equal Opportunities Policy, Teaching, Learning and Assessment Policy, Most Able and SEN Policies and Disability & Discrimination Policy.

English is important because:

- it is the basic language of communication in our society;
- it is the foundation for all the learning which takes place in our school;
- its mastery empowers the learner and is essential for independent learning, the world of work and most other aspects of everyday life in Britain.

Aims and objectives

At Whitehall Nursery and Infant School we aim for children to:

- Develop a **love of books** and stories that they will remain passionate about for their whole lives.
- Have an interest in **developing** their own **vocabulary** through curiosity of new words and their definitions.
- Independently select appropriate and positive language, in order **communicate effectively** in a range of contexts and to a range of audiences.
- Be able to use their reading skills to **read and respond to an extensive range of texts** (including literature from different times and cultures, information and reference texts, media texts and online social and collaborative communications), thinking **critically** and **creatively**.
- Become increasingly coherent in **expressing** their opinions, **emotions and imagination** creatively, both through spoken and written language.
- Understand a range of **text types** and **genres** and be able to write in a variety of styles and forms appropriate to the situation.
- Be able to **write effectively** for a variety of purposes and audiences.
- Be **reflective learners**, who are keen to improve their English knowledge and skills.
- Be **collaborative learners**, who are able to offer constructive feedback and criticism to their peers.

English and the National Curriculum

English is a core subject in the National Curriculum. The three attainment strands are:

1. Spoken Language
2. Reading - comprising word reading and comprehension
3. Writing – comprising transcription, handwriting, composition, vocabulary, grammar, punctuation and spelling.

Spoken Language

What?

At Whitehall Nursery and Infant School, we understand and value the importance of the development of spoken language and oracy. Spoken language is a key feature of the teaching of English at our school which is explicitly taught through carefully and strategically planned lessons. There are many opportunities embedded within the wider curriculum for children to revisit and develop these; both planned and incidental. Interactive teaching strategies are used to engage all pupils in order to develop effective communication skills and raise standards in reading and writing.

Oracy

Oracy is the ability to communicate and articulate one's ideas effectively through spoken language. It can be described as the process of children learning how to listen, speak clearly and communicate expressively in a variety of situations.

At Whitehall Nursery and Infant School, spoken language and communication is at the heart of the curriculum, a powerful tool for learning and thriving. Our intention is for our children to become confident, articulate communicators with good listening skills and a wealth of vocabulary to use in a range of contexts. Oracy underpins the development of all subjects, especially reading and writing. It empowers children from all backgrounds to find their own voice, developing their confidence, independence and ability to learn, becoming an active member of the classroom. We aim for our children to talk effectively within school, but also equip them for their future.

Teachers provide opportunities for pupils to:

1. value and respect the talk of others
2. value spoken language as a primary medium of learning, including the expressing of their own thoughts and ideas
3. reason and justify
4. instruct
5. use standard English

How?

Spoken Language is developed through:

- providing a range of opportunities for children to talk and listen in formal and informal settings
- a regular story time when the teacher reads or tells stories aloud to the class
- giving and receiving of messages
- the use of drama, role play, small world and hot-seating to explore imagined situations

- partner talk, discussion in small and large groups, performance of poetry or learnt phrases as part of a collaboration and promoting pupil voice
- careful planning pinpointing tailored activities to ensure inclusion of children with identified speech/language barriers
- call and response (My turn, your turn) – teacher models new vocabulary/sentence structure etc and children to repeat afterwards. This can be repeated as many times as necessary and in various voices.
- popcorn/word-waves – allowing all children to say their contributions aloud at a specific time to ensure all children have a ‘voice’ and do not feel under pressure to speak in front of their peers. This strategy also allows for teachers to pick up on opportunities to develop new vocabulary.
- Makaton – storytelling is often reinforced with the use of Makaton signs throughout the school. SEND children and EAL children use Makaton to reinforce their spoken language.

Reading

Reading for pleasure

Why?

‘The overarching aim for English in the national curriculum is to develop a love of literature through widespread reading for enjoyment’ (DFE 2014).

At Whitehall Nursery and Infant School, we aim to establish all children as lifelong readers by actively encouraging reading for pleasure daily across our school. We believe that daily reading opportunities, along with the exposure to a wide range of texts, will contribute to the children’s overall educational achievement. Children need to learn the skill of reading but it is important for this to be balanced with the desire to read, which will ultimately help the children to become lifelong, independent readers.

How?

The teachers role in reading for pleasure at Whitehall is to be a reading role model; inspiring children to read widely and often by showing children that they love to read too, through modelling and discussion. Teachers demonstrate a good knowledge of children’s literature which they are then able to share with their class. This also allows them to make recommendations of reading materials to the children and other teachers across the school. Weekly story assemblies also give teachers an opportunity to present themselves as readers to the children, by discussing and sharing their chosen book.

Independent reading is included on the class timetables across the year groups. Children are given daily opportunities to choose their own reading material from the class reading areas.

Children can:

- read by themselves or to an adult,
- listen to a story read by another child or adult,
- share a book with a peer and take part in informal book talk.
- have freedom to find a space in the classroom where they feel comfortable reading or sharing a book.

Story time is also included on class timetables and takes place regularly. It is another opportunity for teachers to share book recommendations and take part in informal book talk with the children.

Each class have a set of books called ‘The favourite five’ which are displayed in classrooms and are regularly used in story time as a way of building up children’s familiarity with texts. It also gives teachers an opportunity to introduce new and exciting stories as well as traditional tales and books related to their topics. The books are then available for children to choose as their own reading material during independent reading time. By having this exposure to the favourite fives texts means that children build an extensive and broad bank of book knowledge throughout the course of their time at Whitehall Nursery and Infant School, totalling at least 120 familiar and well known stories by the end of year 2. These are obviously in addition to all other books that they will experience and enjoy throughout their time at school.

The favourite five books fall under five categories:

- **Old and gold** – these are books that were published a long time ago and have been very popular and well loved by children and adults ever since; a timeless classic.
- **New and gold** – these are ‘hot off the press’. Books that have been published in recent years that are exciting and engaging.
- **Popular for a reason** – often written by well-known authors or are easy and affordable to get hold of e.g. often seen for sale in supermarkets.
- **Diverse** – books that celebrate minority groups in some way, especially ethnic groups represented in our school. This could be what the characters look like or how they are dressed, festivals and celebrations or even that the author or illustrator are a representative of a minority group.
- **Traditional tales** – often referred to as fairy-tales. These are stories that have been told and retold through generations and remain broadly the same. Traditional tales often have a typical structure that becomes familiar to children as their literary knowledge grows. Many traditional tales have been made into children’s films which also makes them more relatable and familiar.

