

English Curriculum



Happy Hearts, Open Minds, Bright Futures

Jesus promised: "I came that you may have life and have it to the full."

- John 10:10




Our Vision

Every child at Fladbury will know they are loved by God, have a **happy heart** and be part of a flourishing, well-led school. When they leave Fladbury, they will be well-prepared to meet challenges, confident in their abilities and look forward to their **bright future** with an **open mind**.

Our English Aims

At Fladbury, our English curriculum will equip children with the necessary literacy skills to have bright futures as competent readers and writers. Through enthusiastic and carefully planned teaching, children will engage with and respond to a variety of quality texts, formulating and developing their communication skills and linguistic knowledge through speaking, listening, reading, and writing. We aim to ensure that all pupils develop open minds through experiencing a diverse range of writing by authors from different cultures and backgrounds. Our children will have happy hearts through experiencing the joy of reading for pleasure, and writing as a means of self-expression.



Happy Hearts	Open Minds	Bright Futures
		
<p>Through carefully planned and enthusiastically delivered learning opportunities, teachers will nurture 'happy hearts' through an enjoyment of speaking and listening, reading, and writing for pleasure.</p> <p>By sharing high quality texts that capture children's interest and imagination, we will allow children to develop a life-long love of reading. Children will experience the many benefits of reading on wellbeing, including (but not limited to) increased self-esteem, higher levels of empathy, and better social connections, as well as enjoying a good book for its own sake.</p> <p>We will offer regular and varied speaking and listening opportunities that will develop children's self-confidence, helping them to feel comfortable when expressing themselves and their opinions.</p> <p>Ensuring that our children have the necessary skills to write enables them to enjoy the proven therapeutic benefits of expressive or creative writing: refining their thoughts, processing emotions, and improving overall mood.</p>	<p>Our English Curriculum will foster an 'Open Mind' by exposing children to quality texts from a variety of authors and sources. These texts will broaden children's understanding of different cultures, time periods, and lifestyles. Our teaching sequences allow pupils to immerse themselves in stories, poetry, and non-fiction, enabling them to gain a deep understanding of - and engagement with - the texts.</p> <p>Children will be equipped with the skills to learn more about topics that interest and excite them, discovering information for themselves and sharing it with others. In an increasingly information-saturated world, they will learn how to find, retrieve, and filter knowledge from a range of sources, and how to use it for their own needs.</p> <p>Pupils will have the opportunity to write for a variety of audiences and purposes, considering the way language can be used to inform, entertain, persuade, and discuss. They will consider the effects of certain vocabulary choices on readers, and discover the power of the written and spoken word.</p>	<p>Good literacy skills enable children to communicate effectively, understand written information, and make sense of the world. By effectively teaching the essential skills of speaking, listening, reading and writing, we will equip our pupils with the necessary tools to enjoy bright futures.</p> <p>Children will learn how to be confident and effective communicators, with the necessary vocabulary to enable them to navigate complex personal and professional relationships. They will be taught how to use language to negotiate, to persuade, to present information, and to build and sustain social connections – all of which will have a positive impact on their life chances.</p> <p>By ensuring that all children reach their full potential in terms of literacy skills, we will maximise their prospects in terms of their future education, employment, and economic wellbeing. Because of this, our children will have more choices when the time comes to make decisions about their future lives and careers.</p>

Spirituality in English

Fladbury's definition of Spirituality is: Spirituality is about understanding that we are part of something bigger than ourselves. It's the connections and relationships we have with God, with others, with ourselves and with nature. It brings about a sense of awe and wonder and can lead to asking big questions about who we are and our place in God's world.

The English curriculum nurtures spirituality as it allows students to meet and consider characters from a wide array of backgrounds, across the decades and indeed centuries. In the deeply personal reading experience, our students as readers make connections with characters and their circumstances and contexts, thus allowing them to build empathy, concern, and compassion for these characters whilst also considering their plights, circumstances and choices. In so doing, our students further engage in a spiritual experience as they are able to reflect on the characters they study, and the themes, to engage in self-reflection. We lose and find ourselves in books – their worlds, characters, issues, contexts etc – which is in itself a deeply spiritual experience.

