

## Curriculum Statement - English

English is taught across the school from Year 1 to Year 6, for Reception literacy is taught through Communication, Language, and Literacy.

Long term and medium term planning is taken from the New National Curriculum. This then informs the weekly planning. Each year group have a daily English lesson, (Friday's session being a Big Write lesson). Within the daily lesson, a shared session is planned followed by differentiated activities. Each ability group has a guided session each week.

On the weekly timetable there are additional times for: comprehension, SPAG, handwriting and spelling. SPAG is also combined into daily English lessons too.

### Phonics

#### Aims and Objectives

At our school phonics is the main strategy used for teaching children to read. There are several commercially available programmes for teaching phonics which we use as a support to our planning and teaching.

In Reception, Year One and Year Two, the school follows a well-established national phonics program called Read Write Inc (RWI). This program enables staff to teach Reception children the initial sounds in Autumn Term, enabling them to read CVC and CCVC/CVCC words by Spring Term. There are three sets in the program, Set 1 consisting of initial one letter sounds and some simple two letter sounds, Set 2 and 3 consist of more two to three letter sounds, which enable children to read and spell more complex words.

### Spelling

Within the timetable a lesson is planned each week to teach the spellings related to the year group. SEND pupils will have intervention and spellings related to their ability. Children are tested on their spellings and are encouraged to use correct letter formation. Parents are aware of children's achievements as the spellings are recorded in a spelling book which goes home.

### Reading

#### Aims and Objectives

- ✓ To provide a rich and stimulating environment in which children have access to a wide range of books presented in an attractive and inviting way.
- ✓ To encourage parents to participate and share in their child's reading.
- ✓ To provide individual children with support to help develop their confidence and independence.
- ✓ To ensure there is a structured approach to the teaching of reading.
- ✓ To ensure there is regular and on-going assessment to identify individual needs through formative and summative assessment.
- ✓ To provide opportunities for children to hear stories read aloud and to allow them to reflect upon their own experiences and the language of the text.
- ✓ To provide opportunities for children to ask questions about the text, retell the story and predict what will happen next.
- ✓ To help children to develop successful strategies for tackling print independently.

- ✓ To ensure that children have opportunities to discuss books they have read, express simple preferences and compare authors.
- ✓ To provide opportunities for children to read their own and other children's texts aloud to the class.
- ✓ To ensure that children have opportunities to read silently and to reflect critical upon their reading. (ERIC)
- ✓ To provide opportunities for children to find information in books and data bases and are able to pursue an independent line of enquiry, sometimes drawing upon more than one line of enquiry.

**Reading scheme** - As a school we use a range of different reading schemes to support the pupils to develop confidence with reading. For early reading children have access to Oxford Reading Tree, Big Cat Collins reading books, Project X, Fireflies and National Geographic reading books. For our developing and confident readers, we use Project X, Big Cat Collins and a variety of classic and modern texts.

## **Writing**

### **Aims and Objectives**

We believe that a successful writing classroom should include:

- ✓ Clear expectations, targets and regular observation and assessment of progress towards the targets.
- ✓ A stimulating writing environment with
  - displayed and celebrated examples of children's own writing
  - visual literacy prompts
  - Opportunities for cross curricular writing.
- ✓ All adults (not just teachers) as role models who use writing explicitly in the classroom for a variety of purposes and demonstrate on a regular basis what they are doing.
- ✓ A wide experience of reading as the primary source of knowledge about how written language looks and sounds. The systematic, regular and direct teaching of phonics, spelling and grammar. Rich oral experience of Speaking and Listening opportunities and Drama as a preparation for writing.
- ✓ Regular Shared and Guided Writing sessions in order to teach and refine the skills of text composition. Opportunities for supported and independent writing linked to and developed from Shared Writing.

It is our aim therefore, to provide these important factors within our classrooms in order to provide a supportive and stimulating writing environment.

## **Speaking & Listening**

### **Aims and Objectives**

We believe that a successful speaking and listening should include:

The ability to speak and listen is fundamental to pupils' language and social development. It is an essential tool for all areas of the curriculum, as talk underpins learning and thinking. It is vital that it's significance is recognised by pupils, parents and teachers. Pupils need to be provided with many and varied contexts for talk, but they also need direct teaching in the skills of speaking and listening.