Occasionally, where it has been difficult to find a book that fits appropriately under a category, it will be substituted with a ‘non-fiction’ book.

Children are given three books to take home each week. They are given a book which is matched to their phonic reading ability that they can read independently at home. This book is called their **‘RML reading book’**. They also select a book which is suitable for their level of comprehension, which can be read with some support; this is known as their **‘challenge book’**. Finally, the children are given free choice of a story from the school library, which should be a book that they can share with an adult at home and read together for enjoyment. This is their **‘reading for pleasure’** book.

Phonics

At Whitehall Nursery and Infants, we teach a systematic synthetic approach to phonics using the RML programme (also known as Read Write Inc). Phonemes and their corresponding graphemes are taught through rhymes and pictures to help children to recognise letters and the sounds that they make, which they will blend together when reading and segment when spelling.

In EYFS, children begin with a ‘Pre RML’ stage. During this stage there is a focus on making sounds, discriminating between sounds, identifying sounds in the environment, singing and rhyming. When children show that they are ready to learn specific sounds they will then move onto our RML programme followed throughout the rest of the school.

Later in EYFS all children engage in a 30 minute RML sessions that are delivered on a daily basis. Children in Key Stage 1, engage in 60 minute RML sessions, four times per week. Throughout the week in these sessions, children will experience speaking, listening, reading and writing activities which allow them to practice their phonic knowledge, blending and segmenting skills. As children move through the RML programme they follow the progression of the RML books which are closely matched to their increasing phonic ability. Children move up to the next set of books in the progression each half term. When children come to the end of our RML programme they will continue to develop their reading skills with a range of more extensive and complex texts. They will be taught comprehension and inference skills with books linked to their reading ability. For those children who exceed the expected level in reading they will be taught at a greater depth level.

Assessment

Progress is monitored and tracked by the RML leader in school and also by year group leaders and class teachers. Each child is assessed at the end of each half term to ensure they are moving through the phonic phases and check that all children are working in an RML group which is matched to their ability.

In Year 1, children take part in a statutory phonics screening check during which they will use their phonic knowledge to read real and pseudo words. The school based check takes place in the summer term and it is designed to give teachers and parents a reflection of how their child is progressing in phonics. The check will be repeated in Year 2 for children who have not reached the required pass mark. The school will provide parents with their child's result on their school report at the end of the year and the results are also reported to the local authority. It is important to note that teachers ensure that children are prepared for the test which is conducted by an adult that is familiar to the child. Teachers do their best to ensure that the child remains calm and comfortable throughout.

Phonics interventions are targeted to children's individual needs and they are identified through monitoring and assessment. Teachers and teaching assistants work with small groups throughout the year who have been identified as needing extra support with any aspect of phonics.

Parental Involvement

Every year parents are invited to attend phonics workshops and stay and learn sessions with their children to share how phonics is taught and give ideas of how to support children at home.

Phonics beyond RML

Children are encouraged to use their reading and phonics knowledge outside of RML sessions, in all other curriculum areas. Teachers will use phonics to model reading and writing throughout the school day and also provide phonics resources which are available for children to use.

Writing

What?

As a school, we recognise the importance of the fundamental relationship between spoken and written language. The use of a wide range of speaking, listening and drama activities supports the development

of children's oral skills as a prerequisite to writing and they are given opportunities to explore and extend their talk as a preparation for writing.

How?

We make clear links between the children's reading skills and writing and high quality texts are often used as a stimulus for developing writing skills. As a school, all English topics start with a 'book for a hook' or 'book driver'; other strategies, resources and artefacts may be used to strengthen the delivery of the curriculum. These include stimulus for writing including drama and role-play, props/artefacts, first hand experiences, visual starting points including film clips and pictures.

In EYFS

- Children are assessed against the Development Matters statements for writing
- Writing resources are available in all areas of the provision offering children a range of opportunities for mark-making and developmental writing.
- Children's independent attempts at writing are celebrated and promoted alongside the direct teaching of key skills that will enable the children to progress through the stages of writing development.

In KS1

- The 2014 National Curriculum Programme of Study forms the basis of English lessons
- Teachers find opportunities for children to apply English knowledge and skills into non-core lessons.
- The teaching and learning of writing is experienced through a gradual release 'I do, we do, you do' model, which provides the opportunity for high quality modelled, shared and guided writing until children are able to write confidently, creatively and independently.

Shared writing is the key teaching tool for demonstrating the process of writing. It is used to teach the generation of ideas, grammar and spelling skills, to demonstrate features of layout and presentation and to focus on editing and refining work. The teacher explicitly models teaching points. Once skills have been modelled, the children are given a chance to add their own words, suggestions, modifications etc.

Guided writing involves the teacher working intensively with a small group of children. Sessions are used to meet specific objectives and to focus on specific aspects of the writing process. Based on assessment, guided writing can be used to target particular areas for individual children.

Independent writing is when children are given opportunities to apply skills learned in shared and guided writing in English or across the Curriculum in a range of contexts. All writing activities have a purpose and quality is promoted through high expectations of presentation and coherence. Independent writing is supported through the use of working walls, dictionaries, word banks, writing frames and phonic and word displays. There are a wide range of opportunities for children to apply and develop their literacy skills across the Curriculum.

For children with SEND, teachers:

- Adapt their planning to suit the needs of individual children
- Will ensure that the teaching and learning goes at the pace that is appropriate for the needs of individuals

- Will communicate effectively with additional adults to ensure the best possible support is provided for children with SEND
- Will adapt resources in relation to their EHCPs/IEPs

For the Most Able pupils, in particular those working at Greater Depth, teachers:

- Encourage children to develop their own clear voice in writing
- Encourage children to write with a sense of audience and purpose
- Encourage children to apply skills that they have been taught with confidence, accuracy and effectively in a range of writing
- Support children to draw on models from reading and manipulate them for their own purposes
- Support children to develop an increased stamina in the quality and quantity of text written
- Guide children to take ownership of their own learning, through self and peer assessment and planning next steps/targets (personalised targets)
- Encourage children to edit own work to improve
- Provide children with a range of alternative texts to tailor the curriculum to meet the needs of greater depth children

Spelling and Handwriting

What?