Intent

The aim of the English curriculum at Fladbury is to give children the skills, tools and confidence they need to communicate their ideas and emotions effectively. Through their time at the school, pupils will experience the rich language of high quality literature, develop an understanding of morphology and etymology when learning to spell, and learn to make choices to communicate their ideas effectively in writing for a range of purposes and audiences. We believe that the teaching of reading is integral to a child's understanding and appreciation of the world around them; a platform that allows our children to see beyond what they know, share in cultural experiences and develop the vocabulary they need to effectively express themselves. Our reading curriculum strives to foster a lifelong love of reading. We cultivate the behaviours that they will need to be discerning readers as they read frequently and widely using a range of strategies and discuss what they read.

Implementation

In EYFS, there is a planned sequence of activities and experiences for children covering each area of learning, including developing fine-motor control and knowledge of stories.

In Years 1 – 6, teachers plan sequences of learning to include intended writing outcomes, grammatical skills, spelling objectives and assessment opportunities in writing, as well as reading skills including inference and retrieval. Our structured approach to reading is carefully designed to ensure the best results for our children.

We follow Read, Write, Inc. – a systematic synthetic phonics programme that teaches children the decoding skills needed to learn the alphabetic code, and ensures children experience success from the very beginning. Once the children have mastered the phonic code, then they receive daily guided reading sessions which focus on retrieval and higher order reading skills and the development of vocabulary using a range of texts – fiction, non-fiction and poetry.

Impact

To ensure the best outcome for all our pupils, assessment is used continuously to identify any child who is in danger of falling behind. Targeted interventions are used to help these children 'catch up' and their progress is carefully monitored by class teachers and school leaders. Regular phonics assessments allow us to regroup children each half term, so that they are always working at their challenge level. We use fluency and NFER comprehension tests to track progress in KS2. We use the Herts for Learning assessment grids for writing in Years 1 – 6, and writing is moderated termly to ensure consistency throughout the school. Pupils' books will show evidence of reading and writing for a range of purposes. They will demonstrate an increasingly wide vocabulary, developing control of handwriting and growing confidence with the grammar skills taught in writing lessons, and evidence of a range of reading domains being taught.

Subject leaders monitor the teaching and learning of English through learning walks, pupil voice surveys, book trawls, professional dialogue, and subject review with the link governor.

Focus Texts and Text Type coverage

Our writing units are based on real-life experiences, and high-quality, well-chosen texts that give children the best models for writing. We review our selected texts each year and add in newly published books as appropriate to ensure our children are excited by the texts they are engaging with.