We aim for children to be able to speak clearly, and as they get older, to develop and sustain ideas in talk. In listening, we aim for children to become attentive listeners, developing their analytical skills.

We want children to take part in group discussions, making contributions, listening to others and working collaboratively.

In drama, we aim for children to express their ideas, take on roles and perform to others using verbal and non-verbal communication.

### **Cross Curricular Approach**

Literacy is at the heart of all our lessons and staff used every opportunity to link all literacy skills to every part of the curriculum. We endeavour to use our creative curriculum as a stimulus for all children to achieve to their full potential.

### **Achievements (SMSC)**

Each week we hold a whole school achievements assembly. This is when a child from each class is chosen for 'Writer of the Week', 'Reader of the Week'. Speaking and Listening is incorporated into 'Star Pupil of the Week'. Children bring their achievements to the assembly to share. Each child receives a certificate, which identifies why they have received their award. We also hold special end of term and end of year assemblies to share children's achievements as a whole school.

Every child is involved in our reading incentives, where children can gain read points for their achievements and efforts in reading. When certain points are achieved the children receive prizes. These achievements are recorded on reading book marks which are shared with parents. Parents are encouraged to complete the children's reading diaries too.

Within the planning and delivery of Literacy all practitioners provide opportunities for all aspects of SMSC to be provided by the resources, teaching styles and activities.

### **Monitoring of Literacy**

Monitoring takes place in many different forms, on a regular basis:

- ✓ RWI -weekly planning and termly learning walks take place to monitor practise. Lesson models and team teaching are used to support staff accordingly. Children not making sufficient progress are identified and the appropriate intervention is put in place immediately. There is fluid movement between groups, enabling staff to move children to different group without waiting for assessments, this ensures that individual needs are met.
- ✓ Spellings - children will receive spellings on a weekly basis and they are encouraged to practise them at home. Spellings are tested in an English lesson. Spellings will be from the Age related expectations from the spelling lists for the year groups.
- ✓ Reading - grouped folders, containing independent and guided records for children with individual comments. Planning, book trawls, lesson observations and learning walks. Feedback is given to individual staff on monitoring outcomes.
- ✓ Writing - all stakeholders are aware of the importance of standard of writing across the curriculum and we use a triangulation approach to monitoring (teaching, books and assessments)

### **Targets for pupils**

All pupils have individual target cards which are linked to the New National Curriculum for reading and writing (Year 2 and 6 are using levelled target cards) These targets are discussed with pupils regularly. Children are encouraged to use the targets as an aid to support their learning and raise the standards of their work. The targets are monitored during book trawls and pupils are often asked to discuss their targets with members of the SLT.

Within the marking pupils are provided with next steps, which are completed at the beginning of the next lesson. Children will regularly be getting feedback tasks and next steps for learning.

## Bilston Church of England Primary

### Long Term Planning for Literacy



Across the whole the school the overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment.

## **Aims**

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

### **Spoken Language**

The national curriculum for English reflects the importance of spoken language in pupils' development across the whole curriculum - cognitively, socially and linguistically. Spoken language underpins the development of reading and writing. The quality and variety of language that pupils hear and speak are vital for developing their vocabulary and grammar and their understanding for reading and writing. Teachers should therefore ensure the continual development of pupils' confidence and competence in spoken language and listening skills. Pupils should develop a capacity to explain their understanding of books and other reading, and to prepare their ideas before they write. They must be assisted in making their thinking clear to

themselves as well as to others and teachers should ensure that pupils build secure foundations by using discussion to probe and remedy their misconceptions. Pupils should also be taught to understand and use the conventions for discussion and debate.

All pupils should be enabled to participate in and gain knowledge, skills and understanding associated with the artistic practice of drama. Pupils should be able to adopt, create and sustain a range of roles, responding appropriately to others in role. They should have opportunities to improvise, devise and script drama for one another and a range of audiences, as well as to rehearse, refine, share and respond thoughtfully to drama and theatre performances.

Statutory requirements which underpin all aspects of spoken language across the six years of primary education form part of the national curriculum. These are reflected and contextualised within the reading and writing domains which follow.