Spelling at this school follows the Appendix for Spelling as it applies to Year 1 and Year 2 of the revised National Curriculum document. Whitehall use 'Letterjoin' to support the delivery of handwriting across the school.

How?

Spelling is developed through;

- the teaching and practice of phonics using the RML synthetic phonics programme
- encouraging phonetically plausible attempts through 'Fred talking' when spelling;
- appropriate spellings are identified by teachers and taught in spelling lessons on a weekly basis; these lessons comprise of a mixture of foci including spelling patterns, phoneme/grapheme correspondence, mnemonics, topic related high frequency words and breaking words down into syllables.
- teachers focus on a specific word or spelling pattern whilst marking work; children are then asked to practise this spelling at the beginning of the following lesson
- use of dictionaries
- availability of key vocabulary related to the children's learning.

Handwriting is developed through:

- weekly lessons delivering the Letterjoin handwriting programme – **please see the handwriting policy in conjunction with this policy**
- teaching correct letter formation in FS followed by regular teaching and practice sessions using printing at Key Stage 1 and developing a cursive form as children move towards Greater Depth
- handwriting 'families' are introduced and children practice these in their daily English lessons. Please refer to the appendices.
- Joins are introduced as and when children have mastered their letter formation; these are introduced steadily; more information can be found in the handwriting policy.
- the use of rubbers is discouraged

Approaches

The teachers:

- model the appropriate handwriting family drawing on the learning that has taken place in the handwriting lessons. The children then practise the handwriting family/ies into their book and teachers check the letter formation, orientation and positioning in relation to the lines, addressing any misconceptions before continuing with the lesson.
- expect high standards of presentation where appropriate and model the same
- use the appropriate 'Letterjoin' font on all resources produced to support writing
- provide dictionaries, glossaries, common exception word mats, key vocabulary mats and lists of appropriate subject vocabulary and encourage children to use them
- teach spellings in weekly lessons focussing on:
 - Fred talking – phoneme/grapheme correspondence
 - Mnemonics such as 'big elephants can't always understand small elephants'
 - make connections between words with the same spelling patterns
 - explore families of words
 - breaking words down into syllables

Planning

- long-term planning - school curriculum framework (responsibility of year group leaders to edit as and when necessary to suit the needs of their current cohort)
- medium term planning - schemes of work produced by the year group in consultation with subject leader in accordance with the school's long term planning; these plans relate specifically to the stimulus being used to drive the English curriculum.
- short term planning is expected of ECTs and staff that have been identified as having difficulties.

A new planning format has been introduced in Key Stage 1. This planning allows for teachers to consider the end points and work backwards to ensure that the children have the correct skills and knowledge in order to achieve.

This planning model incorporates a 6 R approach:

Link 1: Relate	Link 2: Read	Link 3: Rip	Link 4: Rehearse	Link 5: Write	Link 6: Review
Before we read we connect our learning to what we already know as well as finding the things that will help us understand our reading.	We read widely and often so that we are familiar with, understand (skills) and have an opinion about texts.	We read like writers, using high-quality texts to help us understand the writer's craft (i.e. structure, grammar and language choices).	Before writing we rehearse the language we might use, through talk and drama. We also practice writing using the vocabulary and grammar we have learnt from what we have read.	When we are ready and we know why and what we want to write we spend time crafting our writing overtime. We draft, edit and publish our writing so it can be read and enjoyed by	Once we have written, we take time to evaluate the impact of our writing on its intended audience.

				others.	
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This supportive approach to the planning of English ensures that there is a broad and balanced coverage that prioritises all three elements of the English curriculum in equal measure; spoken language, reading and writing. It is adapted to fit the needs of the curriculum and the children in both key stages. Please see appendix for a sample of planning.

Pupils' Experiences

In English opportunities are created for pupils to:

- Go on trips – these may be specifically related to the learning taking place in English e.g. a visit to the woods in order to provide the children with a first-hand experience that will support their writing of story settings. One of the main reasons for trips in our school are to develop language through experiences; children write recounts of these experiences in English lessons.
- Experience live performance – not only for enjoyment and to see drama in practice but also as a stimulus for writing
- Reading – visits to libraries and visits from librarians to read to children in school
- World Book Day is celebrated annually within school; this presents us with the opportunity to invite parents into school to share our love of books with the children. Also, to introduce children to a range of less familiar books and authors.
- The Reading Festival is another day of celebration of reading within school. On this day, the children have the opportunity to meet and work with real life authors.

Assessment

Children demonstrate their ability in English in a variety of different ways. Teachers will assess Children's learning by making informal judgments as they observe them during lessons. By asking frequent and directed questions, throughout the lessons, to assess their learning and immediately address any misconceptions. On completion of a piece of work, the teacher assesses the work and gives oral or written feedback, as necessary, to support the child in making progress. Pupils are also encouraged to make judgments about how they can improve their own work; this helps them to become a more independent learner and also to develop positive aspirations.

Summative assessment takes place on a half-termly basis.

In writing:

- Children in KS1 are given the opportunity to write independently throughout the curriculum. This writing is assessed against the in-house writing assessment tool.
- Children in EYFS are provided with many opportunities to demonstrate writing skills independently; this may be recorded directly in their writing books or gathered as evidence by teachers. Teachers then form a judgement about the child by looking at a sample of the work

produced. They assess using the Development Matters documentation and evidence is collated in books and children's learning journeys.

In reading:

- Children across school have one-to-one reading opportunities with their teacher. This helps their teacher to form a judgement in conjunction with the cornerstones reading assessment documentation or the Development Matters documentation.
- Children are grouped according to ability in phonics in Reception and KS1; this also provides information for the purpose of assessment.

