

Curriculum Intent for English



Together may we give our children – roots to grow and wings to fly.

EYFS

Communication and Language

ELG: Listening, Attention and Understanding

Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions

Make comments about what they have heard and ask questions to clarify their understanding

Hold conversation when engaged in back-and-forth exchanges with their teacher and peers

ELG: Speaking

Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.

Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.

Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

Skill	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Listening, Attention and Understanding	To understand how to listen carefully To understand why listening is important To be able to follow directions	To engage in story times, joining in with repeated phrases and actions To begin to understand how and why questions To respond to instructions with more than one step	To ask questions to find out more To begin to understand humour To understand a range of complex sentence structures	To retell a story To follow a story without pictures or props	To understand questions such as who, what, where, when, why and how	To have conversations with adults and peers with back and forth exchanges
Speaking	To talk in a small group To speak to class teacher and other familiar adults in school To learn new vocabulary	To answer questions in front of whole class To use new vocabulary throughout the day	To develop the confidence to talk to other adults they see on a daily basis To talk in sentences using conjunctions e.g. and, because	To share their work with the class- standing up at the front To use new vocabulary in different contexts To engage in non-fiction books	To link statements and stick to a main theme To use talk to organise, sequence and clarify thinking, ideas, feelings and events	To talk to different adults around the school To talk about why things happen To talk in sentences using a range of tenses

Literacy

ELG: Comprehension

Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.

Anticipate – where appropriate – key events in stories.

Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

ELG: Word Reading

Say a sound for each letter in the alphabet and at least 10 digraphs.

Read words consistent with their phonic knowledge by sound-blending.

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Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

ELG: Writing

Write recognisable letters, most of which are correctly formed.

Spell words by identifying sounds in them and representing the sounds with a letter or letters.

Write simple phrases and sentences that can be read by others.

Skill	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Comprehension	To use pictures to tell stories To sequence familiar stories To independently look at book, holding them the correct way and turning pages To use visual timetable to predict what happens next in the day	To engage in story times, joining in with repeated phrases and actions To begin to answer questions about the stories read to them To enjoy and increasing range of books including fiction, non-fiction, poems and rhymes	To act out stories To begin to predict what may happen in the story To suggest how a story might end	To retell a story To follow a story without pictures or props To talk about the characters in the books they are reading	To begin to answer questions about what they have read To use vocabulary that is influenced by their experiences of books	To answer questions about what they have read To know that information can be retrieved from books
Word Reading	To recognise their name To recognise taught Phase 2 sounds (s a t p i n m d g o c k c k e u r h b f l f l l s s j v w k k e u r h b f l) To recognise taught Phase 2 Tricky Words (the l is) To begin to blend sounds together to read words using the taught sounds	To recognise taught Phase 2 sounds (s a t p i n m d g o c k c k e u r h b f l f l l s s j v w x y z z z q u c h s h t h n g n k) To recognise taught Phase 2 Tricky Words (the l is put pull full as and has his her go no to into she push he of we me be) To blend sounds to read words using taught sounds To read words ending with s e.g. hats, sits To read words ending with s /z/ e.g. his, bags To begin reading captions and sentences using taught sounds To read books matching their phonics ability	To recognise taught Phase 2 and 3 sounds (s a t p i n m d g o c k c k e u r h b f l f l l s s j v w x y z z z q u c h s h t h n g n k a i e e i g h o a o o o o a r o r u r o w o i e a r a i r e r) To recognise taught Phase 2 and 3 Tricky Words (the l is put pull full as and has his her go no to into she push he of we me be was you they my by all are sure pure) To read words with double letters To begin to read longer words To recognise taught digraphs in words and blend the sounds together To read sentences containing Tricky Words and digraphs	To recognise taught Phase 2 and 3 sounds (s a t p i n m d g o c k c k e u r h b f l f l l s s j v w x y z z z q u c h s h t h n g n k a i e e i g h o a o o o o a r o r u r o w o i e a r a i r e r) To recognise taught Phase 2 and 3 Tricky Words (the l is put pull full as and has his her go no to into she push he of we me be was you they my by all are sure pure) To read longer words including those with double letters To read words with s/z/ in the middle To read words with -es/z/ at the end To read words with s and s/z/ at the end To read sentences	To recognise taught Phase 2 and 3 sounds (s a t p i n m d g o c k c k e u r h b f l f l l s s j v w x y z z z q u c h s h t h n g n k a i e e i g h o a o o o o a r o r u r o w o i e a r a i r e r) To recognise taught Phase 2, 3 and 4 Tricky Words (the l is put pull full as and has his her go no to into she push he of we me be was you they my by all are sure pure said so have like some come love do were here little says there when what one out today) To read words with short vowels and adjacent consonants To read longer words To read compound words To read words ending in	To recognise taught Phase 2 and 3 sounds (s a t p i n m d g o c k c k e u r h b f l f l l s s j v w x y z z z q u c h s h t h n g n k a i e e i g h o a o o o o a r o r u r o w o i e a r a i r e r) To recognise taught Phase 2, 3 and 4 Tricky Words (the l is put pull full as and has his her go no to into she push he of we me be was you they my by all are sure pure said so have like some come love do were here little says there when what one out today) To read words with phase 3 long vowel sounds with adjacent consonants To read longer words To read compound words To read words ending in suffixes (-ing, -ed /t/, -ed

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			To read books matching their phonics ability	containing Tricky Words and digraphs To read books matching their phonics ability	suffixes (-ing, -ed /t/, -ed /id/, -est) To read longer sentences containing Phase 4 words and Tricky Words To read books matching their phonics ability	/id/, -ed, - ed /d/, - er, -est) To read longer sentences containing Phase 4 words and Tricky Words To read books matching their phonics ability
Writing	To copy their name To give meanings to the marks they make To copy taught letters To write initial sounds To begin to write CVC words using taught sounds	To write their name independently To use the correct letter formation of taught letters To write words and labels using taught sounds To begin to write captions using taught sounds	To form lowercase letters correctly To begin to write sentences using fingers spaces To understand that sentences start with a capital letter and end with a full stop To spell words using taught sounds To spell some taught tricky words correctly	To form lowercase letters correctly and begin to form capital letters To write sentences using finger spaces and full stops To spell words using taught sounds To spell some taught tricky words correctly	To form lowercase and capital letters correctly To begin to write longer words which are spelt phonetically To begin to use capital letters at the start of a sentence To use finger spaces and full stops when writing a sentence To spell some taught tricky words correctly To begin to read their work back	To form lowercase and capital letters correctly To copy letters using a lead in and lead out To begin to write longer words and compound words which are spelt phonetically To write sentences using a capital letter, finger spaces and full stop To spell some taught tricky words correctly To read their work back and check it makes sense