**Pupils should be taught to:**

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| <ul style="list-style-type: none"> <li>• listen and respond appropriately to adults and their peers</li> <li>• ask relevant questions to extend their understanding and knowledge</li> <li>• use relevant strategies to build their vocabulary</li> <li>• articulate and justify answers, arguments and opinions</li> <li>• give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</li> <li>• maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</li> </ul> | <ul style="list-style-type: none"> <li>• use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</li> <li>• speak audibly and fluently with an increasing command of Standard English</li> <li>• participate in discussions, presentations, performances, role play, improvisations and debates</li> <li>• gain, maintain and monitor the interest of the listener(s)</li> <li>• consider and evaluate different viewpoints, attending to and building on the contributions of others</li> <li>• select and use appropriate registers for effective communication.</li> </ul> |
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## Reading

The programmes of study for reading at key stages 1 and 2 consist of two dimensions:

- word reading
- comprehension (both listening and reading).

It is essential that teaching focuses on developing pupils' competence in both dimensions; different kinds of teaching are needed for each.

Skilled word reading involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Underpinning both is the understanding that the letters on the page represent the sounds in spoken words. This is why phonics should be emphasised in the early teaching of reading to beginners (i.e. unskilled readers) when they start school.

Good comprehension draws from linguistic knowledge (in particular of vocabulary and grammar) and on knowledge of the world. Comprehension skills develop through pupils' experience of high-quality discussion with the teacher, as well as from reading and discussing a range of stories, poems and non-fiction. All pupils must be encouraged to read widely across both fiction and non-fiction to develop their knowledge of themselves and the world in which they live, to establish an appreciation and love of reading, and to gain knowledge across the curriculum. Reading widely and often increases pupils' vocabulary because they encounter words they would rarely hear or use in everyday speech. Reading also feeds pupils' imagination and opens up a treasure-house of wonder and joy for curious young minds.

It is essential that, by the end of their primary education, all pupils are able to read fluently, and with confidence, in any subject in their forthcoming secondary education.

Year 1	Year 2
<p>During year 1, teachers should build on work from the Early Years Foundation Stage, making sure that pupils can sound and blend unfamiliar printed words quickly and accurately using the phonic knowledge and skills that they have already learnt. Teachers should also ensure that pupils continue to learn new grapheme-phoneme correspondences (GPCs) and revise and consolidate those learnt earlier. The understanding that the letter(s) on the page represent the sounds in spoken words should underpin pupils' reading and spelling of all words. This includes common words containing unusual GPCs. The term 'common exception words' is used throughout the programmes of study for such words.</p> <p>Alongside this knowledge of GPCs, pupils need to develop the skill of blending the sounds into words for reading and establish the habit of</p>	<p>By the beginning of year 2, pupils should be able to read all common graphemes. They should be able to read unfamiliar words containing these graphemes, accurately and without undue hesitation, by sounding them out in books that are matched closely to each pupil's level of word reading knowledge. They should also be able to read many common words containing GPCs taught so far [for example, shout, hand, stop, or dream], without needing to blend the sounds out loud first. Pupils' reading of common exception words [for example, you, could, many, or people], should be secure. Pupils will increase their fluency by being able to read these words easily and automatically. Finally, pupils should be able to retell some</p>

applying this skill whenever they encounter new words. This will be supported by practice in reading books consistent with their developing phonic knowledge and skill and their knowledge of common exception words. At the same time they will need to hear, share and discuss a wide range of high-quality books to develop a love of reading and broaden their vocabulary.

Pupils should be helped to read words without overt sounding and blending after a few encounters. Those who are slow to develop this skill should have extra practice.

Pupils' writing during year 1 will generally develop at a slower pace than their reading. This is because they need to encode the sounds they hear in words (spelling skills), develop the physical skill needed for handwriting, and learn how to organise their ideas in writing.

Pupils entering year 1 who have not yet met the early learning goals for literacy should continue to follow their school's curriculum for the Early Years Foundation Stage to develop their word reading, spelling and language skills. However, these pupils should follow the year 1 programme of study in terms of the books they listen to and discuss, so that they develop their vocabulary and understanding of grammar, as well as their knowledge more generally across the curriculum. If they are still struggling to decode and spell, they need to be taught to do this urgently through a rigorous and systematic phonics programme so that they catch up rapidly.