Resources

Classroom resources include:

- a class library containing fiction and non-fiction
- selection of poetry books
- half termly favourite five books
- dictionaries, thesauruses, word books, common exception word mats, sound charts and topic word mats
- RML sound chart
- grammar and punctuation books
- reading scheme material
- modelled letter formation
- computers, IWBs
- Makaton timeline
- Read Write Inc Portal
- Letterjoin

Central resources include:

- RML books and additional resources to support the delivery of the RML programme (stored in the PPA room)
- Texts suitable for the 'off the programme' groups (generally stored over in FLAC)
- The library
 - RML book bands that children can take home as their independent reading book
 - colour banded books that present some extra challenge that are to be read as a guided reading book with parents/guardians
 - a large broad range of texts that are available for the children to choose from and take home for the purpose of reading for pleasure. All library books are available to support the delivery of the curriculum.
- DVDs to support the delivery of English; these are used in conjunction with a text where appropriate

Monitoring

The coordination and planning of the English curriculum is the responsibility of the subject leader, who also:

- supports colleagues keeping informed about current developments in English and by providing a strategic lead and direction for this subject;
- attends termly English networking sessions and then feeds back any new or relevant information to staff;

- works alongside a writing consultant to identify areas of development and how to strengthen these;
- delivers training to staff when there is a need for it;
- discusses progress with the head teacher and evaluates the strengths and weaknesses in their subject and highlighting areas for further improvement;
- arranges time to review evidence of the children's work;
- observes English lessons taught by class teachers in order to provide constructive feedback, highlighting positive areas and areas for improvement; directing colleagues to sources of support including in house good practise;
- provides a termly summary to Governors.

This policy will be reviewed every three years.

Signed: N. Dogan

Date: 05.12.2023

Appendix 1: Sample planning

Year group: 2	Term: Autumn 2	Unit Length: 4 weeks	Key text: The lonely beast		
Additional texts:					
Skills and Knowledge (from NC)				Essential vocabulary	
Speaking and Listening Role play Reading Discuss familiar books and stories Predict using knowledge of familiar stories Infer characters thoughts and feelings Sequence a story Comparison		Writing Sentence construction Basic punctuation Expanded noun phrases conjunctions Suffixes Contractions Planning, drafting and editing		Beast, lonely, rare, creature, stumbled, hitched, shore, city, curious, journey,	
Learning Links					
Link 1: Relate Before we read we connect our learning to what we already know as well as finding the things that will help us understand our reading.	Link 2: Read We read widely and often so that we are familiar with, understand (skills) and have an opinion about texts.	Link 3: Rip We read like writers, using high-quality texts to help us understand the writer’s craft (i.e. structure, grammar and language choices).	Link 4: Rehearse Before writing we rehearse the language we might use, through talk and drama. We also practice writing using the vocabulary and grammar we have learnt from what we have read.	Link 5: Write When we are ready and we know why and what we want to write we spend time crafting our writing overtime. We draft, edit and publish our writing so it can be read and enjoyed by others.	Link 6: Review Once we have written, we take time to evaluate the impact of our writing on its intended audience.
English Overview					
link	Time	Knowledge/Skill	Teacher input		Children will know or be able to:
1: Relate I do/we do	1hr 20	Apply knowledge of familiar stories Express opinions about the plot and characters in a story and make comparisons	Date, handwriting letters – dictation sentence. I played with my friends at school. Once the sentence is written by chn, model on the board with chn spelling out the words. They can mark the words in coloured pencil. Re-write sentence if needed. Reveal the front cover of the book (title blanked out) and ask who, what, where, when, why questions. (Record ideas on pupil voice cards.) What kind of creature is it? Ask children to predict what the title may be. Are there any clues on the front cover? Reveal the title of the book - ask who, what, where, when, why questions. Chn to predict why they think the beast is lonely – in purple English books.		Make plausible predictions based on clues from the front cover and title. Write simple sentences with correction punctuation.
2:Read 3: Rip I do, we do	1hr 20	Predict using knowledge of familiar stories Use adjectives / noun phrases	Recap over the predictions the children made yesterday. Show the first page of book (with post-its covering the text) discuss what the picture is telling us – how can chn link that to their predictions made about why the beast is lonely.		Use adjectives and noun phrases to describe the appearance.

			Read the next page where the beast is feeding the birds (don't show next page) Begin role on the wall for the beast. Chn to create their own role on the wall in rough books.	
4:rehearse 5:write 4:rehearse 5:write 6:review	1hr 20	Use capital letters, finger spaces, full stops. Use conjunctions to extend sentences. Use adjectives / noun phrases	Recap over the role on the wall created yesterday. How can we turn our ideas into a character description based on what we know about the beast so far Model writing a description of the beast using a basic sentence structure, as the focus for the lesson is capital letter, finger spaces and full stops. Challenge MA chn to extend sentences using conjunctions. Chn to write sentences in rough books (as they'll be writing it out neatly tomorrow). Next lesson – chn to write out their description, neatly, fixing transcriptional errors into their English books.	Use adjectives and noun phrases to describe the appearance.
2: Read 4:rehearse 5:write	1 hr	Apply knowledge of familiar stories Express opinions about the plot and characters in a story Make a list	Date, handwriting letters – dictation sentence in purple English books. MA: Mrs Spencer told the children to climb up the hill. LA: The house is big. Once the sentence is written by chn, model on the board with chn spelling out the words. They can mark the words in coloured pencil. Re-write sentence if needed. Recap over what we know about the story so far, read the page where he decided to go on a journey to find other beasts. Discuss what would he need to take with him, why? Chn to make a packing list in their learning journals of what he needs/wants to take with him. Chn to write in their rough books.	Use ideas and clues from the text to compose a list.
2: Read 4:rehearse 5:write	1 hr 20	Use capital letters, finger spaces, full stops. Use conjunctions to extend sentences. Use adjectives / noun phrases Use the personal pronoun I	Date, handwriting letters – dictation sentence in purple English books. MA: I dropped the heavy boxes all over the floor. LA: Can you get the red box? Once the sentence is written by chn, model on the board with chn spelling out the words. They can mark the words in coloured pencil. Re-write sentence if needed. Discuss chn's ideas of what they wanted to pack in their suitcases ready for their journey. Model turning the list into sentences using a simple sentence structure. e.g. In my bag I have... I packed... I put in Send LA chn off to work with adult turning their list into sentences. With rest of class on the carpet, model how we can turn the list into extended sentences explaining why that was packed. E.g. I packed a blanket to keep me warm at night. In my bag I have a delicious cake to eat when I feel hungry. Write in English learning journals.	Write simple sentences with correction punctuation
5:write 6: review	1 hr	Use capital letters, finger spaces, full	MA: The beast enjoyed reading a good book and drinking tea.	Write our their work neatly with