Cycle A	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Wye Preschool/ Reception (These are possible texts)	We're All Welcome, The Colour Monster, Our Class is a Family, You Choose, Oliver Who Was Small But Mighty	Little Glow, Eight Nights, Eight Lights, Binny's Diwali, We All Celebrate, The Jolly Christmas Postman	The Darkest Dark, Mrs Armitage on Wheels, The Hundred Decker Bus, Things That Go	Life Savers, When You're Fast Asleep, Firefighter, Doctorsaurus, Real Superheroes	The Secret Sky Garden The Very Hungry Caterpillar Oliver's Vegetables Lulu Loves Flowers The Egg Book	Handa's Surprise Lucy and Tom at the Seaside Hello, Star
Please see our Early Years Curriculum for a detailed breakdown of the language and communication, physical, and literacy skills our Pre-school and Reception children will be developing over the course of the year.						
Avon Year 1/2	Somebody Swallowed Stanley Fiction – story Stella and the Seagull Non-fiction - posters The Bear in The Cave Poetry	Who's Afraid of the Light? Non-fiction – deep sea creature description Nativity Fiction – retelling the Christmas story	The Disgusting Sandwich Fiction - description Non-fiction – instructions	The Perfect Fit Non-fiction – missing poster, party invitation	Seed to Sunflower/ The Big Book of Blooms Non-fiction – non-chronological report Animalia Poetry – alliteration and kenning poems	Moana Fiction – description of a sea monster, retelling The Naughty Bus Non-fiction – fact files Poetry – acrostics
Teme Year 3/4	How to help a hedgehog and protect a polar bear (National Trust) Non-fiction – information text Poetry	Journey to the Centre of the Earth Fiction – imaginative volcano description Non-fiction – Newspaper report	Egyptian Cinderella Fiction – narrative Non-fiction – instructions on mummification	The Great Kapok Tree Fiction – imaginative rainforest description Non-fiction – persuasive letter, non-chronological report on rainforests	The Legend of Evesham Non-fiction – non-chronological report on the Battle of Evesham Fiction - legend	Earth, Sea and Stars by Isabel Otter Fiction – narrative Poetry
Severn Year 5/6	Twitch Narrative – character descriptions, retelling Bright Stars of Black British History Non-fiction - biography	Letters from the Lighthouse Non-fiction – letter, diary entry Poems from the Second World War Poetry	Suffragette: The Battle for Equality Non-fiction – newspaper article Caged Bird Poetry	Wolf Brother Fiction – narrative Amazing Evolution Non-fiction – information text	The Listener Poetry Incredible Journeys Non-fiction - recount	Who Let the Gods Out Fiction – narrative Mythologica Non-fiction – information text

Focus Texts and Text Type coverage

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Cycle B	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Wye Preschool/ Reception (These are possible texts)	We're All Welcome, The Colour Monster, Our Class is a Family, You Choose, Oliver Who Was Small But Mighty	Little Glow, Eight Nights, Eight Lights, Binny's Diwali, We All Celebrate, The Jolly Christmas Postman	The Darkest Dark, Mrs Armitage on Wheels, The Hundred Decker Bus, Things That Go	Life Savers, When You're Fast Asleep, Firefighter, Doctorsaurus, Real Superheroes	The Secret Sky Garden The Very Hungry Caterpillar Oliver's Vegetables Lulu Loves Flowers The Egg Book	Handa's Surprise Lucy and Tom at the Seaside Hello, Star
	Please see our Early Years Curriculum for a detailed breakdown of the language and communication, physical, and literacy skills our Pre-school and Reception children will be developing over the course of the year.					
Avon Year 1/2	I Want My Hat Back Fiction – retelling Poetry Calligrams/ shape poems Non-fiction – trip recount	Traction Man Fiction – innovated story, character description Kid Christmas Non-fiction – instructions, letter	Tell Me A Dragon Fiction – innovated story Poetry – sense poems A Walk in London Non-fiction – describe a journey	The Bog Baby Fiction – descriptions, retelling Tadpole's Promise Non-fiction – pondlife fact file	The Man on the Moon Fiction – retelling Non-fiction – instructions Beegu Non-fiction – missing poster Fiction – description	Mama Panya's Pancakes Fiction – innovated story (traditional tales) The Ugly Five Non-chronological report on an animal
Teme Year 3/4	Chocolate Cake by Michael Rosen Performance poetry Descriptive writing Non-fiction – persuasive writing (advert)	The Rain Player Fiction – narrative The Chocolate Tree Fiction – folk tale	Rhythm of the Rain Fiction – diary of a rain drop King of the Cloud Forest Fiction – playscript Poetry – mountain poem	Beowulf Fiction – myth retelling Non-fiction – Anglo-Saxon newspaper report	Escape from Pompeii Fiction – setting description, story Non-fiction – newspaper report	How to Train Your Dragon by Cressida Cowell/ Dreamworks Fiction – narrative Non-fiction - instructions
Severn Year 5/6	The Polar Bear Explorer's Club Fiction – descriptive retelling Poems From a Green and Blue Planet Poetry	Curiosity Non-fiction - News broadcast Cosmic Non-fiction – diary entry, letter	Poetry for Kids – William Shakespeare Poetry – sonnets The Tempest Fiction - playscript	The Last Bear Non-fiction – information leaflet Malala Non-fiction - Biography	Running on Empty Fiction – narrative The Promise Non-fiction - letter	The Journey Non-fiction – newspaper report On The Move – Poems about migration Performance poetry