Teachers should ensure that their teaching develops pupils' oral vocabulary as well as their ability to understand and use a variety of grammatical structures, giving particular support to pupils whose oral language skills are insufficiently developed.

familiar stories that have been read to and discussed with them or that they have acted out during year 1.

During year 2, teachers should continue to focus on establishing pupils' accurate and speedy word reading skills. They should also make sure that pupils listen to and discuss a wide range of stories, poems, plays and information books; this should include whole books. The sooner that pupils can read well and do so frequently, the sooner they will be able to increase their vocabulary, comprehension and their knowledge across the wider curriculum.

In writing, pupils at the beginning of year 2 should be able to compose individual sentences orally and then write them down. They should be able to spell correctly many of the words covered in year 1 (see English Appendix 1). They should also be able to make phonically plausible attempts to spell words they have not yet learnt. Finally, they should be able to form individual letters correctly, so establishing good handwriting habits from the beginning.

It is important to recognise that pupils begin to meet extra challenges in terms of spelling during year 2. Increasingly, they should learn that there is not always an obvious connection between the way a word is said and the way it is spelt. Variations include different ways of spelling the same sound, the use of so-called silent letters and groups of letters in some words and, sometimes, spelling that has become separated from the way that words are now pronounced, such as the 'le' ending in table. Pupils' motor



	<p>skills also need to be sufficiently advanced for them to write down ideas that they may be able to compose orally. In addition, writing is intrinsically harder than reading: pupils are likely to be able to read and understand more complex writing (in terms of its vocabulary and structure) than they are capable of producing themselves.</p> <p>For pupils who do not have the phonic knowledge and skills they need for year 2, teachers should use the year 1 programmes of study for word reading and spelling so that pupils' word reading skills catch up. However, teachers should use the year 2 programme of study for comprehension so that these pupils hear and talk about new books, poems, other writing, and vocabulary with the rest of the class.</p>
<p style="text-align: center;"><b>Reading- word reading</b></p>	
<p><b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>• apply phonic knowledge and skills as the route to decode words</li> <li>• respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes</li> <li>• read accurately by blending sounds in unfamiliar words containing GPCs that have been taught</li> <li>• read common exception words, noting unusual correspondences between spelling and sound and where these read</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent</li> <li>• read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes</li> <li>• read accurately words of two or more syllables that contain the same graphemes as above</li> <li>• read words containing common suffixes</li> </ul>



<p>words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings</p> <ul style="list-style-type: none"> <li>• read other words of more than one syllable that contain taught GPCs</li> <li>• read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)</li> <li>• 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</li> <li>• re-read these books to build up their fluency and confidence in word reading. occur in the word</li> </ul>	<ul style="list-style-type: none"> <li>• read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</li> <li>• read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered</li> <li>• read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation</li> <li>• re-read these books to build up their fluency and confidence in word reading.</li> </ul>
<p style="text-align: center;"><b>Reading-Comprehension</b></p>	
<p><b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>• develop pleasure in reading, motivation to read, vocabulary and understanding by:             <ul style="list-style-type: none"> <li>○ listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently</li> <li>○ being encouraged to link what they read or hear read to their own experiences</li> <li>○ becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics</li> </ul> </li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• develop pleasure in reading, motivation to read, vocabulary and understanding by:             <ul style="list-style-type: none"> <li>○ 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</li> <li>○ discussing the sequence of events in books and how items of information are related</li> <li>○ becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales</li> </ul> </li> </ul>

<ul style="list-style-type: none"> <li>○ recognising and joining in with predictable phrases</li> <li>○ learning to appreciate rhymes and poems, and to recite some by heart</li> <li>○ discussing word meanings, linking new meanings to those already known</li> <li>○ understand both the books they can already read accurately and fluently and those they listen to by:</li> <li>○ drawing on what they already know or on background information and vocabulary provided by the teacher</li> <li>○ checking that the text makes sense to them as they read and correcting inaccurate reading</li> <li>○ discussing the significance of the title and events</li> <li>○ making inferences on the basis of what is being said and done</li> <li>○ predicting what might happen on the basis of what has been read so far</li> <li>○ participate in discussion about what is read to them, taking turns and listening to what others say</li> <li>○ explain clearly their understanding of what is read to them.</li> </ul>	<ul style="list-style-type: none"> <li>○ being introduced to non-fiction books that are structured in different ways</li> <li>○ recognising simple recurring literary language in stories and poetry</li> <li>○ discussing and clarifying the meanings of words, linking new meanings to known vocabulary</li> <li>○ discussing their favourite words and phrases</li> <li>○ continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear</li> <li>○ understand both the books that they can already read accurately and fluently and those that they listen to by:</li> <li>○ drawing on what they already know or on background information and vocabulary provided by the teacher</li> <li>○ checking that the text makes sense to them as they read and correcting inaccurate reading</li> <li>○ making inferences on the basis of what is being said and done</li> <li>○ answering and asking questions</li> <li>○ predicting what might happen on the basis of what has been read so far</li> <li>○ participate in discussion about books, poems and other works</li> </ul>
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	<p>that are read to them and those that they can read for themselves, taking turns and listening to what others say</p> <ul style="list-style-type: none"> <li>○ explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.</li> </ul>
<b>Writing-transcript</b>	
<p><b><i>Spelling (see English Appendix 1)</i></b></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• spell:</li> <li>• words containing each of the 40+ phonemes already taught</li> <li>• common exception words</li> <li>• the days of the week</li> <li>• name the letters of the alphabet:</li> <li>• naming the letters of the alphabet in order</li> <li>• using letter names to distinguish between alternative spellings of the same sound</li> <li>• add prefixes and suffixes:</li> <li>• using the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs</li> <li>• using the prefix un-</li> <li>• 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]</li> </ul>	<p><b><i>Spelling (see English Appendix 1)</i></b></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• spell by:</li> <li>• segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly</li> <li>• 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</li> <li>• learning to spell common exception words</li> <li>• learning to spell more words with contracted forms</li> <li>• learning the possessive apostrophe (singular) [for example, the girl's book]</li> <li>• distinguishing between homophones and near-homophones</li> <li>• add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly</li> <li>• apply spelling rules and guidance, as listed in English Appendix 1</li> </ul>

<ul style="list-style-type: none"> <li>• apply simple spelling rules and guidance, as listed in English Appendix 1</li> <li>• write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.</li> </ul>	<ul style="list-style-type: none"> <li>• write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.</li> </ul>
<p><b>Handwriting</b></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• sit correctly at a table, holding a pencil comfortably and correctly</li> <li>• begin to form lower-case letters in the correct direction, starting and finishing in the right place</li> <li>• form capital letters</li> <li>• form digits 0-9</li> <li>• understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.</li> </ul>	<p>Handwriting</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• form lower-case letters of the correct size relative to one another</li> <li>• 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</li> <li>• write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters</li> <li>• use spacing between words that reflects the size of the letters.</li> </ul>
<p><b>Writing-composition</b></p>	
<p><b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>• write sentences by:</li> <li>• saying out loud what they are going to write about</li> <li>• composing a sentence orally before writing it</li> <li>• sequencing sentences to form short narratives</li> <li>• re-reading what they have written to check that it makes sense</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• develop positive attitudes towards and stamina for writing by:</li> <li>• writing narratives about personal experiences and those of others (real and fictional)</li> <li>• writing about real events</li> <li>• writing poetry</li> <li>• writing for different purposes</li> </ul>

<ul style="list-style-type: none"> <li>• discuss what they have written with the teacher or other pupils</li> <li>• read aloud their writing clearly enough to be heard by their peers and the teacher.</li> </ul>	<ul style="list-style-type: none"> <li>• consider what they are going to write before beginning by:</li> <li>• planning or saying out loud what they are going to write about</li> <li>• writing down ideas and/or key words, including new vocabulary</li> <li>• encapsulating what they want to say, sentence by sentence</li> <li>• make simple additions, revisions and corrections to their own writing by:</li> <li>• evaluating their writing with the teacher and other pupils</li> <li>• 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</li> <li>• proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]</li> <li>• read aloud what they have written with appropriate intonation to make the meaning clear</li> </ul>
<p style="text-align: center;"><b>Writing-vocabulary, grammar and punctuation</b></p>	
<p><b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>• develop their understanding of the concepts set out in English Appendix 2 by:</li> <li>• leaving spaces between words</li> <li>• joining words and joining clauses using and</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• develop their understanding of the concepts set out in English Appendix 2 by:</li> <li>• 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</li> </ul>

<ul style="list-style-type: none"> <li>beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</li> <li>using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'</li> <li>learning the grammar for year 1 in English Appendix 2</li> <li>use the grammatical terminology in English Appendix 2 in discussing their writing.</li> </ul>	<p>apostrophes for contracted forms and the possessive (singular)</p> <ul style="list-style-type: none"> <li>learn how to use:             <ul style="list-style-type: none"> <li>sentences with different forms: statement, question, exclamation, command</li> <li>expanded noun phrases to describe and specify [for example, the blue butterfly]</li> <li>the present and past tenses correctly and consistently including the progressive form</li> <li>subordination (using when, if, that, or because) and co-ordination (using or, and, or but)</li> <li>the grammar for year 2 in English Appendix 2</li> <li>some features of written Standard English</li> <li>use and understand the grammatical terminology in English Appendix 2 in discussing their writing.</li> </ul> </li> </ul>
Lower Key Stage 2-Years 3 and 4	Upper Key Stage-Years 5 and 6
<p>By the beginning of year 3, pupils should be able to read books written at an age-appropriate interest level. They should be able to read them accurately and at a speed that is sufficient for them to focus on understanding what they read rather than on decoding individual words. They should be able to decode most new words outside their spoken vocabulary, making a good approximation to the word's pronunciation. As their decoding skills become increasingly secure, teaching should be directed</p>	<p>By the beginning of year 5, pupils should be able to read aloud a wider range of poetry and books written at an age-appropriate interest level with accuracy and at a reasonable speaking pace. They should be able to read most words effortlessly and to work out how to pronounce unfamiliar written words with increasing automaticity. If the pronunciation sounds unfamiliar, they should ask for help in determining</p>

more towards developing their vocabulary and the breadth and depth of their reading, making sure that they become independent, fluent and enthusiastic readers who read widely and frequently. They should be developing their understanding and enjoyment of stories, poetry, plays and non-fiction, and learning to read silently. They should also be developing their knowledge and skills in reading non-fiction about a wide range of subjects. They should be learning to justify their views about what they have read: with support at the start of year 3 and increasingly independently by the end of year 4.

Pupils should be able to write down their ideas with a reasonable degree of accuracy and with good sentence punctuation. Teachers should therefore be consolidating pupils' writing skills, their vocabulary, their grasp of sentence structure and their knowledge of linguistic terminology. Teaching them to develop as writers involves teaching them to enhance the effectiveness of what they write as well as increasing their competence. Teachers should make sure that pupils build on what they have learnt, particularly in terms of the range of their writing and the more varied grammar, vocabulary and narrative structures from which they can draw to express their ideas. Pupils should be beginning to understand how writing can be different from speech. Joined handwriting should be the norm; pupils should be able to use it fast enough to keep pace with what they want to say.

Pupils' spelling of common words should be correct, including common exception words and other words that they have

both the meaning of the word and how to pronounce it correctly.

They should be able to prepare readings, with appropriate intonation to show their understanding, and should be able to summarise and present a familiar story in their own words. They should be reading widely and frequently, outside as well as in school, for pleasure and information. They should be able to read silently, with good understanding, inferring the meanings of unfamiliar words, and then discuss what they have read.

Pupils should be able to write down their ideas quickly. Their grammar and punctuation should be broadly accurate. Pupils' spelling of most words taught so far should be accurate and they should be able to spell words that they have not yet been taught by using what they have learnt about how spelling works in English.

During years 5 and 6, teachers should continue to emphasise pupils' enjoyment and understanding of language, especially vocabulary, to support their reading and writing. Pupils' knowledge of language, gained from stories, plays, poetry, non-fiction and textbooks, will support their increasing fluency as readers, their facility as writers, and their comprehension. As in years 3 and 4, pupils should be taught to enhance the effectiveness of their writing as well as their competence.

It is essential that pupils whose decoding skills are poor are taught through a rigorous and systematic phonics programme so that they catch up rapidly with their peers in terms of



learnt (see English Appendix 1). Pupils should spell words as accurately as possible using their phonic knowledge and other knowledge of spelling, such as morphology and etymology.

Most pupils will not need further direct teaching of word reading skills: they are able to decode unfamiliar words accurately, and need very few repeated experiences of this before the word is stored in such a way that they can read it without overt sound-blending. They should demonstrate understanding of figurative language, distinguish shades of meaning among related words and use age-appropriate, academic vocabulary.

As in key stage 1, however, pupils who are still struggling to decode need to be taught to do this urgently through a rigorous and systematic phonics programme so that they catch up rapidly with their peers. If they cannot decode independently and fluently, they will find it increasingly difficult to understand what they read and to write down what they want to say. As far as possible, however, these pupils should follow the year 3 and 4 programme of study in terms of listening to new books, hearing and learning new vocabulary and grammatical structures, and discussing these.

Specific requirements for pupils to discuss what they are learning and to develop their wider skills in spoken language form part of this programme of study. In years 3 and 4, pupils should become more familiar with and confident in using language in a greater variety of situations, for a variety of audiences and purposes, including through drama, formal presentations and debate.

their decoding and spelling. However, as far as possible, these pupils should follow the upper key stage 2 programme of study in terms of listening to books and other writing that they have not come across before, hearing and learning new vocabulary and grammatical structures, and having a chance to talk about all of these.

By the end of year 6, pupils' reading and writing should be sufficiently fluent and effortless for them to manage the general demands of the curriculum in year 7, across all subjects and not just in English, but there will continue to be a need for pupils to learn subject-specific vocabulary. They should be able to reflect their understanding of the audience for and purpose of their writing by selecting appropriate vocabulary and grammar. Teachers should prepare pupils for secondary education by ensuring that they can consciously control sentence structure in their writing and understand why sentences are constructed as they are. Pupils should understand nuances in vocabulary choice and age-appropriate, academic vocabulary. This involves consolidation, practice and discussion of language.

Specific requirements for pupils to discuss what they are learning and to develop their wider skills in spoken language form part of this programme of study. In years 5 and 6, pupils' confidence, enjoyment and mastery of language should be extended through public speaking, performance and debate.

Reading –word level	
<p><b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>• 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</li> <li>• read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</li> </ul>	<p><b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>• apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet.</li> </ul>
Reading –comprehension	
<p><b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>• develop positive attitudes to reading and understanding of what they read by:</li> <li>• listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>• reading books that are structured in different ways and reading for a range of purposes</li> <li>• using dictionaries to check the meaning of words that they have read</li> <li>• increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</li> </ul>	<p><b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>• maintain positive attitudes to reading and understanding of what they read by:</li> <li>• continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>• reading books that are structured in different ways and reading for a range of purposes</li> <li>• 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 traditions</li> </ul>

<ul style="list-style-type: none"> <li>• identifying themes and conventions in a wide range of books</li> <li>• preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</li> <li>• discussing words and phrases that capture the reader's interest and imagination</li> <li>• recognising some different forms of poetry [for example, free verse, narrative poetry]</li> <li>• understand what they read, in books they can read independently, by:</li> <li>• checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</li> <li>• asking questions to improve their understanding of a text</li> <li>• drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> <li>• predicting what might happen from details stated and implied</li> <li>• identifying main ideas drawn from more than one paragraph and summarising these</li> <li>• identifying how language, structure, and presentation contribute to meaning</li> </ul>	<ul style="list-style-type: none"> <li>• recommending books that they have read to their peers, giving reasons for their choices</li> <li>• identifying and discussing themes and conventions in and across a wide range of writing</li> <li>• making comparisons within and across books</li> <li>• learning a wider range of poetry by heart</li> <li>• 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</li> <li>• understand what they read by:</li> <li>• checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</li> <li>• asking questions to improve their understanding</li> <li>• drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> <li>• predicting what might happen from details stated and implied</li> <li>• summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas</li> </ul>
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<ul style="list-style-type: none"> <li>• retrieve and record information from non-fiction</li> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• identifying how language, structure and presentation contribute to meaning</li> <li>• discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</li> <li>• distinguish between statements of fact and opinion</li> <li>• retrieve, record and present information from non-fiction</li> <li>• 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</li> <li>• 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</li> <li>• provide reasoned justifications for their views.</li> </ul>
<p style="text-align: center;"><b>Writing-transcription</b></p>	
<p><b>Spelling (see English Appendix 1)</b></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• use further prefixes and suffixes and understand how to add them (English Appendix 1)</li> <li>• spell further homophones</li> </ul>	<p>Spelling (see English Appendix 1)</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• use further prefixes and suffixes and understand the guidance for adding them</li> <li>• spell some words with 'silent' letters [for example, knight, psalm, solemn]</li> </ul>