		<p>stops. Use conjunctions to extend sentences. Use adjectives / noun phrases Use personal pronoun I</p>	<p>LA: I have six red hats. Once the sentence is written by chn, model on the board with chn spelling out the words. They can mark the words in coloured pencil. Re-write sentence if needed. Recap over yesterday's lesson – what did we decide to pack in our suitcases? Share a child's work as an example to show the marking. Model writing out the child's work neatly, by having their work under the visualizer to follow. Model writing it out incorrectly, can the chn spot the mistakes? Chn to write out their work neatly without errors into their purple English books.</p>	<p>correct spellings. Write simple sentences with correction punctuation.</p>
<p>2:Read 3: Rip I do, we do</p>	<p>1 hr 20</p>	<p>Use correct grammar and punctuation in sentences. Use of correct tense</p>	<p>Date, handwriting letters MA: My father was unhappy because I ate the whole cake. LA: I can go to the shop. Once the sentence is written by chn, model on the board with chn spelling out the words. They can mark the words in coloured pencil. Re-write sentence if needed. Recap over the story so far, read up until the beast reaches the sea. What do they predict will happen next? What do you think the beast could be thinking? Creative writing– thought bubble in learning journals. Then gather chn back, what do you predict is going to happen next? If there is time, chn to record predictions in their English books.</p>	<p>Write simple sentences with correction punctuation.</p>
<p>2:Read 3: Rip I do, we do</p>	<p>1hr 20</p>	<p>Use past tense verbs Sort regular/irregular verbs. Use correct grammar and punctuation in sentences.</p>	<p>Date, handwriting letters – dictation sentence in purple English books. MA: I saw a pretty wild flower growing in the grass. LA: I can see a big dog. Once the sentence is written by chn, model on the board with chn spelling out the words. They can mark the words in coloured pencil. Re-write sentence if needed. Ask chn – what is a verb? Ttyp – how many verbs can you think of in 1 minute. Record ideas on a wb. Read through the book upto the friendly whale page, chn to point out verbs on the pages – what can they notice- do they all end in -ed? Discuss regular and irregular verbs, looking through the book, sort verbs. At tables, chn to sort verbs in groups and record sentences using them. Chn to record in learning journals.</p>	<p>Write simple sentences with correction punctuation. Sort regular and irregular verbs.</p>
<p>2:Read 3: Rip 4:Rehearse I do, we do</p>	<p>2:Read 3: Rip I do, we do</p>	<p>Use correct grammar and punctuation in sentences. Use of correct tense Use personal pronoun I</p>	<p>Date, handwriting letters – dictation sentence in purple English books. MA: The beast enjoyed reading a good book and drinking tea. LA: I have six red hats. Ttyp - What verbs can you remember from the story? Recap through the story so far, read the rest of the Beast's journey and stop at the page when he arrives at the city. Look at the first image – have the people noticed him? How do they react? Teacher to role play being the best arriving in the city – chn to roleplay how they would react – what might they be saying? Freeze frame. Teacher to go round and tap chn on the shoulder and they shout out what they would say.</p>	<p>Write simple sentences with correction punctuation. Use pronoun I correctly. Use ? and ! correctly.</p>

			<p>Chn to record speech bubbles in their learning journal.</p> <p>Chn to have image from story stuck into their books, small speech bubbles to stick around.</p>	
2:Read 3: Rip 4:Rehearse	1hr 20	<p>Use correct grammar and punctuation in sentences.</p> <p>Use question marks correctly.</p> <p>To ask meaningful questions.</p>	<p>Date, handwriting letters – dictation sentence in purple English books.</p> <p>MA: The Beast swam with a giant turtle.</p> <p>LA: The beast drank tea.</p> <p>Show chn the page where they residents of the city come back to say hello.</p> <p>What do you think made them change their mind?</p> <p>How do you think the Beast feels now people aren't afraid?</p> <p>If you saw the beast what might you say? Would you have questions to ask?</p> <p>Explain to the children we are going to do some hotseating today. The chn are going to think of questions they would like to ask the Beast, pretending they are people that live in the city. – how do we write a question? List the words on board chn could use to ask a question.</p> <p>In journals chn to list questions they would ask.</p> <p>Teacher to hotseat and answer chns questions.</p>	<p>Write simple sentences with correction punctuation.</p> <p>Use ? correctly</p>
2:Read 3: Rip 5:write	1hr 20	<p>Use correct grammar and punctuation in sentences.</p>	<p>Date, handwriting letters – dictation sentence in purple English books.</p> <p>MA: I heard a knock at the door.</p> <p>LA: The sun is bright yellow.</p> <p>Read next 2 pages – where the Beast lives in the big park.</p> <p>Tell the chn not all the residents of the city are happy that the Beast lives in the park and some people have made a complaint to the Mayor of the city.</p> <p>Discuss – should the Mayor have let the Beast stay? Yes/no? Why?</p> <p>On the board – record chn's ideas for and against the idea.</p> <p>Chn to record ideas in sentences in their books around the picture of the big park.</p>	<p>Write simple sentences with correction punctuation.</p>
4:Rehearse	1hr20	To order the events in the story	<p>Date, handwriting letters – dictation sentence in purple English books.</p> <p>MA: The Mayor let the Beast live in the city park.</p> <p>LA: I can see a green tree.</p> <p>Recap over the story so far and read the next two pages.</p> <p>Explain that we are going to make a story map of the Beast's journey for him to use to tell everyone on the radio and in the newspapers.</p> <p>Show examples of story maps and model creating one with the chn using A3 paper.</p> <p>Chn to choose how they want to record the beasts journey through the story map.</p>	
	1hr20	Use adjectives	<p>Date, handwriting letters – dictation sentence in purple English books.</p> <p>MA: The wicked witch cast a magic spell.</p> <p>LA: I have a red pen.</p> <p>Show the children the story map created in the previous lesson – explain that this is what we are going to use to guide our newspaper article next week. We are going to add detail to the story map.</p> <p>How can we describe each part of his journey?</p> <p>Model brainstorming adjectives for each part of the journey.</p> <p>Chn to record adjectives around each part of</p>	To use adjectives correctly for description.