Reading and Writing Across Our School

EYFS	Year One	Year Two	Year Three and Year Four	Year Five and Year Six
<p>Our Early Years curriculum is adapted each year in order to meet the unique and varied needs of our learners. Our children learn through purposeful play, and there are many and varied opportunities for them to mark make, and to develop their fine and gross motor skills, phonological awareness, and their understanding of story. Quality interactions with adults and peers are key to building children's communication skills, and we ensure that adults model the vocabulary and sentence structure that we aim for our children to develop. Daily phonics sessions build children's phonetic awareness from the beginning, and when they are developmentally ready, they are supported to find a secure and comfortable pencil grip in order to begin to write. Stories are shared every day, and children work with an adult regularly to target their individual next steps in learning.</p>	<p>Teachers will build on the phonics knowledge and skills learnt in EYFS when planning and delivering English lessons for Year 1 children. In reading, the focus will be on ensuring speedy and accurate segmenting and blending, complete GPC knowledge, and sight recognition of CEWs. Alongside this, children will have the opportunity to hear, discuss, and orally rehearse stories, poems, and non-fiction texts in order to develop a love of reading and a broad and ambitious vocabulary.</p> <p>Children will have opportunities to write to inform, and to entertain. They will be immersed in high-quality texts that are exciting, vocabulary-rich, and provide excellent models for writing. Planning will ensure there are opportunities for thinking aloud as children collect ideas, drafting, and re-reading to check their meaning is clear. Writing tasks will have an emphasis on developing children's transcription skills, with spelling and letter formation at the heart of English lessons. Children will write lots of dictated sentences and key words alongside constructing sentences orally, before learning to write sentences that they compose themselves. Evidence for oral composition may be gathered via video clips, which can be evidenced in books via QR codes.</p>	<p>In Year 2, children should be able to blend all common graphemes to read unfamiliar words, and should read many on sight without blending out loud. Teachers will focus on improving accuracy and speed, as well as fluency, in order for comprehension skills to develop. Children will have access to a wide range of books to read and discuss, carefully chosen in order to develop their knowledge and vocabulary. Tier 2 and 3 vocabulary will be explicitly taught in order to aid understanding.</p> <p>When writing, children will still compose simple sentences orally before writing them down. There will still be an emphasis on accurate spelling and letter formation, with dictated sentences and key word spelling playing a central role. Children will learn morphology and etymology in order to support their spelling proficiency.</p> <p>Children will have opportunities to write to inform and to entertain, and will be taught to organise their writing for different purposes. Their writing will be increasingly informed by their reading, and they will have many and varied opportunities to read as a reader and a writer, to discuss the effect of a text and the choices an author has made. Children will be taught to draft and edit their own work in order to check it makes sense, and will have the opportunity to make revisions where appropriate.</p>	<p>In lower Key Stage 2, teachers will ensure that children can read accurately and at a speed that allows them to focus on understanding what they have read, rather than on decoding. Teachers will work hard to develop the breadth and depth of children's reading, in order for them to become independent, fluent, and enthusiastic readers. Children will have the opportunity to discuss what they have read, and will learn to justify their opinions on it with increasing independence. They will demonstrate an understanding of figurative language, and will be able to distinguish shades of meaning among related words and use age-appropriate, tier 3 vocabulary. Children will have opportunities to write to inform, to persuade, and to entertain. They will be exposed to a wider variety of grammar, vocabulary, and narrative structures from which they can draw influence for their own writing. Children should be able to join their letters, and to develop a comfortable and fluent speed at which to write in order to keep up with their ideas. Children will still have opportunities for oral composition through drama, role play, and formal presentations, as well as in order to rehearse sentences before they write them.</p>	<p>In upper Key Stage 2, teachers will continue to provide a rich reading programme, which includes reading aloud and sustained independent reading time, as well as encouraging social and collaborative aspects of reading when sharing books with peers for both recreation and information. Children will be supported in tackling an increasing range of reading material in independent reading, and will be taught analytic approaches to phonics in order to facilitate the recognition of written language as units. Teaching will facilitate deeper responses to texts and ignite children's curiosity when reading through asking and answering their own questions and those of others.</p> <p>When writing, children will work expressively, informatively, and imaginatively for a range of purposes and audiences, and for more extensive periods and pieces of work. Models for writing will allow children to explore how authors use language to link ideas, sentences and paragraphs, and how more complex sentence structures enhance description and meaning. Oral rehearsal will enable children to assume an authentic voice in more strongly imagined roles. Children will have opportunities to choose the form they will write in, and discuss the effect and impact of the chosen form on the reader.</p>