Year 1

Writing Genres

Traditional Tales and Fairy Tales Cumulative stories Stories of fantasy worlds Stories with Familiar settings Stories from a range of cultures	Take 1 poet- poetry appreciation Poems for learning by heart and performance Structure: rhyming couplets	Instructions Recount Non-Chronological Report Letter Persuasion
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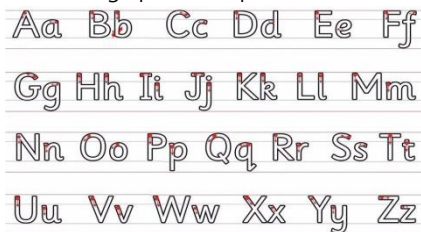
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Coverage	Approach
<p>Spoken Language: Pupils should be taught to:</p> <ul style="list-style-type: none"> listen and respond appropriately to adults and their peers ask relevant questions to extend their understanding and knowledge use relevant strategies to build their vocabulary articulate and justify answers, arguments and opinions give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments use spoken language to develop understanding speak audibly and fluently participate in discussions, presentations, performances, role play, improvisations and debates gain, maintain and monitor the interest of the listener(s) consider and evaluate different viewpoints Select and use appropriate registers for effective communication. 	<p>Listen and respond appropriately, including turn taking in groups and following instructions, both 1 step and 2 step</p> <p>Tell and retell stories, both narrative and non-narrative, in preparation for writing</p> <p>Expand word knowledge, through use of labels, captions. Introduce dictionaries and glossaries.</p> <p>Oral explorations, including use of emphasis and expression. (different meanings from different emphasis)</p> <p>Articulate and justify answers – particularly through immersion phase – opportunities to explore and explain. Also through Guided Reading.</p> <p>Oral presentations</p> <p>Role-play, drama opportunities to explore characters, assemblies and performances.</p> <p>Use of VIPERS questions applied to familiar stories, fairy tales etc. (What if Cinderella had not lost her shoe? What if the Three Bears had locked their door?)</p>
<p>Word Reading - Recognition: Pupils should be taught to:</p> <ul style="list-style-type: none"> apply phonic knowledge and skills as the route to decode words respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes read accurately by blending sounds in unfamiliar words containing GPCs that have been taught read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings read other words of more than one syllable that contain taught GPCs read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s) 	<p>Daily phonics sessions using 'Little Wandle Letters and Sounds Revised'</p> <p>Whole class reading sessions using the VIPERS resources.</p> <p>All children heard read regularly in school.</p> <p>Reading scheme is split into phonic matched texts and 'reading for pleasure' texts. Children participate in group guided reading sessions using 'Little Wandle Letters and Sounds revised' resources 3x a week.</p> <p>They are given a reading for pleasure text to take home and are encouraged to read their school books at home and the books are changed regularly.</p> <p>Ongoing class story or poetry – read aloud at a level beyond what the children can read independently.</p>

<ul style="list-style-type: none"> • read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words • re-read these books to build up their fluency and confidence in word reading 	
<p>Reading Comprehension Pupils should be taught to:</p> <ul style="list-style-type: none"> • develop pleasure in reading, motivation to read, vocabulary and understanding by: • listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently • being encouraged to link what they read or hear read to their own experiences • becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics • recognising and joining in with predictable phrases • learning to appreciate rhymes and poems, and to recite some by heart • discussing word meanings, linking new meanings to those already known <ul style="list-style-type: none"> • understand both the books they can already read accurately and fluently and those they listen to by: • drawing on what they already know or on background information and vocabulary provided by the teacher • checking that the text makes sense to them as they read and correcting inaccurate reading • discussing the significance of the title and events • making inferences on the basis of what is being said and done • predicting what might happen on the basis of what has been read so far participate in discussion about what is read to them, taking turns and listening to what others say • explain clearly their understanding of what is read to them 	<p>Children participate in group guided reading sessions using ‘Little Wandle Letters and Sounds revised’ resources 3x a week. In these sessions a phonic matched book is read more than once with a focus on phonic decoding, prosody and comprehension.</p> <p>Whole class reading sessions using the VIPERS resources.</p> <p>Reading environment within the classroom should promote reading for pleasure and instil reading behaviours. Class displays and class libraries should tie in with author studies and genres.</p> <p>Children should monitor what they read, checking that the word they have decoded fits in with what else they have read and makes sense in the context of what they already know about the topic.</p> <p>Explain the meaning of new words within the context of what children are reading, and encourage them to use morphology to work out unknown words.</p> <p>Children should learn about cause and effect in both narrative and non-fiction (such as what has prompted a character’s behaviour in a story).</p> <p>‘Thinking aloud’ when reading to children may help them to understand what skilled readers do. Deliberate steps should be taken to increase children’s vocabulary and their awareness of grammar so that they continue to understand the differences between spoken and written language.</p> <p>Discussion should be demonstrated to children. They should be guided to participate in it and they should be helped to consider the opinions of others. They should receive feedback on their discussions.</p> <p>Role play and other drama techniques can help children to identify with and explore characters. In these ways, they extend their understanding of what they read and have opportunities to try out the language they have listened to.</p>
<p>Writing Transcription Spelling (See English Appendix 1) Pupils should be taught to spell:</p> <ul style="list-style-type: none"> • words containing each of the 40+ phonemes already taught 	<p>Daily phonics/ spelling sessions ‘Little Wandle Letters and Sounds Revised’ resources.</p>

<ul style="list-style-type: none"> • common exception words • the days of the week • name the letters of the alphabet: • naming the letters of the alphabet in order • using letter names to distinguish between alternative spellings of the same sound • add prefixes and suffixes: • using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs • using the prefix un– • using –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest] • apply simple spelling rules and guidance, as listed in English Appendix 1 • write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far 	
<p>Writing Composition</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • write sentences by: • saying out loud what they are going to write about • composing a sentence orally before writing it • sequencing sentences to form short narratives • re-reading what they have written to check that it makes sense • discuss what they have written with the teacher or other pupils • read aloud their writing clearly enough to be heard by their peers and the teacher 	<p>Allow opportunities for children to draw on their own imagination whilst writing, by continuing to embed playful approaches such as through small world play and role-play. Include opportunities for children to undertake free writing and provide resources for children’s self-initiated writing.</p> <p>Feed back on writing as a genuine reader and use formative assessment with children to discuss successes and next steps.</p> <p>Children should understand, through being shown, the skills and processes essential to writing: that is, thinking aloud as they collect ideas, drafting, and re-reading to check their meaning is clear.</p> <p>Drama and role play can contribute to the quality of children’ writing by providing opportunities for them to develop and order their ideas by playing roles and improvising scenes in various settings.</p> <p>Children might draw on and use new vocabulary from their reading, their discussions about it (one to one and as a whole class) and from their wider experiences.</p> <p>Develop a print rich environment that reflects the cultural, social and linguistic diversity of the children and where writing, by adults and children for a range of purposes, is demonstrated e.g. messages, notes, labels, captions, self-made books, instructions etc. Provide continuous access to a reading environment stocked with high-quality texts, introducing them to differing voices</p>

	<p>through a range of factual, instructional, persuasive and imaginative literature. Encourage children to draw on models from reading in structuring and developing their own texts. Plan a curriculum rich in rhyme, song and story to support their growing knowledge of how language works. Read texts aloud for pleasure and purpose, and engage children in group performance reading so that they can appreciate the impact of word choice and punctuation on readers and audience. Ensure there are opportunities for sensory aspects of writing; listing known letters and numbers; long periods of concentration; perseverance with spelling or handwriting. Plan provision that allows for a community of writers, solitary writing and collaboration. Provide opportunities for children to communicate to known others, through messages, notes, invitations and letters, as well as developing awareness of and writing for unknown readers, e.g. stories, signs or posters. Plan contexts for writing that draw on knowledge of children's interests and fascinations and offer leads from familiar books or shared experiences. Motivate children to see the purpose in writing for real or imagined audiences e.g. making own books, signs, labels and captions. Have children's writing on display in communal areas. Model writing frequently for and alongside children, talking more fully about the process of writing to record for a wide range of purposes. Encourage children to bring drawing and writing into play activities as a means of recording and provide them with purposeful contexts in which to write regularly. Develop the innate need to create narratives based on first hand experiences in and out of school by supporting children to retell and imitate style and structure in others' writing - including established authors. Model how to rehearse their ideas orally prior to writing, expanding on ideas and adding detail and description. Teach and model letter formation as well as regular, high quality and relevant teaching of phonics, within the Little Wandle Letters and Sounds revised programme. Encourage children to hear and say sounds in the order they occur, to help them write and spell in their everyday writing. Take an interest in alternative spellings where they occur, always modelling correct spellings in shared writing.</p>
<p>Writing: Vocabulary, grammar and punctuation</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • develop their understanding of the concepts set out in English Appendix 2 by: • leaving spaces between words • joining words and joining clauses using and • beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark 	<p>Reading and listening to whole books, not simply extracts, helps children to increase their vocabulary and grammatical knowledge, including that of Standard English. These activities also help them to understand how different types of writing, including narratives, are structured. All these can be drawn on for their writing.</p> <p>The terms for discussing language should be embedded for children in the course of discussing their writing with them. Their attention should be drawn to the technical terms they need to learn.</p>

<ul style="list-style-type: none"> using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' <p>Terminology: letter, capital letter word, singular, plural sentence punctuation, full stop, question mark, exclamation mark</p>	<p>Embed the study of grammar, punctuation and spelling patterns through a rich reading curriculum and make accessible useful vocabulary generated through listening to and discussing books or experiences with children.</p> <p>Through modelling, demonstrate how to explore and experiment with a wider range of sentence structures - thinking carefully about how to extend and join parts of their texts using appropriate conjunctions as well as modelling appropriate letter formation, spelling strategies and punctuation.</p>
<p>Handwriting</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> sit correctly at a table, holding a pencil comfortably and correctly begin to form lower-case letters in the correct direction, starting and finishing in the right place form capital letters form digits 0-9 <p>understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these</p>	<p>Daily focussed handwriting sessions linked to phonics teaching using Little Wandle letter formation graphics and phrases.</p> 

Year 2

Writing Genres

<p>Stories by the same author E.g. Antony Browne, Quentin Blake</p> <p>Extended Stories by Significant Authors</p> <p>Traditional tales with a twist</p> <p>Adventure/ Journey stories</p> <p>Narrative based in a different setting</p>	<p>Poems with language play (<i>riddles, tongue twisters</i>)</p> <p>Acrostic poetry, Calligrams, shape poems</p> <p>Poet Study</p> <p>Classic Poetry for learning by Heart and Performance</p>	<p>Instructions</p> <p>Recounts</p> <p>Non Chronological report</p> <p>Letters</p> <p>Persuasion</p> <p>Biography</p>
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Coverage	Approach
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<p>Spoken Language:</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • listen and respond appropriately to adults and their peers • ask relevant questions to extend their understanding and knowledge • use relevant strategies to build their vocabulary • articulate and justify answers, arguments and opinions • give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings • maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments g) use spoken language to develop understanding • speak audibly and fluently • participate in discussions, presentations, performances, role play, improvisations and debates • gain, maintain and monitor the interest of the listener(s) • consider and evaluate different viewpoints • Select and use appropriate registers for effective communication. 	<p>Listen and respond appropriately, including turn taking in groups and following instructions, both 1 step and 2 step</p> <p>Tell and retell stories, both narrative and non-narrative, in preparation for writing</p> <p>Expand word knowledge, through use of labels, captions. Introduce dictionaries and glossaries.</p> <p>Oral explorations, including use of emphasis and expression. (different meanings from different emphasis)</p> <p>Articulate and justify answers – particularly through immersion phase – opportunities to explore and explain. Also through Guided Reading.</p> <p>Oral presentations</p> <p>Role play, drama opportunities to explore characters, assemblies and performances.</p> <p>Use of VIPERS questions applied to familiar stories, fairy tales etc. (What if Cinderella had not lost her shoe? What if the Three Bears had locked their door?)</p>
<p>Word Reading - Recognition:</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent • read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes c) read accurately words of two or more syllables that contain the same graphemes as above d) read words containing common suffixes • read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word • read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered • read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation • re-read these books to build up their fluency and confidence in word reading 	<p>Daily spelling/ phonics sessions using the Little Wandle Letters and Sounds revised revision documents if appropriate but predominately the Jane Considine 'The Spelling Book' programme.</p> <p>Whole class reading sessions using the VIPERS resources.</p> <p>All children heard read regularly in school.</p> <p>The reading scheme in year 2 is phonic matched if still appropriate, then reading level matched.</p> <p>Children will be given a book at their level, are encouraged to read their school books at home and the books are changed regularly.</p> <p>Ongoing class story or poetry – read aloud at a level beyond what the children can read independently.</p>

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<p>Reading Comprehension</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • develop pleasure in reading, motivation to read, vocabulary and understanding by: • listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently • discussing the sequence of events in books and how items of information are related • becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales • being introduced to non-fiction books that are structured in different ways • recognising simple recurring literary language in stories and poetry • discussing and clarifying the meanings of words, linking new meanings to known vocabulary • discussing their favourite words and phrases • continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear • understand both the books that they can already read accurately and fluently and those that they listen to by: • drawing on what they already know or on background information and vocabulary provided by the teacher • checking that the text makes sense to them as they read and correcting inaccurate reading • making inferences on the basis of what is being said and done • answering and asking questions • predicting what might happen on the basis of what has been read so far • participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say • explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves 	<p>Whole class guided reading sessions using the VIPERS resources.</p> <p>Reading environment within the classroom should promote reading for pleasure and instil reading behaviours. Class displays and class libraries should tie in with author studies and genres. Children should monitor what they read, checking that the word they have decoded fits in with what else they have read and makes sense in the context of what they already know about the topic.</p> <p>Explain the meaning of new words within the context of what children are reading, and encourage them to use morphology to work out unknown words.</p> <p>Children should learn about cause and effect in both narrative and non-fiction (such as what has prompted a character's behaviour in a story).</p> <p>'Thinking aloud' when reading to children may help them to understand what skilled readers do. Deliberate steps should be taken to increase children's vocabulary and their awareness of grammar so that they continue to understand the differences between spoken and written language. Discussion should be demonstrated to children. They should be guided to participate in it and they should be helped to consider the opinions of others. They should receive feedback on their discussions.</p> <p>Role play and other drama techniques can help children to identify with and explore characters. In these ways, they extend their understanding of what they read and have opportunities to try out the language they have listened to.</p>
<ul style="list-style-type: none"> • Writing Transcription Spelling • Pupils should be taught to spell by: 	<p>Daily spellings/ phonics sessions using the Jane Considine Spelling Book programme.</p>

<ul style="list-style-type: none"> • segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly • learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones • c) learning to spell common exception words • learning to spell more words with contracted forms • learning the possessive apostrophe (singular) [for example, the girl's book] • distinguishing between homophones and near-homophones • add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly • apply spelling rules and guidance, as listed * Spelling List • write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far 	<p>Teach high quality, regular and relevant phonics and spelling, within a rich reading programme, to introduce children to the more complex code and to the use of analogy, rules and patterns that help them to become successful spellers.</p> <p>Regular teaching of spelling should be a part of the curriculum, including looking for and analysing patterns in words gleaned from shared texts and collating word banks and lists to illustrate spelling patterns and rules such as homophones, common prefixes and suffixes. Adults should encourage an investigative approach to spelling, collecting and classifying words by their spelling patterns and drawing analogies between words to help children to understand different spellings of the same sounds. This should be evident in the displays in the environment and also in class and individual word/spelling books. Children need ready access to simple dictionaries and thesauri to use during and after writing and adults should model how to navigate and use these.</p>
<p>Writing Composition</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • develop positive attitudes towards and stamina for writing by: • writing narratives about personal experiences and those of others (real and fictional) b) writing about real events • writing poetry • writing for different purposes • consider what they are going to write before beginning by: • planning or saying out loud what they are going to write about • writing down ideas and/or key words, including new vocabulary • encapsulating what they want to say, sentence by sentence • make simple additions, revisions and corrections to their own writing by: • evaluating their writing with the teacher and other pupils • re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form • proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly] · read aloud what they have written with appropriate intonation to make the meaning clear 	<p>Continue to model writing across the curriculum, planning tasks that are relevant and authentic with content shaped by audience and purpose. Demonstrate how to plan more extensive writing by writing down key ideas and vocabulary, before sequencing writing in a series of sentences, structuring into sections where relevant. Talk about and model the correct use of tense and style for different pieces of writing and explore the ways words are formed in different tenses. Model a greater range of sentence types and appropriate punctuation such as statements, questions, exclamations and commands to extend children's ability to engage with the reader and convey appropriate meaning. Model correct letter formation, including the use of appropriate joins to extend and improve children's own handwriting. Provide opportunities to write for different purposes and in different contexts supporting them to develop their awareness of the reader and the fundamental function of writing as a means of communication and expression. Ensure there is time in the curriculum for children to explore and develop imaginative ideas for writing and to write creatively. In shaping and responding to writing, help children to move from implicit to explicit knowledge about the writing process and the use of language through judicious use of comments and questions. Model the planning, drafting, responding, revising and editing process in shared and collaborative writing to demonstrate strengthening all parts of the writing, starting with response to structure and impact on the reader and later polishing with proofreading and editing. Plan opportunities for bookmaking, publishing (in both print and digital formats) and performance to bring pieces to a wider audience and create pride in finished pieces.</p>

<p>Writing Composition: Writing, vocabulary, grammar and punctuation</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> develop their understanding of the concepts set out in English Appendix 2 learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular) · learn how to use: sentences with different forms: statement, question, exclamation, command expanded noun phrases to describe and specify [for example, the blue butterfly] the present and past tenses correctly and consistently including the progressive form of verbs in the present and past tense to mark actions in progress [for example, she is drumming, he was shouting] subordination (using when, if, that, or because) and co-ordination (using or, and, or but) the grammar for year 2 in English Appendix 2 some features of written Standard English <p>Terminology: noun, noun phrase statement, question, exclamation, command compound, suffix adjective, adverb, verb tense (past, present) apostrophe, comma</p>	<p>Reading and listening to whole books, not simply extracts, helps children to increase their vocabulary and grammatical knowledge, including that of Standard English. These activities also help them to understand how different types of writing, including narratives, are structured. All these can be drawn on for their writing.</p> <p>Children might draw on and use new vocabulary from their reading, their discussions about it (one to one and as a whole class) and from their wider experiences.</p> <p>The terms for discussing language should be embedded for children in the course of discussing their writing with them. Their attention should be drawn to the technical terms they need to learn. Through modelling, demonstrate how to explore and experiment with a wider range of sentence structures - thinking carefully about how to extend and join parts of their texts using appropriate conjunctions as well as modelling appropriate letter formation, spelling strategies and punctuation.</p>
<p>Handwriting</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> form lower-case letters of the correct size relative to one another start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters use spacing between words that reflects the size of the letters 	<p>Daily handwriting sessions linked to spelling patterns taught. Ensure through practise that letter formation is accurate.</p> <p>Aa Bb Cc Dd Ee Ff</p> <p>Gg Hh Ii Jj Kk Ll Mm</p> <p>Nn Oo Pp Qq Rr Ss Tt</p> <p>Uu Vv Ww Xx Yy Zz</p> <p>Then develop the hooks needed to start joining.</p> <p>a b c d e f g h i j k l m n</p> <p>o p q r s t u v w x y z</p> <p>Introduce and practise the joined hand.</p>

	<p>abcdefghijklmnopqrstuvwxyz</p> <p>It should be noted that breaks between adjacent letters which are left not joined are part of cursive handwriting and this is indicated in the requirements for Years 2-6. The rule for children is that when a letter is made which finishes with the pen facing "the wrong way" then the pen is lifted and writing begun again. Letters not joined (e.g. 'y' followed by 'a') are placed as close to each other as possible.</p> <p>It is sensible to leave the following letters not joined:</p> <p><i>b g j q y s</i></p>
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Year 3

Writing Genres

Stories with familiar settings Traditional Stories, folk tales and Myths Adventure Stories from different cultures	Shape poem Poet Study Classic Poetry for learning by Heart and Performance Calligrams Couplets Kennings Cinquain	Letters Non- Chronological Report Instructions Reviewing books by the same Letters that persuade Balanced argument/ Debating Recounts in biography
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Coverage	Approach
<u>Spoken Language:</u> Pupils should be taught to:	Listen and respond appropriately, including turn taking in groups and following instructions. Tell and retell stories, both narrative and non-narrative, in preparation for writing. Expand word

Together May We Give Children – Roots to Grow and Wings to Fly

<ul style="list-style-type: none"> • listen and respond appropriately to adults and their peers • ask relevant questions to extend their understanding and knowledge • use relevant strategies to build their vocabulary • articulate and justify answers, arguments and opinions • give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings • maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments g) use spoken language to develop understanding • speak audibly and fluently • participate in discussions, presentations, performances, role play, improvisations and debates • gain, maintain and monitor the interest of the listener(s) • consider and evaluate different viewpoints • Select and use appropriate registers for effective communication. 	<p>knowledge. Use dictionaries and thesauruses. Oral explorations, including use of different shades of meaning, explore ambiguous language.</p> <p>Articulate and justify answers, allow opportunities to explore and explain. Also through Guided Reading. Oral presentations – through performance poetry, persuasion (jingles, radio adverts), newspaper reports (interviews, hot seating), human flow chart for explanations – link to writing.</p> <p>Drama opportunities to explore characters, use of play scripts, assemblies and performances. Use of “what if” questions applied to language choices, e.g., What if we change this word? Expression and justification of viewpoints. Ask own questions to improve understanding of a text.</p>
<p>Reading – word reading</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet • read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. 	<p>Ongoing class story or poetry – read aloud at a level beyond what the children can read independently and experience a wide range of genres and structures.</p> <p>Applying what has been learned during VIPERS guided reading sessions</p> <p>Create their own word mats around stories/texts/topics.</p> <p>Recognise and use contents and indexes.</p>
<p>Reading Comprehension –Developing positive attitudes in reading</p> <p>Pupils should be taught to:</p> <p>1. Develop positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> • listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks • reading books that are structured in different ways and reading for a range of purposes • using dictionaries to check the meaning of words that they have read • increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally identifying themes and conventions in a wide range of books 	<p>Whole class guided reading sessions using the VIPERS resources.</p> <p>Pupils should be taught to recognise themes in what they read, such as the triumph of good over evil or the use of magical devices in fairy stories and folk tales.</p> <p>They should also learn the conventions of different types of writing (for example, the greeting in letters, a diary written in the first person or the use of presentational devices such as numbering and headings in instructions).</p> <p>Pupils should be taught to use the skills they have learnt earlier and continue to apply these skills to read for different reasons, including for pleasure, or to find out information and the meaning of new words.</p>

<ul style="list-style-type: none"> • preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action f) discussing words and phrases that capture the reader's interest and imagination • recognising some different forms of poetry [for example, free verse, narrative poetry] <p>Reading Comprehension- Understanding what is read</p> <p>2. understand what they read, in books they can read independently, by:</p> <ul style="list-style-type: none"> • checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context b) asking questions to improve their understanding of a text • drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence d) predicting what might happen from details stated and implied • identifying main ideas drawn from more than one paragraph and summarising these • identifying how language, structure, and presentation contribute to meaning • retrieve and record information from non-fiction • participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say 	<p>Reading environment within the classroom should promote reading for pleasure and instil reading behaviours. Class displays and class libraries should tie in with author studies and genres. Children should be taught to recognise themes in what they read. They should also learn the conventions of different types of writing, such as the greeting in letters or the use of presentational devices such as numbering and headings in instructions.</p> <p>When using non-fiction, children should know what information they need to look for before they begin and be clear about the task. They should be shown how to use contents pages and indexes.</p>
<p>Writing Transcription-Spelling</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • use further prefixes and suffixes and understand how to add them • spell further homophones • spell words that are often misspelt • place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's] • use the first two or three letters of a word to check its spelling in a dictionary • write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far 	<p>Regular spellings sessions using the Jane Considine 'The Spelling Book' spelling programme. Teach high quality, regular and relevant spelling, within a rich reading programme, to introduce children to the more complex code and to the use of analogy, rules and patterns that help them to become successful spellers.</p>
<p>Writing</p> <p>Vocabulary, Grammar and Punctuation</p> <p>Pupils should be taught to:</p>	<p>Reading and listening to whole books, not simply extracts, helps children to increase their vocabulary and grammatical knowledge, including that of Standard English. These activities also</p>



<ul style="list-style-type: none"> • develop their understanding of the concepts set out in the English Appendix List 2 (vocab/grammar/punctuation) by: <ul style="list-style-type: none"> • extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although b) using the present perfect form of verbs in contrast to the past tense • choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition • using conjunctions, adverbs and prepositions to express time and cause e) using fronted adverbials • using commas after fronted adverbials • Use of the forms a or an according to whether the next word begins with a consonant or a vowel • indicating possession by using the possessive apostrophe with plural nouns • using and punctuating direct speech • Introduction to paragraphs as a way to group related material • Headings and sub-headings to aid presentation <p>Terminology: preposition, conjunction word family, prefix clause, subordinate clause direct speech consonant, consonant letter vowel, vowel letter inverted commas (or 'speech marks')</p>	<p>help them to understand how different types of writing, including narratives, are structured. All these can be drawn on for their writing.</p> <p>Children might draw on and use new vocabulary from their reading, their discussions about it (one to one and as a whole class) and from their wider experiences.</p> <p>The terms for discussing language should be embedded for children in the course of discussing their writing with them. Their attention should be drawn to the technical terms they need to learn. Through modelling, demonstrate how to explore and experiment with a wider range of sentence structures - thinking carefully about how to extend and join parts of their texts using appropriate conjunctions as well as modelling appropriate letter formation, spelling strategies and punctuation. Timetable Sticky Grammar sessions to revisit and embed taught skills.</p>
<p>Writing Composition:</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • plan their writing by: • discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar b) discussing and recording ideas • draft and write by: • composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures • organising paragraphs around a theme • in narratives, creating settings, characters and plot • in non-narrative material, using simple organisational devices [for example, headings and sub-headings] • evaluate and edit by: • assessing the effectiveness of their own and others' writing and suggesting improvements 	<p>Plan for authentic writing tasks for both known and unknown readership, shaped by a rich programme of reading aloud, free voluntary reading and shared experiences. Ask children to respond to texts more critically, feeding in to a deeper understanding of author intent. Use real or imagined stimulus for oral rehearsal, enabling children to assume authentic voice in more strongly imagined roles; writing for information, instruction, storytelling, recount, persuasion, debate and discussion. Model and demonstrate the finer points of composition across the curriculum and in English lessons. This should include thinking about the piece of writing as a whole (purpose, audience, initial ideas), and then how to break this down into manageable sections for composition; including how to organise the writing into paragraphs or sections. Provide opportunities for children to make choices about the forms in which they write and begin to think about the impact such choices have on their readers. Ensure children have sustained time to shape writing both collaboratively and individually. Provide children with the opportunities and skills to engage in writing in a wide variety of formats, including film and digital texts. Provide regular time and space for children to write freely and imaginatively. Use and study high quality texts exploring how</p>

<ul style="list-style-type: none"> proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences proof-read for spelling and punctuation errors read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear 	<p>authors use language to link sentences, sections or paragraphs (including the use of simple adverbials), expand meaning and description, begin to use more complex sentence structures and model this in shared writing. Demonstrate how to balance speech and narrative. Engage children in co-operative writing to develop ideas, skills and writing style within the security of a large group and to maintain momentum for writing. Model correct letter formation, including the use of appropriate joins to extend and improve children's own handwriting. Regular teaching of spelling should be a part of the curriculum, including looking for and analysing patterns in words gleaned from shared texts and collating word banks and lists to illustrate spelling patterns and rules such as homophones, common prefixes and suffixes. Children need to have ready access to dictionaries and thesauri at an appropriate level and adults should model how these should be used whilst and after writing. Individual word/spelling books support this investigative approach. Encourage children to listen and respond to respect each other's point of view, or justify choices, in co-operative writing activities in readiness for peer review and response partnerships. Teach how to use a response partner approach to help them think about how to make their writing more effective for the reader, for example, adding extra detail, improving cohesion, removing extraneous information, making parts more succinct, adding dialogue. Model how to use editing partners to help them to correct misconceptions in spelling, punctuation, consistent use of tense, extra or omitted words.</p>
<p>Writing Transcription</p> <p>Handwriting</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]. 	<p>Develop and practise the joined hand.</p>  <p>It should be noted that breaks between adjacent letters which are left not joined are part of cursive handwriting and this is indicated in the requirements for Years 2-6. The rule for children is that when a letter is made which finishes with the pen facing "the wrong way" then the pen is lifted and writing begun again. Letters not joined (e.g. 'y' followed by 'a') are placed as close to each other as possible.</p> <p>It is sensible to leave the following letters not joined:</p> 

Stories that raise issues Stories about imagined worlds Stories in series Myths and Legends Playscripts	Take 1 poet poetry appreciation Poems for learning by heart and performance Structure- kennings and cinquins Poems with figurative language Nonsense poems	Instructions Recount Non- Chronological reports Persuasion- Advertisements, flyers and posters Balanced arguments
Coverage		Approach
<u>Spoken Language:</u> Pupils should be taught to: <ul style="list-style-type: none"> listen and respond appropriately to adults and their peers ask relevant questions to extend their understanding and knowledge use relevant strategies to build their vocabulary articulate and justify answers, arguments and opinions give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments g) use spoken language to develop understanding speak audibly and fluently participate in discussions, presentations, performances, role play, improvisations and debates gain, maintain and monitor the interest of the listener(s) consider and evaluate different viewpoints Select and use appropriate registers for effective communication. 		<p>Listen and respond appropriately, including turn taking in groups and following instructions</p> <p>Tell and retell stories, both narrative and non-narrative, in preparation for writing</p> <p>Expand word knowledge. Use dictionaries and thesauruses.</p> <p>Oral explorations, including use of different shades of meaning, explore ambiguous language. Articulate and justify answers, allow opportunities to explore and explain. Also through Guided Reading.</p> <p>Oral presentations – through performance poetry, persuasion (jingles, radio adverts), newspaper reports (interviews, hot seating), human flow chart for explanations – link to writing.</p> <p>Drama opportunities to explore characters, use of playscripts, assemblies and performances.</p> <p>Use of “what if” questions applied to language choices, e.g., What if we change this word?</p> <p>Expression and justification of viewpoints.</p> <p>Ask own questions to improve understanding of a text.</p>
Reading – word reading Pupils should be taught to:		<p>Ongoing class story or poetry – read aloud at a level beyond what the children can read independently and experience a wide range of genres and structures.</p> <p>Applying what has been learned during VIPERS guided reading sessions</p> <p>Create their own word mats around stories/texts/topics.</p>

<ul style="list-style-type: none"> • apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet • read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. 	<p>Recognise and use contents and indexes.</p>
<p>Reading Comprehension –Developing positive attitudes in reading</p> <p>Pupils should be taught to:</p> <p>1. Develop positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> • listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks • reading books that are structured in different ways and reading for a range of purposes • using dictionaries to check the meaning of words that they have read • increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally identifying themes and conventions in a wide range of books • preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action f) discussing words and phrases that capture the reader's interest and imagination • recognising some different forms of poetry [for example, free verse, narrative poetry] <p>Reading Comprehension- Understanding what is read</p> <p>2. understand what they read, in books they can read independently, by:</p> <ul style="list-style-type: none"> • checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context b) asking questions to improve their understanding of a text • drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence d) predicting what might happen from details stated and implied • identifying main ideas drawn from more than one paragraph and summarising these • identifying how language, structure, and presentation contribute to meaning • retrieve and record information from non-fiction 	<p>Whole class guided reading sessions using the VIPERS resources.</p> <p>Pupils should be taught to recognise themes in what they read, such as the triumph of good over evil or the use of magical devices in fairy stories and folk tales.</p> <p>They should also learn the conventions of different types of writing (for example, the greeting in letters, a diary written in the first person or the use of presentational devices such as numbering and headings in instructions).</p> <p>Pupils should be taught to use the skills they have learnt earlier and continue to apply these skills to read for different reasons, including for pleasure, or to find out information and the meaning of new words.</p> <p>Reading environment within the classroom should promote reading for pleasure and instil reading behaviours. Class displays and class libraries should tie in with author studies and genres.</p> <p>Children should be taught to recognise themes in what they read. They should also learn the conventions of different types of writing, such as the greeting in letters or the use of presentational devices such as numbering and headings in instructions.</p> <p>When using non-fiction, children should know what information they need to look for before they begin and be clear about the task. They should be shown how to use contents pages and indexes.</p>

<ul style="list-style-type: none"> participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say 	
<p>Writing Transcription- Spelling</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> use further prefixes and suffixes and understand how to add them spell further homophones spell words that are often misspelt place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's] use the first two or three letters of a word to check its spelling in a dictionary write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far 	<p>Regular spellings sessions using the Jane Considine 'The Spelling Book' spelling programme.</p> <p>Teach high quality, regular and relevant spelling, within a rich reading programme, to introduce children to the more complex code and to the use of analogy, rules and patterns that help them to become successful spellers.</p>
<p>Writing</p> <p>Vocabulary, Grammar and Punctuation</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> develop their understanding of the concepts set out in the English Appendix List 2 (vocab/grammar/punctuation) by: <ul style="list-style-type: none"> extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although b) using the present perfect form of verbs in contrast to the past tense choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition using conjunctions, adverbs and prepositions to express time and cause e) using fronted adverbials using commas after fronted adverbials indicating possession by using the possessive apostrophe with plural nouns using and punctuating direct speech The grammatical difference between plural and possessive –s Standard English forms for verb inflections instead of local spoken forms [for example, we were instead of we was, or I did instead of I done] Use of paragraphs to organise ideas around a theme <p>Terminology: determiner pronoun, possessive pronoun adverbial</p>	<p>Reading and listening to whole books, not simply extracts, helps children to increase their vocabulary and grammatical knowledge, including that of Standard English. These activities also help them to understand how different types of writing, including narratives, are structured. All these can be drawn on for their writing.</p> <p>Children might draw on and use new vocabulary from their reading, their discussions about it (one to one and as a whole class) and from their wider experiences.</p> <p>The terms for discussing language should be embedded for children in the course of discussing their writing with them. Their attention should be drawn to the technical terms they need to learn.</p> <p>Through modelling, demonstrate how to explore and experiment with a wider range of sentence structures - thinking carefully about how to extend and join parts of their texts using appropriate conjunctions as well as modelling appropriate letter formation, spelling strategies and punctuation.</p> <p>Timetable Sticky Grammar sessions to revisit and embed taught skills.</p>

<p>Writing Composition:</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • plan their writing by: • discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar b) discussing and recording ideas • draft and write by: • composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures • organising paragraphs around a theme • in narratives, creating settings, characters and plot • in non-narrative material, using simple organisational devices [for example, headings and sub-headings] • evaluate and edit by: • assessing the effectiveness of their own and others' writing and suggesting improvements • proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences • proof-read for spelling and punctuation errors • read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear 	<p>Plan opportunities for children to explore and hear a range of high quality texts read aloud, including multimodal texts, and plan for critical discussion that allows children to reflect on effects on the reader created by the writer and how these have come about. Make provision for children to read high quality texts to develop competence in forms and purpose for their own writing. Provide a language-rich environment, focusing on effective vocabulary and ways language is used for effect by writers in order to support children's growing understanding and enrichment of language, vocabulary, sentence structure and composition. Continue to use imaginative approaches in art, drama and oracy to help shape and craft a range of written forms. Demonstrate how writing can then be used to prepare for a well-honed oral presentation or performance. Introduce and plan for children to write in a range of forms in authentic contexts with clear purpose and readership. Plan learning experiences where they take part in text marking exercises to show how language, vocabulary, punctuation and sentence structure have been used to shape, describe and enhance cohesion. Model the use of digital and printed thesauri to enhance vocabulary choices and dictionaries and spellcheckers to support children to become precise in their spelling. Encourage the use of spelling books within a rich reading programme. Provide sustained periods of time for children to plan, draft, redraft and polish work, in order to give satisfaction or pleasure to writer and reader. Increase opportunities for self-directed writing. Plan for the regular use of response partners, including an adult audience, to support children in considering the effect of their writing and how best to make appropriate enhancements to choices of language, vocabulary, sentence structure and form followed by proofreading.</p>
<p>Writing Transcription</p> <p>Handwriting</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined • increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]. 	<p>Develop and practise the joined hand.</p>  <p>It should be noted that breaks between adjacent letters which are left not joined are part of cursive handwriting and this is indicated in the requirements for Years 2-6. The rule for children is that when a letter is made which finishes with the pen facing "the wrong way" then the pen is lifted and writing begun again. Letters not joined (e.g. 'y' followed by 'a') are placed as close to each other as possible.</p> <p>It is sensible to leave the following letters not joined:</p> 

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Year 5

Stories with historical settings/ historical narrative Fantasy Film/Book comparison Playscripts Fables and Creation Stories Author Study/ Novels and stories by significant children's authors	Performance Poetry/Rap Structure- Haiku, limericks Poet Study - compare poems on topic/theme by 2 or more poets. Poems with figurative language	Instructions Recount in biography/autobiography Non-chronological reports Persuasion Balanced argument Newspapers
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Coverage	Approach
Spoken Language: Pupils should be taught to: <ul style="list-style-type: none"> listen and respond appropriately to adults and their peers ask relevant questions to extend their understanding and knowledge use relevant strategies to build their vocabulary articulate and justify answers, arguments and opinions give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments g) use spoken language to develop understanding speak audibly and fluently participate in discussions, presentations, performances, role play, improvisations and debates gain, maintain and monitor the interest of the listener(s) consider and evaluate different viewpoints Select and use appropriate registers for effective communication. 	<p>Listen and respond appropriately, including turn taking in groups and following instructions</p> <p>Tell and retell stories, both narrative and non-narrative, in preparation for writing. Expand word knowledge. Use dictionaries and thesauruses.</p> <p>Oral explorations, including use of different shades of meaning, explore ambiguous language.</p> <p>Articulate and justify answers – particularly through immersion phase – opportunities to explore and explain. Also through Guided Reading.</p> <p>Oral presentations – including debates, discussion and argument.</p> <p>Drama opportunities to explore characters, use of playscripts, assemblies and performances.</p> <p>Use of “what if” questions applied to language choices, e.g., What if we change this word?</p> <p>Expression and justification of viewpoints.</p> <p>Ask own questions to improve understanding of a text.</p> <p>Hypothesising – opportunities through science and maths</p> <p>Immersion phase of literacy planning should show opportunities for speaking and listening.</p>
Word: Reading Pupils should be taught to:	<p>Create their own word mats around stories/texts/topics.</p>

Together May We Give Children – Roots to Grow and Wings to Fly

<ul style="list-style-type: none"> • apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology), both to read aloud and to understand the meaning of new words they meet • read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word 	<p>Recognise and use contents and indexes, dictionaries and thesauruses. Use different types of dictionaries, e.g. rhyming, maths, abbreviations etc.</p>
<p>Reading Comprehension</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • Maintain positive attitudes to reading and understanding of what they read by: • continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks • reading books that are structured in different ways and reading for a range of purposes • increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and tradition • recommending books that they have read to their peers, giving reasons for their choices • identifying and discussing themes and conventions in and across a wide range of writing • making comparisons within and across books • learning a wider range of poetry by heart • preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience <ul style="list-style-type: none"> • understand what they read by: • checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context · asking questions to improve their understanding • drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence · predicting what might happen from details stated and implied • summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas • identifying how language, structure and presentation contribute to meaning 	<p>Whole class guided reading sessions using the VIPERS resources.</p> <p>Ongoing class story or poetry – read aloud at a level beyond what the children can read independently and experience a wide range of genres, themes and texts from our literary heritage. Reading environment within the classroom should promote reading for pleasure and instil reading behaviours. Class displays and class libraries should tie in with author studies and genres.</p> <p>Even though most children can now read independently, reading aloud to them should include whole books so that they meet books and authors that they might not choose to read themselves. The knowledge and skills that children need in order to comprehend are very similar at different ages. They should continue to apply what they have already learned to more complex writing. Children should be taught to recognise themes in what they read, such as loss or heroism. They should have opportunities to compare characters, consider different accounts of the same event and discuss viewpoints (both of authors and of fictional characters), within a text and across more than one text.</p> <p>They should continue to learn the conventions of different types of writing, such as the use of the first person in writing diaries and autobiographies.</p> <p>Children should be taught the technical and other terms needed for discussing what they hear and read, such as metaphor, simile, analogy, imagery, style and effect.</p> <p>In using non-fiction, children need to know what information they need to look for before they begin and need to understand the task. They should be shown how to use contents pages and indexes to locate information.</p> <p>The skills of information retrieval that are taught should be applied, for example in reading history, geography and science textbooks, and in contexts where children are genuinely motivated to find out information, such as reading information leaflets before a gallery or museum visit or reading a theatre programme or review.</p> <p>Children should have guidance about and feedback on the quality of their explanations and contributions to discussions.</p>

<ul style="list-style-type: none"> • discuss and evaluate how authors use language, including figurative language, considering the impact on the reader · distinguish between statements of fact and opinion • retrieve, record and present information from non-fiction • participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously • explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary • provide reasoned justifications for their views 	
<p><u>Writing Transcription</u></p> <p>Spelling (see spelling list English Appendix 1)</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • use further prefixes and suffixes and understand the guidance for adding them • spell some words with 'silent' letters [for example, knight, psalm, solemn] • continue to distinguish between homophones and other words which are often confused • use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically • use dictionaries to check the spelling and meaning of words • use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary g) use a thesaurus 	<p>Daily spellings sessions using the 'Jane Considine 'The Spelling Book</p> <p>Teach high quality, regular and relevant spelling, within a rich reading programme, to introduce children to the more complex code and to the use of analogy, rules and patterns that help them to become successful spellers.</p>
<p>Writing – Vocabulary, grammar and punctuation</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • develop their understanding of the concepts set out in English Appendix 2 by: • recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms b) using passive verbs to affect the presentation of information in a sentence • using the perfect form of verbs to mark relationships of time and cause • using expanded noun phrases to convey complicated information concisely • using modal verbs or adverbs to indicate degrees of possibility • using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun 	<p>Reading and listening to whole books, not simply extracts, helps children to increase their vocabulary and grammatical knowledge, including that of Standard English. These activities also help them to understand how different types of writing, including narratives, are structured. All these can be drawn on for their writing.</p> <p>Children might draw on and use new vocabulary from their reading, their discussions about it (one to one and as a whole class) and from their wider experiences.</p> <p>The terms for discussing language should be embedded for children in the course of discussing their writing with them. Their attention should be drawn to the technical terms they need to learn. Through modelling, demonstrate how to explore and experiment with a wider range of sentence structures - thinking carefully about how to extend and join parts of their texts using appropriate conjunctions as well as modelling appropriate letter formation, spelling strategies and punctuation.</p>

<ul style="list-style-type: none"> • indicate grammatical and other features by: • using commas to clarify meaning or avoid ambiguity in writing • using hyphens to avoid ambiguity • using brackets, dashes or commas to indicate parenthesis • using semi-colons, colons or dashes to mark boundaries between independent clauses • using a colon to introduce a list • punctuating bullet points consistently • Devices to build cohesion within a paragraph [for example, then, after that, this, firstly] <p>Linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before]</p> <p>Terminology: modal verb, relative pronoun relative clause parenthesis, bracket, dash cohesion, ambiguity</p>	<p>Timetable Sticky Grammar sessions to revisit and embed taught skills.</p>
<p><u>Writing Composition</u></p> <p>Pupils should be taught to:</p> <p>1. plan their writing by:</p> <ul style="list-style-type: none"> • identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own • noting and developing initial ideas, drawing on reading and research where necessary • in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed • 2. draft and write by: • selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning • in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action f) précising longer passages • using a wide range of devices to build cohesion within and across paragraphs • using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] • 3. evaluate and edit by: • assessing the effectiveness of their own and others' writing 	<p>Encourage reading for pleasure across a range of forms and styles to explore writer intent and how texts are crafted with a specific reader in mind. Explore writing journals in their different forms, including those of known authors to explore the process different writers undertake. Visits from authors will help to make the process meaningful for children. Encourage writing for pleasure across the full range of forms, helping children to develop a personal style and voice. Use drama and oracy to stimulate real and imagined contexts for writing and provide opportunity for children to have their writing read aloud, performed or dramatised, then discussed and polished further. Across all writing, model and demonstrate the tone, style and register to match the purpose, form and audience of specific pieces of writing so that children are confident to deploy these in their own writing for maximum impact on the reader. Model how to use a wide range of punctuation to create specific effects on the reader. Develop book talk to deepen reader response and explore the effect that the author has created on the reader. Explore high level and precise vocabulary, ensuring that children develop a sophisticated understanding of context-specific vocabulary and why it has been used to achieve impact or broaden reader understanding or development. Give children the opportunities for extended writing, including self-directed writing, which can be revisited, redrafted, edited and refined, using peer response and self-assessment</p>

<ul style="list-style-type: none"> proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning ensuring the consistent and correct use of tense throughout a piece of writing ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register proof-read for spelling and punctuation errors perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear 	
<p>Handwriting and presentation</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> write legibly, fluently and with increasing speed by: choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters choosing the writing implement that is best suited for a task. 	<p>Develop and practise the joined hand. Develop own style as appropriate.</p>  <p>It should be noted that breaks between adjacent letters which are left not joined are part of cursive handwriting and this is indicated in the requirements for Years 2-6. The rule for children is that when a letter is made which finishes with the pen facing "the wrong way" then the pen is lifted and writing begun again. Letters not joined (e.g. 'y' followed by 'a') are placed as close to each other as possible.</p> <p>It is sensible to leave the following letters not joined:</p>  <p>Pupils should continue to practise handwriting and be encouraged to increase the speed of it, so that problems with forming letters do not get in the way of their writing down what they want to say. They should be clear about what standard of handwriting is appropriate for a particular task, for example, quick notes or a final handwritten version. They should also be taught to use an unjoined style, for example, for labelling a diagram or data, writing an email address, or for algebra and capital letters, for example, for filling in a form.</p>



Flashbacks in stories Stories from different cultures Novels on a theme e.g mystery stories, horror stories, war, fantasy, adventure Shakespeare and playscripts	 kennings Narrative Poetry Epitaphs Poet Study	Instructions Recount Non-chronological report Letters Persuasion Biography Balanced argument Newspapers/ journalistic reports
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Word: Reading Pupils should be taught to:	<p>Create their own word mats around stories/texts/topics.</p>

<ul style="list-style-type: none"> • apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology), both to read aloud and to understand the meaning of new words they meet • read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word 	<p>Recognise and use contents and indexes, dictionaries and thesauruses. Use different types of dictionaries, e.g. rhyming, maths, abbreviations etc.</p>
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<ul style="list-style-type: none"> • indicate grammatical and other features by: • using commas to clarify meaning or avoid ambiguity in writing • using hyphens to avoid ambiguity • using brackets, dashes or commas to indicate parenthesis • using semi-colons, colons or dashes to mark boundaries between independent clauses • using a colon to introduce a list • punctuating bullet points consistently • Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence], and ellipsis • Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text] <p>Terminology: subject, object active, passive synonym, antonym ellipsis, hyphen, colon, semi-colon, bullet points</p>	<p>Timetable Sticky Grammar sessions to revisit and embed taught skills.</p>
<p><u>Writing Composition</u></p> <p>Pupils should be taught to:</p> <p>1. plan their writing by:</p> <ul style="list-style-type: none"> • identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own • noting and developing initial ideas, drawing on reading and research where necessary • in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed • draft and write by: • selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning • in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action f) précis longer passages • using a wide range of devices to build cohesion within and across paragraphs • using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] • evaluate and edit by: • assessing the effectiveness of their own and others' writing 	<p>Provide opportunity for children to shape sustained pieces of writing, in the full range of forms, in collaboration with others and individually. Encourage the development and manipulation of appropriate tone and style to captivate reader interest and create cohesion. Ensure distribution of formal and informal writing is wide ranging, in printed and digital formats, and that opportunities are taken to encourage reader interactivity and response. Create an ethos of critical thinking around writing written by published authors and themselves. Encourage children to keep creative or free writing journals in which they can explore a range of ideas privately and hone personal style and voice. Provide opportunity for written dialogue or critical response to take place at other times. Model the skill of controlling the overall structure of writing through paragraphs and grammatical features to support coherence and cohesion and achieve a range of effects</p> <p>Drama and role play can contribute to the quality of children' writing by providing opportunities for them to develop and order their ideas by playing roles and improvising scenes in various settings.</p>

<ul style="list-style-type: none"> proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning ensuring the consistent and correct use of tense throughout a piece of writing ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register proof-read for spelling and punctuation errors perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear 	
<p>Handwriting and presentation</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> write legibly, fluently and with increasing speed by: choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters choosing the writing implement that is best suited for a task. 	<p>Develop and practise the joined hand. Develop own style as appropriate.</p>  <p>It should be noted that breaks between adjacent letters which are left not joined are part of cursive handwriting and this is indicated in the requirements for Years 2-6. The rule for children is that when a letter is made which finishes with the pen facing "the wrong way" then the pen is lifted and writing begun again. Letters not joined (e.g. 'y' followed by 'a') are placed as close to each other as possible.</p> <p>It is sensible to leave the following letters not joined:</p>  <p>Pupils should continue to practise handwriting and be encouraged to increase the speed of it, so that problems with forming letters do not get in the way of their writing down what they want to say. They should be clear about what standard of handwriting is appropriate for a particular task, for example, quick notes or a final handwritten version. They should also be taught to use an unjoined style, for example, for labelling a diagram or data, writing an email address, or for algebra and capital letters, for example, for filling in a form.</p>

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