			journey on their story maps in preparation for next weeks writing.	
4:rehearse	1 hr 20	<p>Use of correct tense</p> <p>Use personal pronoun I</p> <p>Use of adjectives for description</p> <p>Use of time adverbials</p>	<p>Date, handwriting letters – dictation sentence in purple English books.</p> <p>MA: The parents came to school for a meeting.</p> <p>LA: My rug has mud on it.</p> <p>Recap retelling the Beast’s journey using the story map created as a class. Why did we add adjectives to it? Can we make a list of time adverbials on the board that we can use to when retelling.</p> <p>Show children the interview page and explain that you are going to pretend to be the Beast being interviewed and sharing his journey with the world.</p> <p>Role play being the Beast and describe the journey in detail using the story map.</p> <p>e.g. First I walked through the creepy, mysterious forest. The trees were towering over me. Then I stumbled down the tall, rocky mountain. A short while later, I crossed a deep, dangerous river. I had to go over the stones very slowly so that I didn’t fall in!</p> <p>Children to rehearse their sentences describing their journey as the Beast with their partners in preparation for writing the next lesson. Children must include their planned adjectives in their sentences and a time adverbial.</p>	Verbally retell the journey of the Beast in the first person including time adverbials and adjectives for description.
4:rehearse 5:write 6:review	<p>2 hrs 40</p> <p>1hr 20</p>	<p>Use of correct grammar and punctuation in sentences.</p> <p>Use of correct tense</p> <p>Use personal pronoun I</p> <p>Use of adjectives for description</p> <p>Use of time adverbials</p>	<p>IF NEEDED – THIS LESSON CAN BE SPREAD OVER TWO DAYS.</p> <p>Date, handwriting letters – dictation sentence in purple English books.</p> <p>MA: I spent all my money on clothes.</p> <p>LA: Dad has a big mug.</p> <p>2 min challenge – how many time adverbials can you think of? TTYP. Then make a list on the board to add to the working wall.</p> <p>Create a success criteria with the children for what their writing needs to include.</p> <p>Recap over yesterday’s lesson and model verbally retelling each sentence before writing. As you write, refer back to the success criteria to ensure it is being followed.</p> <p>In learning journals, write out their retell of the Beast’s journey in the first person. Encourage chn to use wiggly line under words they are unsure of to highlight they attempted the spelling phonetically.</p> <p>Ensure the books are marked with errors to fix before writing up neatly into Purple English books on Friday</p> <p>. Date, handwriting letters – dictation sentence in purple English books.</p> <p>MA: I spilt most of my water on the floor.</p> <p>LA:I can see a fat rat.</p>	<p>Retell the journey using</p> <p>Personal pronoun I</p> <p>Past tense</p> <p>Time adverbials to sequence</p> <p>Expanded noun phrases for description</p> <p>Correctly punctuated sentences</p>
5:Write	2hr20	<p>Use of correct grammar and punctuation in sentences.</p> <p>Use of correct tense</p> <p>Use personal pronoun I</p> <p>Use of adjectives for</p>	<p>Date, handwriting letters – dictation sentence in purple English books.</p> <p>MA: The beast stomped over the huge bridge.</p> <p>LA: I am going to the park.</p> <p>Recap the story from when the Beast arrives in the city and him sharing his story with the world. Read the next two pages where the whole world is talking about him.</p> <p>Why do you think the Beast has decided to leave?</p>	<p>Write simple sentences with correction punctuation.</p> <p>Use pronoun I correctly.</p>

		description	<p>What do you think will happen to the park? Who will take care of it now?</p> <p>What can the Beast do to let everyone know he has decided to leave his job? Explain what a resignation letter is and when you would need to write one.</p> <p>TTYP – what could our letter to the Mayor say? (If you want to - Share with the children a model resignation letter – how can we write our own using some of these ideas?)</p> <p>Model writing letter as a class.</p> <p>MA – in learning journals write their resignation letter.</p> <p>LA – separate modelling for writing a note for the mayor as to where you’ve gone and why you have left. Chn to write ‘note’ in their learning journals.</p> <p>Date, handwriting letters – dictation sentence in purple English books.</p> <p>MA: While everyone was sleeping the Beast crept out the park.</p> <p>LA: The cup is full.</p> <p>Chn to fix any transcriptional errors in their learning journal and make appropriate edits to their work writing up their work neatly into their purple English books.</p>	
5:Write 6:Review	1hr20	<p>Form letters correctly – correct size and orientation.</p> <p>Use appropriately sized finger spaces</p> <p>Write words or phrases independently.</p>	<p>Date, handwriting letters – dictation sentence in purple English books.</p> <p>MA: I have a birthday badge.</p> <p>LA: I can run fast.</p> <p>Read the books from beginning to end, stopping to recap what had happened and what we predict will happen as he travels back home.</p> <p>How do you think he felt when he saw all the Beasts back at his home? How did all the other Beasts know where to go? How do you know when and where a party is happening?</p> <p>Let’s create a party invitation for the Beast’s party.</p> <p>TTYP – what information do you think we need to include on there?</p> <p>Chn to write up a party invitation and stick in their learning journals.</p>	
5:Write 6:Review	1hr 20	<p>Use of correct grammar and punctuation in sentences.</p> <p>Use of correct tense</p> <p>Use personal pronoun I</p> <p>Use of adjectives for description</p>	<p>Date, handwriting letters – dictation sentence in purple English books.</p> <p>MA: I cooked tasty spicy rice.</p> <p>LA: I can see ice and snow.</p> <p>Remind chn of the soft c sound from the spelling investigation.</p> <p>Show the children an email received from the Mayor of the city to the Beast. Read through it as a class and discuss.</p> <p>Explain that today we are going to draft our reply (as the Beast) back to the Mayor and type up the email the following lesson.</p> <p>What does our email need to include? What are we going to say has happened? Will it be in the present tense or the past tense?</p> <p>Chn to draft their responses in their learning journal.</p> <p>LA chn to have separate modelling with TA after we have read through the email – they are going to respond with a post card. Show examples of postcards & draft a response together.</p>	<p>Personal pronoun I</p> <p>Past tense</p> <p>Expanded noun phrases for description</p> <p>Correctly punctuated sentences</p> <p>Time adverbials to sequence</p>