Our Curriculum

Rationale

Our English curriculum equips children with the necessary literacy skills to become competent and confident readers and writers. Through enthusiastic and carefully planned teaching, children engage with and respond to a variety of quality texts, formulating and developing their communication skills and linguistic knowledge through speaking, listening, reading, and writing. Through the design of our curriculum, children access inspiring, diverse and challenging texts across a range of genres. These texts have been carefully selected, and are subject to change year on year according to the interests and needs of each cohort. Our English sequences of learning follow a carefully planned structure, which includes the specific spelling, grammar, and compositional skills needed in order for our children to communicate clearly and effectively. There are a number of assessment points throughout the sequences, and pupils have time to revisit and deepen the specific reading and writing skills of the unit. We try wherever possible to have a real-life purpose for our children's writing, regularly entering competitions and offering opportunities for our children to have their writing published.

Adaptive Teaching

Fladbury CE First School has a robust approach to adaptive teaching, ensuring that all children receive an education that responds to their strengths and needs. The use of scaffolding techniques allows teachers to break down complex concepts into manageable chunks, providing children with the support they need to work towards the same objectives as their peers. Visual resources such as word banks, diagrams and flash cards are often used in lessons to support all children to meet their learning objectives. Our school also embraces technology, utilising educational software such as Clickr and Widgit that engage children and provide opportunities for personalised learning. Additionally, active learning strategies, such as collaborative projects and hands-on activities, encourage children to engage with their lessons, fostering both peer interaction and critical thinking skills. Teachers ensure that children have access to practical concrete resources to further support their understanding and to give alternate ways of finding solutions to problems. Modelling is another critical strategy used by teachers, where they demonstrate thought processes and outline how they would complete a task to meet the learning objective. This allows children to observe and understand what they are working towards.

Through this multifaceted approach, Fladbury CE First School creates an inclusive learning environment where every child is supported in their educational journey, promoting not only academic success but also a lifelong love for learning.

Assessment

Reading and writing are assessed throughout the year, both formatively and summatively, to enable us to tailor our provision to the needs of the children. Adults aim to read with every child at least once weekly, although many children read with either a teacher or a TA multiple times over the course of the week. Children accessing phonics read to an adult every day during phonics lessons. Phonics assessments take place at least half-termly, and children are regrouped regularly to ensure that they are always working at their challenge level. Children who are no longer accessing phonics have termly NFER reading comprehension tests, and we use the Fluency Rubric (adapted from Zutell and Rasinski) to track their reading fluency. Throughout our English sequences of learning, teachers plan a mid-point writing task to assess children's understanding of the skills taught. This then allows time to revisit any skills that need embedding before the final assessment task at the end of each sequence. Transcription skills (spelling and handwriting) are assessed through weekly dictated sentences.