<ul style="list-style-type: none"> <li>• spell words that are often misspelt (English Appendix 1)</li> <li>• place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]</li> <li>• use the first two or three letters of a word to check its spelling in a dictionary</li> <li>• write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</li> </ul>	<ul style="list-style-type: none"> <li>• continue to distinguish between homophones and other words which are often confused</li> <li>• use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1</li> <li>• use dictionaries to check the spelling and meaning of words</li> <li>• use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary</li> <li>• use a thesaurus.</li> </ul>
<p><b>Handwriting</b></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• 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].</li> </ul>	
<p><b>Writing-composition</b></p>	
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• plan their writing by:</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• plan their writing by:</li> </ul>

<ul style="list-style-type: none"> <li>• discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> <li>• discussing and recording ideas</li> <li>• draft and write by:</li> <li>• composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)</li> <li>• organising paragraphs around a theme</li> <li>• in narratives, creating settings, characters and plot</li> <li>• in non-narrative material, using simple organisational devices [for example, headings and sub-headings]</li> <li>• evaluate and edit by:</li> <li>• assessing the effectiveness of their own and others' writing and suggesting improvements</li> <li>• proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</li> <li>• proof-read for spelling and punctuation errors</li> <li>• read aloud their own writing, to a group or the whole class, using appropriate intonation and</li> </ul>	<ul style="list-style-type: none"> <li>• identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</li> <li>• noting and developing initial ideas, drawing on reading and research where necessary</li> <li>• in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</li> <li>• draft and write by:</li> <li>• selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> <li>• in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</li> <li>• précising longer passages</li> <li>• using a wide range of devices to build cohesion within and across paragraphs</li> <li>• using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]</li> <li>• evaluate and edit by:</li> <li>• assessing the effectiveness of their own and others' writing</li> </ul>
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<p>controlling the tone and volume so that the meaning is clear.</p>	<ul style="list-style-type: none"> <li>• proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> <li>• ensuring the consistent and correct use of tense throughout a piece of writing</li> <li>• ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</li> <li>• proof-read for spelling and punctuation errors</li> </ul>
<p><b>Writing-vocabulary, grammar and punctuation</b></p>	
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• develop their understanding of the concepts set out in English Appendix 2 by:</li> <li>• extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</li> <li>• using the present perfect form of verbs in contrast to the past tense</li> <li>• choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</li> <li>• using conjunctions, adverbs and prepositions to express time and cause</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• develop their understanding of the concepts set out in English Appendix 2 by:</li> <li>• recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms</li> <li>• using passive verbs to affect the presentation of information in a sentence</li> <li>• using the perfect form of verbs to mark relationships of time and cause</li> <li>• using expanded noun phrases to convey complicated information concisely</li> </ul>



<ul style="list-style-type: none"> <li>• using fronted adverbials</li> <li>• learning the grammar for years 3 and 4 in English Appendix 2</li> <li>• indicate grammatical and other features by:</li> <li>• using commas after fronted adverbials</li> <li>• indicating possession by using the possessive apostrophe with plural nouns</li> <li>• using and punctuating direct speech</li> <li>• use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.</li> </ul>	<ul style="list-style-type: none"> <li>• using modal verbs or adverbs to indicate degrees of possibility</li> <li>• using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun</li> <li>• learning the grammar for years 5 and 6 in English Appendix 2</li> <li>• indicate grammatical and other features by:</li> <li>• using commas to clarify meaning or avoid ambiguity in writing</li> <li>• using hyphens to avoid ambiguity</li> <li>• using brackets, dashes or commas to indicate parenthesis</li> <li>• using semi-colons, colons or dashes to mark boundaries between independent clauses</li> <li>• using a colon to introduce a list</li> <li>• punctuating bullet points consistently</li> <li>• use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading.</li> </ul>
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