Spelling – work for year 1

Revision of reception work

Statutory requirements

The boundary between revision of work covered in Reception and the introduction of new work may vary according to the programme used, but basic revision should include:

- all letters of the alphabet and the sounds which they most commonly represent
- consonant digraphs which have been taught and the sounds which they represent
- vowel digraphs which have been taught and the sounds which they represent
- the process of segmenting spoken words into sounds before choosing graphemes to represent the sounds
- words with adjacent consonants
- guidance and rules which have been taught

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
The sounds /f/, /l/, /s/, /z/ and /k/ spelt ff, ll, ss, zz and ck	The /f/, /l/, /s/, /z/ and /k/ sounds are usually spelt as ff , ll , ss , zz and ck if they come straight after a single vowel letter in short words. Exceptions: if, pal, us, bus, yes.	off, well, miss, buzz, back
The /ŋ/ sound spelt n before k		bank, think, honk, sunk
Division of words into syllables	Each syllable is like a 'beat' in the spoken word. Words of more than one syllable often have an unstressed syllable in which the vowel sound is unclear.	pocket, rabbit, carrot, thunder, sunset

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
-tch	The /tʃ/ sound is usually spelt as tch if it comes straight after a single vowel letter. Exceptions: rich, which, much, such.	catch, fetch, kitchen, notch, hutch
The /v/ sound at the end of words	English words hardly ever end with the letter v , so if a word ends with a /v/ sound, the letter e usually needs to be added after the 'v'.	have, live, give
Adding s and es to words (plural of nouns and the third person singular of verbs)	If the ending sounds like /s/ or /z/, it is spelt as -s . If the ending sounds like /ɪz/ and forms an extra syllable or 'beat' in the word, it is spelt as -es .	cats, dogs, spends, rocks, thanks, catches
Adding the endings -ing, -ed and -er to verbs where no change is needed to the root word	-ing and -er always add an extra syllable to the word and -ed sometimes does. The past tense of some verbs may sound as if it ends in /ɪd/ (extra syllable), /d/ or /t/ (no extra syllable), but all these endings are spelt -ed . If the verb ends in two consonant letters (the same or different), the ending is simply added on.	hunting, hunted, hunter, buzzing, buzzed, buzzer, jumping, jumped, jumper
Adding -er and -est to adjectives where no change is needed to the root word	As with verbs (see above), if the adjective ends in two consonant letters (the same or different), the ending is simply added on.	grander, grandest, fresher, freshest, quicker, quickest

Vowel digraphs and trigraphs

Some may already be known, depending on the programmes used in Reception, but some will be new.

Vowel digraphs and trigraphs	Rules and guidance (non-statutory)	Example words (non-statutory)	Vowel digraphs and trigraphs	Rules and guidance (non-statutory)	Example words (non-statutory)
ai, oi	The digraphs ai and oi are virtually never used at the end of English words.	rain, wait, train, paid, afraid oil, join, coin, point, soil	oo (/u:/)	Very few words end with the letters oo , although the few that do are often words that primary children in year 1 will encounter, for example, zoo	food, pool, moon, zoo, soon
ay, oy	ay and oy are used for those sounds at the end of words and at the end of syllables.	day, play, say, way, stay boy, toy, enjoy, annoy	oo (/u/)		book, took, foot, wood, good
a-e		made, came, same, take, safe	oa	The digraph oa is very rare at the end of an English word.	boat, coat, road, coach, goal
e-e		these, theme, complete	oe		toe, goes
i-e		five, ride, like, time, side	ou	The only common English word ending in ou is you .	out, about, mouth, around, sound
o-e		home, those, woke, hope, hole	ow (/au/)	Both the /u:/ and /ju:/ ('oo' and 'yoo') sounds can be spelt as u-e , ue and ew . If words end in the /oo/ sound, ue and ew are more common spellings than oo .	now, how, brown, down, town own, blow, snow, grow, show blue, clue, true, rescue, Tuesday new, few, grew, flew, drew, threw
u-e	Both the /u:/ and /ju:/ ('oo' and 'yoo') sounds can be spelt as u-e .	June, rule, rude, use, tube, tune	ow (/au/)		
ar		car, start, park, arm, garden	ue		
ee		see, tree, green, meet, week	ew		
ea (/i:/)		sea, dream, meat, each, read (present tense)	ie (/aɪ/)		lie, tie, pie, cried, tried, dried
ea (/ɛ/)		head, bread, meant, instead, read (past tense)	ie (/i:/)		chief, field, thief
er (/ɜ:/)		(stressed sound): her, term, verb, person	igh		high, night, light, bright, right
er (/ə/)		(unstressed <i>schwa</i> sound): better, under, summer, winter, sister	or		for, short, born, horse, morning
ir		girl, bird, shirt, first, third	ore		more, score, before, wore, shore
ur		turn, hurt, church, burst, Thursday	aw		saw, draw, yawn, crawl
			au		author, August, dinosaur, astronaut
			air		air, fair, pair, hair, chair
			ear		dear, hear, beard, near, year
			ear (/ɛə/)		bear, pear, wear
			are (/ɛə/)		bare, dare, care, share, scared

Spelling – work for year 2

Revision of work from year 1

As words with new GPCs are introduced, many previously-taught GPCs can be revised at the same time as these words will usually contain them.

New work for year 2

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
The /dʒ/ sound spelt as ge and dge at the end of words, and sometimes spelt as g elsewhere in words before e, i and y	The letter j is never used for the /dʒ/ sound at the end of English words. At the end of a word, the /dʒ/ sound is spelt -dge straight after the /æ/, /ɛ/, /ɪ/, /ɒ/, /ʌ/ and /ʊ/ sounds (sometimes called 'short' vowels). After all other sounds, whether vowels or consonants, the /dʒ/ sound is spelt as -ge at the end of a word. In other positions in words, the /dʒ/ sound is often (but not always) spelt as g before e, i, and y. The /dʒ/ sound is always spelt as j before a, o and u.	badge, edge, bridge, dodge, fudge age, huge, change, charge, bulge, village gem, giant, magic, giraffe, energy jacket, jar, jog, join, adjust
The /s/ sound spelt c before e, i and y		race, ice, cell, city, fancy
The /v/ sound spelt kn and (less often) gn at the beginning of words	The 'k' and 'g' at the beginning of these words was sounded hundreds of years ago.	knock, know, knee, gnat, gnaw
The /r/ sound spelt wr at the beginning of words	This spelling probably also reflects an old pronunciation.	write, written, wrote, wrong, wrap
The /l/ or /əl/ sound spelt -le at the end of words	The -le spelling is the most common spelling for this sound at the end of words.	table, apple, bottle, little, middle