Age Related Coverage

Preschool

Communication and Language

- Enjoy listening to longer stories and can remember much of what happens.
- Pay attention to more than one thing at a time, which can be difficult.
- Use a wider range of vocabulary.
- Understand a question or instruction that has two parts, such as: “Get your coat and wait at the door”.
- Understand ‘why’ questions, like: “Why do you think the caterpillar got so fat?”
- Develop their communication but may continue to have problems with irregular tenses and plurals, such as ‘runned’ for ‘ran’, ‘swimmed’ for ‘swam’.
- Develop their pronunciation but may have problems saying:
 - some sounds: r, j, th, ch, and sh
 - multi-syllabic words such as ‘pterodactyl’, ‘planetarium’ or ‘hippopotamus’.
- Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.
- Start a conversation with an adult or a friend and continue it for many turns.
- Use talk to organise themselves and their play: “Let’s go on a bus... you sit there... I’ll be the driver.”

Literacy

- Understand the five key concepts about print:
 - print has meaning
 - print can have different purposes
 - we read English text from left to right and from top to bottom
 - the names of the different parts of a book
 - page sequencing
- Develop their phonological awareness, so that they can:
 - spot and suggest rhymes
 - count or clap syllables in a word
 - recognise words with the same initial sound, such as money and mother
- Engage in extended conversations about stories, learning new vocabulary.
- Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing ‘m’ for mummy.
- Write some or all of their name.
- Write some letters accurately.

Reception

Communication and Language

- Understand how to listen carefully and why listening is important.
- Learn new vocabulary.
- Use new vocabulary through the day.
- Ask questions to find out more and to check they understand what has been said to them.
- Articulate their ideas and thoughts in well-formed sentences.
- Connect one idea or action to another using a range of connectives.
- Describe events in some detail.
- Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.
- Develop social phrases.
- Engage in storytimes
- Listen to and talk about stories to build familiarity and understanding.
- Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.
- Use new vocabulary in different contexts
- Engage in non-fiction books.
- Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.

Literacy

- Read individual letters by saying the sounds for them.
- Blend sounds into words, so that they can read short words made up of known letter– sound correspondences.
- Read some letter groups that each represent one sound and say sounds for them.
- Read a few common exception words matched to the school’s phonic programme.
- Read simple phrases and sentences made up of words with known letter– sound correspondences and, where necessary, a few exception words.
- Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.
- Form lower-case and capital letters correctly.
- Spell words by identifying the sounds and then writing the sound with letter/s.
- Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.
- Re-read what they have written to check that it makes sense

Age Related Statutory Coverage

Reading: Word Reading

Year One	Year Two	Year Three and Four	Year Five and Six
<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) • 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. 	<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 • Read accurately words of two or more syllables that contain the same graphemes as above • 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 • Reread these books to build up their fluency and confidence in word reading 	<ul style="list-style-type: none"> • Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in - see 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 	<ul style="list-style-type: none"> • 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.

Age Related Statutory Coverage

Reading: Comprehension

Year One	Year Two	Year Three and Four	Year Five and Six
<ul style="list-style-type: none"> Develop pleasure in reading, motivation to read, vocabulary and understanding by: <ul style="list-style-type: none"> 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 Understand both the books they can already read accurately and fluently and those they listen to by: <ul style="list-style-type: none"> Drawing on what they already know or on 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. 	<ul style="list-style-type: none"> Develop pleasure in reading, motivation to read, vocabulary and understanding by: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Develop positive attitudes to reading, and an understanding of what they read, by: <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 Discussing words and phrases that capture the reader's interest and imagination Recognising some different forms of poetry [for example, free verse, narrative poetry] Understand what they read, in books they can read independently, by: <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 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 Predicting what might happen from details stated and implied Identifying main ideas drawn from more than 1 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. 	<ul style="list-style-type: none"> Maintain positive attitudes to reading and understanding of what they read by: <ul style="list-style-type: none"> 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 traditions 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 Understand what they read by: <ul style="list-style-type: none"> 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 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.