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
Words ending -y (/i:/ or /ʊ/)		very, happy, funny, party, family
New consonant spellings ph and wh	The /f/ sound is not usually spelt as ph in short everyday words (e.g. <i>fat, fill, fun</i>).	dolphin, alphabet, phonics, elephant when, where, which, wheel, while
Using k for the /k/ sound	The /k/ sound is spelt as k rather than as c before e, i and y .	Kent, sketch, kit, skin, frisky
Adding the prefix -un	The prefix un- is added to the beginning of a word without any change to the spelling of the root word.	unhappy, undo, unload, unfair, unlock
Compound words	Compound words are two words joined together. Each part of the longer word is spelt as it would be if it were on its own.	football, playground, farmyard, bedroom, blackberry
Common exception words	Pupils' attention should be drawn to the grapheme-phoneme correspondences that do and do not fit in with what has been taught so far.	the, a, do, to, today, of, said, says, are, were, was, is, his, has, I, you, your, they, be, he, me, she, we, no, go, so, by, my, here, there, where, love, come, some, one, once, ask, friend, school, put, push, pull, full, house, our – and/or others, according to the programme used

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
The /l/ or /əl/ sound spelt -el at the end of words	The -el spelling is much less common than -le . The -el spelling is used after m, n, r, s, v, w and more often than not after s .	camel, tunnel, squirrel, travel, towel, tinsel
The /l/ or /əl/ sound spelt -al at the end of words	Not many nouns end in -al , but many adjectives do.	metal, pedal, capital, hospital, animal
Words ending -il	There are not many of these words.	pencil, fossil, nostril
The /aɪ/ sound spelt -y at the end of words	This is by far the most common spelling for this sound at the end of words.	cry, fly, dry, try, reply, July
Adding -es to nouns and verbs ending in -y	The y is changed to i before -es is added.	flies, tries, replies, copies, babies, carries
Adding -ed, -ing, -er and -est to a root word ending in -y with a consonant before it	The y is changed to i before -ed, -er and -est are added, but not before -ing as this would result in ii . The only ordinary words with ii are <i>skiing</i> and <i>taxiing</i> .	copied, copier, happier, happiest, cried, replied ...but copying, crying, replying
Adding the endings -ing, -ed, -er, -est and -y to words ending in -e with a consonant before it	The -e at the end of the root word is dropped before -ing, -ed, -er, -est, -y or any other suffix beginning with a vowel letter is added. Exception: <i>being</i> .	hiking, hiked, hiker, nicer, nicest, shiny
Adding -ing, -ed, -er, -est and -y to words of one syllable ending in a single consonant letter after a single vowel letter	The last consonant letter of the root word is doubled to keep the /æ/, /ɛ/, /ɪ/, /ɒ/ and /ʌ/ sound (i.e. to keep the vowel 'short'). Exception: The letter 'x' is never doubled: <i>mixing, mixed, boxer, sixes</i> .	patting, patted, humming, hummed, dropping, dropped, sadder, saddest, fatter, fattest, runner, runny
The /ɔ:/ sound spelt a before i and ll	The /ɔ:/ sound ('or') is usually spelt as a before i and ll .	all, ball, call, walk, talk, always
The /ʌ/ sound spelt o		other, mother, brother, nothing, Monday

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)	Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
The /i:/ sound spelt -ey	The plural of these words is formed by the addition of -s (<i>donkeys, monkeys, etc.</i>).	key, donkey, monkey, chimney, valley	Homophones and near-homophones	It is important to know the difference in meaning between homophones.	there/their/they're, here/hear, quite/quiet, see/sea, bare/bear, one/won, sun/son, to/too/two, be/bee, blue/blew, night/knight
The /a/ sound spelt a after w and qu	a is the most common spelling for the /a/ ('hgt') sound after w and qu .	want, watch, wander, quantity, squash	Common exception words	Some words are exceptions in some accents but not in others – e.g. <i>past, last, fast, path</i> and <i>bath</i> are not exceptions in accents where the a in these words is pronounced /æ/, as in <i>cat</i> . <i>Great, break</i> and <i>steak</i> are the only common words where the /eɪ/ sound is spelt ea .	door, floor, poor, because, find, kind, mind, behind, child, children*, wild, climb, most, only, both, old, cold, gold, hold, told, every, everybody, even, great, break, steak, pretty, beautiful, after, fast, last, past, father, class, grass, pass, plant, path, bath, hour, move, prove, improve, sure, sugar, eye, could, should, would, who, whole, any, many, clothes, busy, people, water, again, half, money, Mr, Mrs, parents, Christmas – and/or others according to programme used. Note: 'children' is not an exception to what has been taught so far but is included because of its relationship with 'child'.
The /ɜ:/ sound spelt or after w	There are not many of these words.	word, work, worm, world, worth			
The /ɔ:/ sound spelt ar after w	There are not many of these words.	war, warm, towards			
The /ɪ/ sound spelt s		television, treasure, usual			
The suffixes -ment, -ness, -ful, -less and -ly	If a suffix starts with a consonant letter, it is added straight on to most root words without any change to the last letter of those words. Exceptions: (1) <i>argument</i> (2) root words ending in -y with a consonant before it but only if the root word has more than one syllable.	enjoyment, sadness, careful, playful, hopeless, plainness (plain + ness), badly merriment, happiness, plentiful, penniless, happily			
Contractions	In contractions, the apostrophe shows where a letter or letters would be if the words were written in full (e.g. <i>can't – cannot</i>). <i>It's</i> means <i>it is</i> (e.g. <i>It's raining</i>) or sometimes <i>it has</i> (e.g. <i>It's been raining</i>), but <i>it's</i> is never used for the possessive.	can't, didn't, hasn't, couldn't, it's, I'll			
The possessive apostrophe (singular nouns)		Megan's, Ravi's, the girl's, the child's, the man's			
Words ending in -tion		station, fiction, motion, national, section			