Age Related Statutory Coverage

Writing: Transcription

Year One	Year Two	Year Three and Four	Year Five and Six
<p>Spelling</p> <ul style="list-style-type: none"> Pupils should be taught to spell: <ul style="list-style-type: none"> Words containing each of the 40+ phonemes already taught Common exception words The days of the week Name the letters of the alphabet: <ul style="list-style-type: none"> Naming the letters of the alphabet in order Using letter names to distinguish between alternative spellings of the same sound Add prefixes and suffixes: <ul style="list-style-type: none"> 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>Handwriting</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 Understand which letters belong to which handwriting ‘families’ (i.e. Letters that are formed in similar ways) and to practise these. 	<p>Spelling</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> Spell by: <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 1 or more spellings are already known, and learn some words with each spelling, including a few common homophones 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 in English appendix 1 Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far <p>Handwriting</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>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 - see English appendix 1 Spell further homophones Spell words that are often misspelt - see English appendix 1 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 2 or 3 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>Handwriting</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, and that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch] 	<p>Spelling</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, as listed in English Appendix 1 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 use a thesaurus. <p>Handwriting</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> write legibly, fluently and with increasing speed by: <ul style="list-style-type: none"> 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.

Age Related Statutory Coverage

Writing: Composition

Year One	Year Two	Year Three and Four	Year Five and Six
<ul style="list-style-type: none"> • Write sentences by: <ul style="list-style-type: none"> ◦ Saying out loud what they are going to write about ◦ Composing a sentence orally before writing ◦ 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. 	<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) • Writing about real events • Writing poetry • Writing for different purposes consider what they are going to write before beginning by: <ul style="list-style-type: none"> ◦ 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: <ul style="list-style-type: none"> ◦ Evaluating their writing with the teacher and other pupils ◦ Rereading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form ◦ Proofreading 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 	<ul style="list-style-type: none"> • Plan their writing by: <ul style="list-style-type: none"> ◦ Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar ◦ Discussing and recording ideas • Draft and write by: <ul style="list-style-type: none"> ◦ Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures English appendix 2 ◦ 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: <ul style="list-style-type: none"> ◦ 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 • Proofread for spelling and punctuation errors • Read their own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear 	<ul style="list-style-type: none"> • Plan their writing by: <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: <ul style="list-style-type: none"> ◦ 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 ◦ 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] • evaluate and edit by: <ul style="list-style-type: none"> ◦ assessing the effectiveness of their own and others' writing ◦ 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.

Age Related Statutory Coverage

Writing: Vocabulary, Grammar and Punctuation

Year One	Year Two	Year Three and Four	Year Five and Six
<ul style="list-style-type: none"> Develop their understanding of the concepts set out in English appendix 2 by: <ul style="list-style-type: none"> 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 Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' learning the grammar for year 1 in English appendix 2 Use the grammatical terminology in English appendix 2 in discussing their writing Saying out loud what they are going to write about Composing a sentence orally before writing I 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. 	<ul style="list-style-type: none"> Develop their understanding of the concepts set out in English appendix 2 by: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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 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 Use and understand the grammatical terminology in English appendix 2 in discussing their writing 	<ul style="list-style-type: none"> Develop their understanding of the concepts set out in English appendix 2 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 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 Using fronted adverbials Learning the grammar for years 3 and 4 in English Appendix 2 Indicate grammatical and other features by: <ul style="list-style-type: none"> Using commas after fronted adverbials Indicating possession by using the possessive apostrophe with plural nouns Using and punctuating direct speech Use and understand the grammatical terminology in English appendix 2 accurately and appropriately when discussing their writing and reading 	<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: <ul style="list-style-type: none"> recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms 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 learning the grammar for years 5 and 6 in English Appendix 2 indicate grammatical and other features by: <ul style="list-style-type: none"> 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 use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading.