English Curriculum

This document breaks Lancashire's KLIPs down into each half term's unit of work. Each half term we have a key text (or set of key texts) that the learning is based around. Within each unit there are objectives/skills to teach, to consolidate and one that should be embedded. Where possible the texts link to the wider curriculum to better develop recall of knowledge and create a better depth of understanding.

LAST UPDATED: September 2023

NEXT REVIEW: July 2024

English Curriculum

Contents

English Curriculum

Rationale

National Curriculum English Aims

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.

The national curriculum for English aims to ensure that all pupils:

- ✓ 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.

DfE English Programmes of Study, September 2013

Aughton St Michael's English Curriculum: Intent

At Aughton St Michael's C.E. Primary School, we intend for all pupils to experience an inspiring, rich and engaging English environment based on language that feeds into reading and writing. We aim to foster a love of books and reading, alongside a positive culture of writing, for a variety of purposes and audiences and across all subjects within our broad curriculum.

Our youngest children will begin their early reading and writing development supported by excellent synthetic phonics teaching using Jolly Phonics until they are fluent in word reading (decoding) and transcription (spelling and handwriting). During their time at Aughton St Michael's Primary School, all pupils will be given the opportunity to immerse themselves in a wide variety of texts from a range of different cultures. Our ambitious curriculum includes learning from a range of texts in different forms and genres, ranging from their own or different experiences, other cultures, times and places with frequent varied opportunities to practise and refine their speaking, reading, spelling and writing skills. By experiencing a wide range of language and a curriculum that secures the knowledge needed for successful writing our children have the understanding and command of English that they need to flourish.

English Curriculum

Our intent is for every child to leave our care as able and independent communicators, with the confidence and skills required to read and write fluently. They will be thoroughly prepared in all aspects of English and fully equipped for the next step in their educational journey.

Aughton St Michael's English Curriculum: Implementation

Phonics

The daily teaching of phonics supports children in EYFS and Year 1 to develop their phonic knowledge. We use a synthetic approach which guides them step by step, from learning initial sounds to reading and writing sentences with confidence and fluency. Children have daily opportunities to apply their grapheme phoneme correspondence orally, in writing and decoding and begin to learn correct letter formation – by mastering transcription (spelling and handwriting) children can then focus on composition. Teachers focus on identifying children who are not able to decode accurately (or are otherwise at risk of not learning to read) early and prioritise teaching them to read through keeping up and catching up sessions. Struggling readers will continue to be taught phonics in Year 2 or Key Stage 2 to secure essential knowledge and automaticity in reading. Regular opportunities to update and refresh phonics teaching is provided in line with our school approach.

Reading

Our reading curriculum is carefully planned and enables pupils to read from a range of diverse texts to increasingly develop reading fluency and understanding, thereby prompting a love of reading. English lessons are planned around literature rich texts in every year group to challenge and develop knowledge all providing an abundance of opportunity to develop fluency and a love of reading. Our reading scheme is designed to develop children's reading accuracy. For early and developing readers, the books children are reading at home match their phonic ability and reading level. Fluent readers read increasing complex whole texts. Comprehension is explicitly taught in guided reading in school, beginning in EYFS and Year 1, where early readers apply their phonic knowledge and develop understanding. In Year 2, developing readers develop their ability to respond to texts at least three times a week and from Year 3 onwards children have daily guided reading activities. This also provides ongoing assessment and learning opportunities for teachers to regularly check pupil progress and adapt the teaching of reading as necessary. Assessment of reading is broken down by our reading scheme and is ongoing. Termly summative assessments also help teachers adapt and plan for gaps in children's fluency or understanding.

Writing

Writing is planned around our literature rich texts in every year group. Through a range of engaging stories, children in EYFS, have the opportunity to develop fluency in transcription and practise their spelling knowledge and segmenting skills. This is developed and secured so that children can focus increasingly on composition, planning, writing and editing. Our English curriculum allows each year group to:

- ✓ develop knowledge of their topic;
- ✓ learn key skills in grammar, punctuation and vocabulary; and

    ✓ write for various purposes and audiences.

Assessment of writing is broken down by our writing scheme and is ongoing. Short independent writing opportunities also help teachers adapt and plan for gaps in children's knowledge.

Aughton St Michael's English Curriculum: Impact

At our school, pupils make good progress in English. This starts with a firm foundation in EYFS, with 76.7 % of pupils reaching GLD and, using our internal tracking, 76.7 % achieving the ARE in Writing and 82.8% achieving ARE in Reading in 2023.

Our end of KS1 assessments for 2023, show that the percentage of pupils achieving expected outcomes in Reading is 82.1 % and for Writing it is 59 %. This is supported by the high number of pupils that pass the Phonics Screening Check at the end of Year 1, with an 92.3% pass rate in Year 1 and 100% in year 2 in 2023. This is a direct result of our excellent phonics curriculum and teaching.

The vast majority of our older pupils are equipped with the English skills they need to succeed at secondary school when they leave us. This is reflected in our end of KS2 assessments for 2023, with 76.7% of pupils meeting expected outcomes in Reading and 70.0% of pupils meeting expected outcomes in Writing.

Our progress scores tracking reflects the high quality teaching and comprehensive curriculum received by pupils across the school.

Key Learning Indictors for Performance in Reading

These are the year group specific objectives that should be covered by every year group. All the objectives should be taught and embedded. To supplement our teaching of reading we Learning and Progression Step Grids to break the Yearly objectives down In the small component parts.

English Curriculum

Key Learning Indicators of Performance in Reading: EYFS

Literacy – Reading			
Birth to 5 Matters (2021)	Birth to 5 Matters (2021)	EYFS (ELG)	Aughton St Michaels
Range 5	**Range 6**	**End of Reception**	**Emerging Y1**
Reading - Comprehension	*Reading*	*Reading - Comprehension*	*Comprehension*
- Listens to and joins in with stories and poems, when reading one-to-one and in small groups - Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories - Begins to be aware of the way stories are structured, and to tell own stories - Talks about events and principal characters in stories and suggests how the story might end - Shows interest in illustrations and words in print and digital books and words in the environment - Recognises familiar words and signs such as own name, advertising logos and screen icons - Looks at and enjoys print and digital books independently - Knows that print carries meaning and, in English, is read from left to right and top to bottom - Knows information can be relayed through signs and symbols in various forms (e.g. printed materials, digital screens and environmental print) - Handles books and touch screen technology carefully and the correct way up with growing competence	- Enjoys an increasing range of print and digital books, both fiction and non-fiction - Uses vocabulary and forms of speech that are increasingly influenced by their experiences of reading - Describes main story settings, events and principal characters in increasing detail - Re-enacts and reinvents stories they have heard in their play - Knows that information can be retrieved from books, computers and mobile digital devices - Is able to recall and discuss stories or information that has been read to them, or they have read themselves	- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. - Anticipate (where appropriate) key events in stories. - Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play	- Able to link what they read or hear to their own experiences. - Recognising and joining in with predictable phrases. - Discuss word meanings, linking new meanings to those already known. - Discuss the significance of the title and events. - Make 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.

Literacy – Reading			
Birth to 5 Matters (2021)	Birth to 5 Matters (2021)	EYFS (ELG)	Aughton St Michaels
Range 5	**Range 6**	**End of Reception**	**Emerging Y1**
Reading - Word reading	***Reading – Word reading*** (Not a separate section of Birth to 5 Matters)	***Reading - Word reading***	***Word Reading***
• Begins to navigate apps and websites on digital media using drop down menu to select websites and icons to select apps • Begins to develop phonological and phonemic awareness • Shows awareness of rhyme and alliteration • Recognises rhythm in spoken words, songs, poems and rhymes • Claps or taps the syllables in words during sound play - Hears and says the initial sound in words	• Begins to recognise some written names of peers, siblings or "Mummy"/"Daddy" for example • Begins to develop phonological and phonemic awareness - Continues a rhyming string and identifies alliteration - Hears and says the initial sound in words • Begins to segment the sounds in simple words and blend them together and knows which letters represent some of them - Starts to link sounds to letters, naming and sounding the letters of the alphabet - Begins to link sounds to some frequently used digraphs, e.g. sh, th, ee • Begins to read some high frequency words, and to use developing knowledge of letters and sounds to read simple phonically decodable words and simple sentences • Engages with books and other reading materials at an increasingly deeper level, sometimes drawing on their phonic knowledge to decode words, and their knowledge of language structure, subject knowledge and illustrations to interpret the text • Includes everyday literacy artefacts in play, such as labels, instructions, signs, envelopes, etc.	• Say a sound for each letter in the alphabet and at least 10 digraphs. • Read words consistent with their phonic knowledge by sound-blending. • Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words	• Apply phonic knowledge and skills as the route to decode words. • Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught. • Read other words of more than one syllable that contain taught GPCs

English Curriculum

Key Learning Indicators of Performance in Reading: Year 1

Word Reading	Comprehension
As above and: ▶ <u>Read aloud accurately books that are consistent with their developing phonic knowledge.</u> ▶ <u>Apply phonic knowledge and skills as the route to decode words.</u> ▶ <u>Respond speedily with the correct sound to grapheme for the 44 phonemes.</u> ▶ <u>Recognise and use the different ways of pronouncing the same grapheme; e.g. *ow* in *snow* and *cow.*</u> ▶ <u>Read accurately by blending sounds in unfamiliar words.</u> ▶ Read common exception words, noting tricky parts (see below). ▶ Read words containing *–s, -es, -ing, -ed, -er, -est* endings. ▶ Split two and three syllable words into the separate syllables to support blending for reading. ▶ Read words with contractions e.g. *I'm, I'll, we'll* and understand that the apostrophe represents the omitted letter. ▶ Develop fluency, accuracy and confidence by re-reading books. ▶ Read more challenging texts using phonics and common exception word recognition.	As above and: **Developing pleasure in reading and motivation to read** Listen to and discuss a range of texts at a level beyond that at which they can read independently, including stories, non-fiction and poems. ▶ Relate texts to own experiences. Recognise and join in with language patterns and repetition. Use patterns and repetition to support oral retelling, e.g. fairy stories, traditional tales and stories by well-known authors. Orally retell familiar stories in a range of contexts e.g. *small world, role play, storytelling.* Enjoy and recite rhymes and poems by heart. <u>Make personal reading choices and explain reasons for choices.</u> **Understanding books which they can read themselves and those which are read to them** ▶ Introduce and discuss key vocabulary, linking meanings of new words to those already known. Activate prior knowledge e.g. *what do you know about minibeasts?* <u>Check that texts make sense while reading and self-correct.</u> Develop and demonstrate their understanding of characters and events through role play and drama, drawing on language from the text. Give opinions and support with reasons e.g. *I like the Little Red Hen because she…* ▶ Explain clearly their understanding of what is read to them. <u>Demonstrate understanding of texts by answering questions related to who, what, where, when, why, how.</u> ▶ <u>Identify and discuss the main events in stories.</u> <u>Identify and discuss the main characters in stories.</u> <u>Recall specific information in fiction and non-fiction texts.</u> Locate parts of text that give particular information, e.g. *titles, contents page and labelled diagram.* Discuss the title and how it relates to the events in the whole story e.g. *Peace at Last by Jill Murphy.* ▶ Make basic inferences about what is being said and done. <u>Make predictions based on what has been read so far.</u> **Participating in discussion** ▶ <u>Listen to what others say.</u> Take turns.

English Curriculum

Key Learning Indicators of Performance in Reading: Year 2

Word Reading	Comprehension
As above and: ▶ Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation. ▶ Re-read books to build up fluency and confidence in word reading. ▶ Read frequently encountered words quickly and accurately without overt sounding and blending. ▶ Read accurately by blending the sounds in words, especially recognising alternative sounds for graphemes. ▶ Read accurately words of two or more syllables that contain alternative sounds for grapheme e.g. *shoulder, roundabout, grouping.* ▶ Read longer and less familiar texts independently. ▶ Apply phonic knowledge and skills to read words until automatic decoding has become embedded and reading is fluent. ▶ Work out unfamiliar words by focusing on all letters in the word, e.g. not reading *place* for *palace*. ▶ Read words containing common suffixes e.g. *–ness, -ment, -ful, -less -ly, -ing, -ed, -er, -est, -y.* ▶ Read further common exception words, noting tricky parts (see below).	As above and: **Developing pleasure in reading and motivation to read** ▶ Listen, discuss and express views about a range of texts at a level beyond that at which they can read independently, including stories, non-fiction, and contemporary and classic poetry. Orally retell a wider range of stories, fairy tales and traditional tales. Sequence and discuss the main events in stories and recounts. Read a range of non-fiction texts which are structured in different ways, including information, explanations, instructions, recounts, reports. Recognise the use of repetitive language within a text or poem (e.g. *run, run as fast as you can*) and across texts (*e.g. long, long ago in a land far away…*). Learn and recite a range of poems using appropriate intonation. Make personal reading choices and explain reasons for choices. **Understanding books which they can read themselves and those which are read to them** ▶ Identify, discuss and collect favourite words and phrases. Introduce and discuss words within the context of a text, linking new meanings to known vocabulary. Use morphology to work out the meaning of unfamiliar words e.g. *terror, terrorised.* ▶ Uses tone and intonation when reading aloud. Activate prior knowledge and raise questions e.g. *What do we know? What do we want to know? What have we learned?* Check that texts make sense while reading and self-correct. Demonstrate understanding of fiction and non-fiction texts by asking and answering *who, what, where, when, why, how* questions. ▶ Explain and discuss their understanding, giving opinions and supporting with reasons e.g. *Hansel was clever when he put stones in his pocket because…* ▶ Develop and demonstrate their understanding of characters and events through role play and drama, drawing on language from the text. Make inferences about characters and events using evidence from the text e.g. *what is the character thinking, saying and feeling?* Make predictions based on what has been read so far. Identify how specific information is organised within a non-fiction text e.g. *sub-headings, contents, bullet points, glossary, diagrams.* Locate information from non-fiction texts using the contents page, index, labelled diagrams and charts. **Participating in discussion** Participate in discussion about what is read to them, taking turns and listening to what others say. Make contributions in whole class and group discussion. Consider other points of view. Listen and respond to contributions from others.

Word Reading	Comprehension
As above and: ▶ Read books at an age appropriate interest level. ▶ Use knowledge of root words to understand meanings of words. ▶ Use prefixes to understand meanings e.g. *un-, dis-, mis-, re-, pre-, im-, in-*. ▶ Use suffixes to understand meanings e.g. *-ly, -ous*. ▶ Read and understand words from the Year 3 list (selected from the statutory Year 3/4 word list) - see below.	As above and: **Developing pleasure in reading and motivation to read** ▶ Listen to and discuss a range of fiction, poetry, plays and non-fiction, e.g. *fables, fairy tales, classic poetry, shape poetry, non-chronological reports, explanations.* Regularly listen to whole novels read aloud by the teacher. Read a range of non-fiction texts, e.g. *information, discussion, explanation, biography* and *persuasion*. Read books and texts for a range of purposes e.g. *enjoyment, research, skills development, reference.* Recognise some different forms of poetry e.g. *narrative, calligrams, shape poems.* Sequence and discuss the main events in stories. Orally retell a range of stories, including less familiar fairy stories, fables and folk tales e.g. *Grimm's Fairy Tales.* Identify and discuss themes e.g. *good over evil, weak and strong, wise and foolish, mean and generous, rich and poor.* Identify and discuss conventions e.g. *numbers three and seven in fairy tales, magical sentence repeated several times.* Prepare poems and play scripts to read aloud, showing understanding through intonation, tone, volume and action. **Understanding the text** Identify, discuss and collect favourite words and phrases which capture the reader's interest and imagination. Explain the meaning of unfamiliar words by using the context. Use dictionaries to check meanings of words they have read. Use intonation, tone and volume when reading aloud. Take note of punctuation when reading aloud. Discuss their understanding of the text. Raise questions during the reading process to deepen understanding e.g. *I wonder why the character.* Draw inferences around characters thoughts, feelings and actions, and justify with evidence from the text. Make predictions based on details stated. ▶ Justify responses to the text using the PE prompt (**P**oint + **E**vidence). ▶ Discuss the purpose of paragraphs. Identify a key idea in a paragraph. Analyse and evaluate texts looking at language, structure and presentation e.g. *persuasive letter, diary and calligram* etc. **Retrieving and recording information from non-fiction** Prepare for research by identifying what is already known about the subject and key questions to structure the task. ▶ Evaluate how specific information is organised within a non-fiction text e.g. *text boxes, contents, bullet points, glossary, diagrams.* Quickly appraise a text to evaluate usefulness. Navigate texts in print and on screen. Record information from a range of non-fiction texts. **Participating in discussion** Participate in discussion about what is read to them and books they have read independently. Develop and agree on rules for effective discussion. Take turns and listen to what others say. Make and respond to contributions in a variety of group situations e.g. *whole class, pairs, guided groups, book circles.*

Key Learning Indicators of Performance in Reading: Year 4

Word Reading	Comprehension
As above and: ▶ Read books at an age appropriate interest level. ▶ Use knowledge of root words to understand meanings of words. ▶ Use prefixes to understand meanings e.g. *in- , ir–, sub–, inter–super–, anti–, auto–.* ▶ Use suffixes to understand meanings e.g. *–ation, - tion, –ssion, –cian, -sion.* ▶ Read and understand words from the Year 4 list (selected from the statutory Year 3/4 word list - see below.	As above and: **Developing pleasure in reading and motivation to read** ▶ Listen to, read and discuss a range of fiction, poetry, plays and non-fiction in different forms e.g. *fairy tales, folk tales, classic poetry, kennings, advertisements, formal speeches, magazines, electronic texts.* ▶ Regularly listen to whole novels read aloud by the teacher. ▶ Read books and texts, which are structured in different ways, for a range of purposes and respond in a variety of ways. ▶ Learn a range of poems by heart and rehearse for performance. ▶ Prepare poems and play scripts to read aloud, showing understanding through intonation, tone, volume and action. ▶ Orally retell a range of stories, including less familiar fairy stories, myths and legends. **Understanding the text** ▶ Identify, discuss and collect effective words and phrases which capture the reader's interest and imagination e.g. *metaphors, similes.* ▶ Explain the meaning of key vocabulary within the context of the text. ▶ Use dictionaries to check meanings of words in the texts that they read. ▶ Use punctuation to determine intonation and expression when reading aloud to a range of audiences. ▶ Make predictions based on information stated and implied. ▶ Demonstrate active reading strategies e.g. generating questions, finding answers, refining thinking, modifying questions, constructing images. ▶ Justify responses to the text using the PE prompt (**P**oint + **E**vidence). ▶ Identify, analyse and discuss themes e.g. *safe and dangerous, just and unjust, origins of the earth, its people and animals.* ▶ Draw inferences around characters' thoughts, feelings, actions and motives, and justify with evidence from the text using point and evidence. ▶ Identify main ideas drawn from more than one paragraph and summarise these *e.g. character is evil because...1/2/3 reasons, Clitheroe Castle is a worthwhile place to visit because 1/2/3 reasons across a text.* ▶ Analyse and evaluate texts looking at language, structure and presentation and how these contribute to meaning. ▶ Recognise and analyse different forms of poetry e.g. *haiku, limericks, kennings.* **Retrieving and recording information from non-fiction** ▶ Prepare for research by identifying what is already known about the subject and key questions to structure the task. ▶ Navigate texts ,e.g. using contents and index pages, in order to locate and retrieve information in print and on screen. ▶ Record information from a range of non-fiction texts. ▶ Scan for dates, numbers and names. ▶ Analyse and evaluate how specific information is organised within a non-fiction text e.g. *text boxes, sub-headings, contents, bullet points, glossary, diagrams.* ▶ Explain how paragraphs are used to order or build up ideas, and how they are linked. **Participating in discussion** ▶ Participate in discussion about what is read to them and books they have read independently, taking turns and listening to what others say. ▶ Develop, agree on and evaluate rules for effective discussion. ▶ Make and respond to contributions in a variety of group situations e.g. *whole class, independent reading groups, book circles.*

English Curriculum

Key Learning Indicators of Performance in Reading: Year 5

Word Reading	Comprehension
As above and: ▶ Read books at an age appropriate interest level. ▶ Use knowledge of root words to understand meanings of words. ▶ Apply knowledge of prefixes to understand meaning of new words, e.g. *dis-, re-, pre-, mis-, over-*. ▶ Use suffixes to understand meanings e.g. *-ant, -ance, ancy, -ent, ence, -ency, -ible, -able, -ibly, -ably*. ▶ Read and understand words from the Year 5 list (selected from the statutory Year 5/6 word list) - see below	As above and: **Maintaining positive attitudes to reading** ▶ Listen to and discuss a range of fiction, poetry and non-fiction which they might not choose to read themselves. ▶ Regularly listen to whole novels read aloud by the teacher from an increasing range of authors. ▶ Explore themes within and across texts e.g. *loss, heroism, friendship*. ▶ Make comparisons within a text e.g. characters' viewpoints of same events. ▶ Recommend books to their peers with reasons for choices. ▶ Read books and texts that are structured in different ways for a range of purposes. ▶ Express preferences about a wider range of books including modern fiction, traditional stories, myths and legends. ▶ Learn a wider range of poems by heart. ▶ Prepare poems and play scripts to read aloud and perform, showing understanding through intonation, tone, volume and action so the meaning is clear to an audience. **Understanding texts they read independently and those which are read to them** ▶ Explain the meaning of words within the context of the text. ▶ Use punctuation to determine intonation and expression when reading aloud to a range of audiences. ▶ Check that the book makes sense to them and demonstrate understanding e.g. *through discussion, use of reading journals.* ▶ Demonstrate active reading strategies e.g. *generating questions to refine thinking, noting thoughts in a reading journal.* ▶ Infer characters' feelings, thoughts and motives from their actions and justify inferences with evidence. ▶ Predict what might happen from information stated and implied. ▶ Through close reading of the text, re-read and read ahead to locate clues to support understanding. ▶ Scan for key words and text mark to locate key information. ▶ Summarise main ideas drawn from more than one paragraph and identify key details which support this. ▶ Justify opinions and elaborate by referring to the text, e.g. using the PEE prompt - **P**oint + **E**vidence + **E**xplanation. ▶ Analyse the conventions of different types of writing e.g. *use of first person in autobiographies and diaries.* ▶ Identify how language, structure and presentation contribute to meaning e.g. *formal letter, informal diary, persuasive speech.* **Evaluating the impact of the author's use of language** ▶ Explore, recognise and use the terms metaphor, simile, imagery. ▶ Explain the effect on the reader of the authors' choice of language. ▶ Distinguish between statements of fact or opinion within a text. **Participating in discussion and debate** ▶ 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. ▶ Prepare formal presentations individually or in groups. ▶ Use notes to support presentation of information. ▶ Respond to questions generated by a presentation. ▶ Participate in debates on an issue related to reading (fiction or non-fiction).

English Curriculum

Key Learning Indicators of Performance in Reading: Year 6

Word Reading	Comprehension

As above and:
 	
 ▶ Read books at an age appropriate interest level.
 	
 ▶ Work out unfamiliar words by focusing on all letters in the word, *e.g.* not reading *invitation* for *imitation*.
 	
 ▶ Use knowledge of root words, prefixes and suffixes to investigate how the meanings of words change e.g. *un+happy+ness, dis+repute+able, dis+respect+ful, re+engage+ment.*
 	
 ▶ Use suffixes to understand meanings e.g. *–cious, -tious, tial, -cial.*
 	
 ▶ Read and understand words from the Year 6 list (selected from the statutory Year 5/6 word list) - see below.
 	
 ▶ Use etymology to help the pronunciation of new words e.g. *chef, chalet, machine, brochure – French in origin.*
	As above and:
	
	 Maintaining positive attitudes to reading
	 ▶ Listen to, read and discuss an increasingly wide range of fiction, poetry, plays and non-fiction.
	 ▶ Regularly listen to novels read aloud by the teacher from an increasing range of authors, which they may not choose themselves.
	 ▶ Independently read longer texts with sustained stamina and interest.
	 ▶ Recommend books to their peers with detailed reasons for their opinions.
	   ▶ Express preferences about a wider range of books including modern fiction, traditional stories, fiction from our literary heritage and books from other cultures.
	 ▶ Learn a wider range of poems by heart.
	 ▶ Prepare poems and play scripts to read aloud and perform using dramatic effects.
	
	 Understanding texts they read independently and those which are read to them
	 ▶ Explain the meaning of new vocabulary within the context of the text. Demonstrate active reading strategies e.g. *challenging peers with questions, justifying opinions, responding to different viewpoints within a group.*
	 ▶ Use a reading journal to record on-going reflections and responses to personal reading.
	 ▶ Explore texts in groups and deepen comprehension through discussion.
	 ▶ Provide reasoned justifications for their views.
	 ▶ Justify opinions and elaborate by referring to the text e.g. using the PEE prompt – **P**oint+**E**vidence+**E**xplanation.
	   ▶ Infer characters' feelings, thoughts and motives from their actions, justifying inferences with evidence e.g. **P**oint+**E**vidence+**E**xplanation.
	 ▶ Predict what might happen from information stated and implied.
	 ▶ Through close reading, re-read and read ahead to locate clues to support understanding and justify with evidence from the text.
	 ▶ Make comparisons within and across texts e.g. similar events in different books such as being an evacuee in Carrie's War and Goodnight Mr Tom.
	 ▶ Compare characters within and across texts.
	 ▶ Compare texts written in different periods.
	 ▶ Recognise themes within and across texts e.g. *hope, peace, fortune, survival.*
	 ▶ Distinguish between statements of fact or opinion across a range of texts e.g. first-hand account of an event compared with a reported example such as Samuel Pepys' diary and a history textbook.
	 ▶ Skim for gist.
	 ▶ Scan for key information e.g. *identify words and phrases which tell you the character is frustrated,* or *find words/phrases which suggest that a theme park is exciting.*
	 ▶ Use a combination of skimming, scanning and close reading across a text to locate specific detail.
	 ▶ Retrieve, record, make notes and present information from non-fiction, including texts used in other subjects.
	 ▶ Analyse the conventions of different types of writing e.g. *use of dialogue to indicate geographical and/or historical settings for a story.*
	 ▶ Identify how language, structure and presentation contribute to meaning e.g. *persuasive leaflet, balanced argument.*
	
	 Evaluating the impact of the author's use of language
	 ▶ Explore, recognise and use the terms personification, analogy, style and effect.
	   ▶ Explain the effect on the reader of the author's choice of language and reasons why the author may have selected these words, phrases and techniques.
	
	 Participating in discussion and debate
	 ▶ Participate in discussions about books, 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.
	 ▶ Prepare formal presentations individually or in groups.
	 ▶ Use notes to support presentation of information.
	 ▶ Respond to questions generated by a presentation.
	 ▶ Participate in debates on issues related to reading (fiction/non-fiction).

Key Learning Indictors for Performance in Writing

These are the year group specific objectives that should be covered by every year group. All the objectives should be taught and embedded across the year. To break aid the teaching of key knowledge based components we have broken them down into the unit In which they will be taught, consolidated and then expected to be embedded. These units can be found at the end of this document

Key Learning Indicators of Performance in Writing: EYFS

Literacy – Writing			
Birth to 5 Matters (2021)	**Birth to 5 Matters (2021)**	**EYFS (ELG)**	**Aughton St Michaels**
Range 5	**Range 6**	**End of Reception**	**Emerging Y1**
- Makes up stories, play scenarios, and drawings in response to experiences, such as outings - Sometimes gives meaning to their drawings and paintings - Ascribes meanings to signs, symbols and words that they see in different places, including those they make themselves - Includes mark making and early writing in their play - Imitates adults' writing by making continuous lines of shapes and symbols (early writing) from left to right - Attempts to write their own name, or other names and words, using combinations of lines, circles and curves, or letter-type shapes - Shows interest in letters on a keyboard, identifying the initial letter of their own name and other familiar words - Begins to make letter-type shapes to represent the initial - sound of their name and other familiar words	- Enjoys creating texts to communicate meaning for an increasingly wide range of purposes, such as making greetings cards, tickets, lists, invitations and creating their own stories and books with images and sometimes with words, in print and digital formats - Gives meaning to the marks they make as they draw, write, paint and type using a keyboard or touch-screen technology - Begins to break the flow of speech into words, to hear and say the initial sound in words and may start to segment the sounds in words and blend them together - Starts to develop phonic knowledge by linking sounds to letters, naming and sounding some of the letters of the alphabet, identifying letters and writing recognisable letters in sequence, such as in their own name - Uses their developing phonic knowledge to write things such as labels and captions, later progressing to simple sentences	- Write recognisable letters, most of which are correctly formed. - Spell words by identifying sounds in them and representing the sounds with a letter or letters. - Write simple phrases and sentences that can be read by others.	- Consistent use of capital letters, finger spaces and ful stops in independent writing. - Re-read wheat they have written to check it makes sense. - Form lowercase and capital letters accurately. - To begin to use capital letters for some proper nouns e.g. names, days of the week. - Write extended pieces of writing e.g. 3-4 sentences. - Write digits accurately beyond 10.

Key Learning Indicators of Performance in Writing: Year 1

Composition		Transcription	
Vocabulary, grammar and punctuation	Composition	Spelling	Handwriting
- Say, and hold in memory whilst writing, simple sentences which make sense. - Write simple sentences that can be read by themselves and others. - Separate words with spaces. - Use punctuation to demarcate simple sentences (capital letters and full stops). - Use capital letter for the personal pronoun I. - Use capital letters for names of people, places and days of the week. - Identify and use question marks and exclamation marks. - Use the joining word and to link words and clauses. - Extend range of joining words to link words and clauses using but and or. - Make singular nouns plural using 's' and 'es' e.g. dog, dogs; wish, wishes. - Add suffixes to verbs where no spelling change is needed to the root word e.g. helping, helped, helper. - Add the prefix 'un' to verbs and adjectives to change the meaning e.g. untie, unkind.	**Planning** - Orally plan and rehearse ideas. - Sequence ideas and events in narrative. - Sequence ideas and events in non-fiction. - Use familiar plots for structuring the opening, middle and end of their stories. **Drafting and Writing** - Orally compose every sentence before writing. - Re-read every sentence to check it makes sense. - Compose and sequence their own sentences to write short narratives. - Compose and sequence their own sentences to write short non-fiction texts, e.g. recounts, information texts, instructions. - Use formulaic phrases to open and close texts. - Write in different forms with simple text type features e.g. instructions, narratives, recounts, poems, information texts. **Evaluating and Editing** - Discuss their writing with adults and peers. **Performing** - Read aloud their writing audibly to adults and peers.	- Spell words using the 40+ phonemes already taught, including making phonically plausible attempts at more complex words. - Spell words with the sounds /f/, /l/, /s/, /z/ and /k/ spelt ff, ll, ss, zz and ck, e.g. off, well, miss, buzz, back. - Spell words with the /ŋ/sound spelt n before k, e.g. bank, think. - Divide words into syllables, e.g. pocket. - Spell words with -tch, e.g. catch, fetch, kitchen, notch, hutch. - Spell words with the /v/ sound at the end of words, e.g. have, live, give. - Add s and es to words, e.g. thanks, catches. - Add the endings –ing, –ed and –er to verbs where no change is needed to the root word. - Add –er and –est to adjectives where no change is needed to the root word. - Spell words with vowel digraphs. - Spell words with vowel trigraphs. - Spell words ending –y (/i:/ or /ɪ/), e.g. happy. - Spell words with new consonant spellings ph and wh, e.g. dolphin, wheel. - Spell words using k for the /k/ sound, e.g. Kent. - Add the prefix –un. - Spell compound words, e.g. farmyard, bedroom. - Spell common exception words (see below). - Spell days of the week. - Name the letters of the alphabet in order. - Use letter names to distinguish between alternative spellings of the same sound. - Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.	- Sit correctly at a table and hold a pencil correctly. - Hold a pencil with an effective grip. - Form lower-case letters correctly – starting and finishing in the right place, going the right way round, correctly oriented. - Form digits 0-9 correctly. - Practise forming letters in handwriting families: 'Long ladders' – i, j, l, t, u, 'One armed robots' – b, h, m, n p, r 'Curly caterpillars' – c, a, d, e, g, o, q, f, s - Zig-zag letters – k, v, w, x, y, z - Have clear ascenders ('tall letters') and descenders ('tails'). - Form capital letters correctly.

Key Learning Indicators of Performance in Writing: Year 2

Composition		Transcription	
Vocabulary, grammar and punctuation	**Composition**	**Spelling**	**Handwriting**
As above and: ▶ Say, write and punctuate simple and compound sentences using the joining words *and, but, so* and *or* (co-ordination). ▢ Use sentences with different forms: **statement, question, command, exclamation.** ▶ Secure the use of **full stops, capital letters, exclamation marks and question marks.** ▶ Use **commas** to separate items in a list. ▶ Use **apostrophes** for contracted forms e.g. *don't, can't, wouldn't, you're, I'll.* ▶ Use **apostrophes** for **singular** possession in nouns, e.g. *the girl's name.* ▶ Use subordination for time using *when, before* and *after* e.g. *We went out to play when we had finished our writing. When we had finished our writing, we went out to play.* ▶ Use subordination for reason using *because* and *if* e.g. *I put my coat on because it was raining. Because it was raining, I put on my coat.* ▶ Use the subordinating conjunction *that* in a sentence, e.g. *I hope that it doesn't rain on sports day.* ▶ Select, generate and effectively use **verbs.** ▶ Explore the progressive form of **verbs** in the **present tense** (e.g. *she is drumming*) and **past tense** (*e.g. he was shouting*) to mark actions in progress. ▶ Use **past tense** for narrative, recount *(e.g. diary, newspaper report, biography)* historical reports. ▶ Use **present tense** for non-chronological reports and persuasive adverts. ▶ Select, generate and effectively use **nouns.**	As above and: **Planning** ▶ Plan and discuss what to write about e.g. *story mapping, collecting new vocabulary, key words and ideas.* **Drafting and Writing** ▶ Orally rehearse each sentence prior to writing. ▶ Develop a positive attitude to writing. ▶ Develop stamina for writing in order to write at length. ▶ Write about real and fictional events. ▶ Write simple poems based on models. ▶ Make simple notes from non-fiction texts, e.g. highlighting and noting key words. ▶ Use specific text type features to write for a range of audiences and purposes e.g. *to instruct, inform, entertain, explain, discuss, persuade.* **Evaluating and Editing** ▶ Edit and improve own writing in relation to audience and purpose. ▶ Evaluate their writing with adults and peers. ▶ Proofread to check for errors in spelling, grammar and punctuation. ▶ Proofread to check for correct form of verbs within sentences, e.g. correcting *he walking to the shop* to *he walked to the shop.* **Performing** ▶ Read aloud their writing with intonation to make the meaning clear.	As above and: ▶ Segment spoken words into phonemes and represent these by graphemes, spelling many correctly. ▶ Learn new ways of spelling phonemes for which one or more spellings are already known. ▶ Learn to spell common exception words (see below). ▶ Learn to spell more words with contracted forms, e.g. *can't, didn't, hasn't, couldn't, it's, I'll.* ▶ Learn the possessive apostrophe (singular), e.g. *the girl's book.* ▶ To spell correctly, distinguish between homophones (e.g. *here* and *hear; sea* and *see; bear* and *bare; night* and *knight*) and near-homophones (e.g. *quite* and *quiet; one* and *won; are* and *our*). ▶ Add **suffixes** *ness* and *er* e.g. *happiness, sadness, teacher, baker.* ▶ Add **suffix** *ment* to spell longer words, e.g. *enjoyment.* ▶ Add **suffixes** *ful* and *less* e.g. *playful, careful, careless, hopeless.* ▶ Use **suffixes** *er* and *est* e.g. *faster, fastest, smaller, smallest.* ▶ Use **suffix** *ly* e.g. *slowly, gently, carefully.* **Spell words with:** – the /dʒ/ sound spelt as ge and dge at the end (e.g. *age, badge*), and spelt as g elsewhere (e.g. *magic, giant).* - the /s/ sound spelt c before e, i and y, e.g. *ice, cell* - the /n/ sound spelt kn and gn at the beginning, e.g. *knee, gnat.* - the /ɹ/ sound spelt wr at the beginning e.g. *wrote, wrong.* - the /l/ or /əl/ sound spelt –le at the end of words, e.g. *table, apple.*	As above and: ▶ Form lower-case **letters** of the correct size relative to one another. ▶ Orientate **capital letters** correctly. ▶ Use **capital letters** appropriately e.g. *not always writing A as a capital, not using capitals within words.* ▶ Write **capital letters** and digits of the correct size relative to one another and to lower case **letters**. ▶ 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. ▶ Use spacing between **words** which reflects the size of the **letters**.

Composition		Transcription	
Vocabulary, grammar and punctuation	**Composition**	**Spelling**	**Handwriting**
- Add **suffixes** *ness* and *er to* create **nouns** - e.g. *happiness, sadness, teacher, baker.* Create **compound** words using **nouns**, e.g. *whiteboard* and *football*. - Select, generate and effectively use **adjectives.** - Identify, generate and effectively use **noun phrases,** e.g. *the blue butterfly with shimmering wings* (for description), *granulated sugar* (for specification). - Add **suffixes** *ful* or *less* to create **adjectives** e.g. *playful, careful, careless, hopeless.* - Use **suffixes** *er* and *est* to create **adjectives** e.g. *faster, fastest, smaller, smallest.* - Select, generate and effectively use **adverbs**. - Use **suffix** *ly* to turn adjectives into **adverbs** e.g. *slowly, gently, carefully.*		- the /l/ or /əl/ sound spelt –el at the end of words, - e.g. *camel, tunnel.* the /l/ or /əl/ sound spelt –al at the end of words, e.g. *pedal, capital.* - the ending –il e.g. *pencil, fossil, nostril.* - the /aɪ/ sound spelt –y at the end of words, e.g. *try, reply.* - The /ɔː/ sound spelt a before l and ll, e.g. call, walk. - The /ʌ/ sound spelt o, e.g. mother, Monday. - The /iː/ sound spelt –ey, e.g. key, donkey. - The /ɒ/ sound spelt a after w and qu, e.g. wander, quantity. - The /ɜː/ sound spelt or after w, e.g. word, worm. - The /ɔː/ sound spelt ar after w, e.g. war, warm. - The /ʒ/ sound spelt s, e.g. television, usual. - Add –es to nouns and verbs ending in –y, e.g. *copies, babies.* - Add –ed, –ing, –er and –est to a root word ending in –y with a consonant before it, e.g. *copied, copier.* - Add the endings –ing, –ed, –er, –est and –y to words ending in –e with a consonant before it, e.g. *hiking, hiked, hiker.* - Add –ing, –ed, –er, –est and –y to words of one syllable ending in a single consonant letter after a single vowel letter, e.g. *patting, patted.* - Spell words ending in -tion, e.g. *station, fiction* - Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.	

English Curriculum

Key Learning Indicators of Performance in Writing: Year 3

Composition		Transcription	
Vocabulary, grammar and punctuation	**Composition**	**Spelling**	**Handwriting**
As above and: ▶ Identify **clauses** in sentences. Explore and identify main and **subordinate** **clauses** in complex sentences. ▶ Explore, identify and create complex sentences using a range of **conjunctions** e.g. *when, if because, although, while, since, until, before, after, so.* ▶ Use the **comma** to separate **clauses** in complex sentences where the subordinate clause appears first, e.g. *Although it was raining, we decided not to take our coats.* ▶ Identify, select, generate and effectively use **prepositions** for where e.g. *above, below, beneath, within, outside, beyond.* ▶ Select, generate and effectively use **adverbs** e.g. *suddenly, silently, soon, next, eventually.* ▶ Use **inverted commas to** punctuate **direct speech (speech marks).** ▶ Use perfect form of verbs using *have* and *has* to indicate a completed action e.g. *He has gone out to play* (present perfect) instead of *he went out to play* (simple past). ▶ Use the determiner *a* or *an* according to whether the next word begins with a **consonant** or **vowel** e.g. *a rock, an open box.* ▶ Explore and collect **word families** e.g. *medical, medicine, medicinal, medic, paramedic, medically* to extend vocabulary. ▶ Explore and collect nouns with **prefixes** *super, anti, auto.*	As above and: **Planning** ▶ Read and analyse narrative, non-fiction and poetry in order to plan and write their own versions. ▶ Identify and discuss the purpose, audience, structure, vocabulary and grammar of narrative, non-fiction and poetry. ▶ Discuss and record ideas for planning using a range of formats, e.g. *chunking a plot, story maps, flow charts, boxing up.* **Drafting and writing** ▶ Create and develop settings for narrative. ▶ Create and develop characters for narrative. ▶ Improvise, create and write dialogue. ▶ Create and develop plots based on a model. ▶ Generate and select from vocabulary banks e.g. *noun phrases, powerful verbs, technical language, synonyms for said* appropriate to text type. ▶ Use different sentence structures (see VGP). ▶ Group related material into paragraphs. ▶ Use headings and sub headings to organise information. **Evaluating and Editing** ▶ Proofread to check for errors in spelling, grammar and punctuation in own and others' writing. ▶ Discuss and propose changes with partners and in small groups. ▶ Improve writing in the light of evaluation. **Performing** ▶ Use appropriate intonation, tone and volume to present their writing to a group or class.	As above and: ▶ Use further **prefixes** *dis_, mis_, re_,* and **suffixes** _ly, _ous, and understand how to add them. ▶ Add suffixes beginning with vowel letters to words of more than one syllable. ▶ Spell homophones and near homophones. ▶ Spell words containing the /ʌ/ sound spelt ou, ▶ e.g. *young, touch, double* ▶ Spell words with endings sounding like /ʒə/ e.g. *treasure, enclosure, pleasure.* ▶ Spell words with endings sounding like or /tʃə/, e.g. *creature, furniture, adventure.* ▶ Spell words with the /eɪ/ sound spelt ei, eigh, or ey, e.g. *vein, weigh, eight, neighbour, they, obey* ▶ Identify and spell irregular past tense verbs, e.g. *send /sent, hear / heard, think/ thought* ▶ Identify and spell irregular plurals, e.g *goose/ geese, woman/women, potato /es* ▶ Use the first two 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. ▶ Spell words from the Year 3 list (selected from the statutory Year 3/4 word list) - see below.	As above and: ▶ Form and use the four basic handwriting joins. ▶ Write legibly.

English Curriculum

Key Learning Indicators of Performance in Writing: Year 4

Composition		Transcription	
Vocabulary, grammar and punctuation	**Composition**	**Spelling**	**Handwriting**
As above and: ▶ Create complex sentences with adverb starters e.g. *Silently trudging through the snow, Sam made his way up the mountain.* ▶ Use commas to mark clauses in complex sentences. ▶ Create sentences with fronted **adverbials** for when e.g. *As the clock struck twelve, the soldiers sprang into action.* ▶ *Create sentences with fronted **adverbials** for where e.g. In the distance, a lone wolf howled.* ▶ Use commas after fronted **adverbials**. ▶ Identify, select and use **determiners** including: - articles: *a/an, the* - demonstratives : *this/that; these/those* - possessives: *my/your/his/her/its/our/their* - quantifiers: *some, any, no, many, much, every* ▶ Use inverted commas and other punctuation to indicate direct speech e.g. *The tour guide announced, "Be back here at four o' clock."* ▶ Identify, select and effectively use **pronouns.** ▶ Use nouns for precision, e.g. *burglar* rather than *man, bungalow* rather than *house.* ▶ Explore, identify, collect and use noun phrases e.g. *the crumbly cookie with tasty marshmallow pieces.* ▶ Explore, identify and use Standard English verb inflections for writing e.g. *We were* instead of *we was. I was* instead of *I were, I did* instead of *I done. She saw it* instead of *she seen it.* ▶ Use apostrophes for singular and plural possession e.g. *the dog's bone and the dogs' bones.*	As above and: **Planning** ▶ Read and analyse narrative, non-fiction and poetry in order to plan their own versions. ▶ Identify and discuss the purpose, audience, structure, vocabulary and grammar of narrative, non-fiction and poetry. ▶ Discuss and record ideas for planning e.g. *story mountain, text map, non-fiction bridge, story board, boxing-up text types to create a plan.* **Drafting and Writing** ▶ Develop settings and characterisation using vocabulary to create emphasis, humour, atmosphere, suspense. ▶ Plan and write an opening paragraph which combines setting and character/s. ▶ Improvise and compose dialogue, demonstrating their understanding of Standard and non-Standard English. ▶ Generate and select from vocabulary banks e.g. **adverbial** *phrases, technical language, persuasive phrases, alliteration*. ▶ Use different sentence structures (see VGP). ▶ Use paragraphs to organise writing in fiction and nonfiction texts. ▶ Use organisational devices in non-fiction writing, e.g. *captions, text boxes, diagram, lists.* ▶ Link ideas across paragraphs using fronted **adverbials** for when and where e.g. *Several hours later…, Back at home…* **Evaluating and Editing** ▶ Proofread to check for errors in spelling, grammar and punctuation. ▶ Discuss and propose changes to own and others' writing with partners/small groups. ▶ Improve writing in light of evaluation. **Performing** ▶ Use appropriate intonation, tone and volume to present their writing to a range of audiences.	As above and: ▶ Use further prefixes, e.g. *in- , im- ir–, sub–, inter–, super–, anti–, auto–.* ▶ Use further suffixes, e.g. *–ation, - tion, –ssion, – cian.* ▶ Investigate what happens to words ending in f when suffixes are added, e.g. *calf/calves.* ▶ Identify and spell words with the /k/ sound spelt ch (Greek in origin), e.g. *scheme, chorus.* ▶ Identify and spell words with the /ʃ/ sound spelt ch (mostly French in origin), e.g. *chef, chalet, machine.* ▶ Identify and spell words ending with the /g/ sound spelt –gue and the /k/ sound spelt – que (French in origin), e.g. *tongue, antique.* ▶ Identify and spell words with the /s/ sound spelt sc (Latin in origin), e.g. *science, scene.* ▶ Understand how diminutives are formed using e.g. suffix - *ette* and prefix *mini-.* ▶ Investigate ways in which nouns and adjectives can be made into verbs by the use of suffixes e.g. *pollen* (noun) and *–ate = pollinate* (verb). ▶ The /ɪ/ sound spelt y elsewhere than at the end of words, e.g. *myth, gym, Egypt.* ▶ Use the first three letters of a word to check its spelling in a dictionary. ▶ Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. ▶ Explore and use the possessive apostrophe, e.g. *boy's books* (books belonging to a boy) and *boys' books* (books belonging to more than one boy). ▶ Spell words from the Year 4 list (selected from the statutory Year 3/4 word list) - see below.	As above and: ▶ Use a joined style throughout their independent writing. ▶ Write with consistency in size and proportion of letters, e.g. *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.*

Key Learning Indicators of Performance in Writing: Year 5

Composition		Transcription	
Vocabulary, grammar and punctuation	**Composition**	**Spelling**	**Handwriting and Presentation**
As above and: ▶ <u>Create complex sentences by using **relative clauses**</u> with **relative pronouns** _who, which, where, whose, when, that_ e.g. _Sam, who had remembered his wellies, was first to jump in_ <u>the river. The thief broke into the house</u> _which stood on the top of the hill._ ▶ Create complex sentences where the **relative pronoun** is omitted e.g. _Tina, standing at the bus stop, pondered the day ahead._ ▶ Create and punctuate complex sentences using _ed_ opening clauses e.g. _Exhausted from the race, Sam collapsed in a heap._ ▶ Create and punctuate complex sentences using _ing_ opening clauses, e.g. _Grinning with anticipation, Paul launched himself from the diving board._ ▶ Create and punctuate **sentences** using simile starters, e.g. _Like a fish out of water, she conversed awkwardly with the other guests._ ▶ Demarcate complex sentences using commas in order to clarify meaning. ▶ Use commas to avoid **ambiguity**, e.g. _'Let's eat Grandma.'_ and _'Let's eat, Grandma.'_ ▶ Identify and use commas to indicate **parenthesis**, e.g. _The house, lonely and abandoned, teetered on the edge of the cliff._ ▶ Identify and use **brackets** to indicate **parenthesis**, e.g. in formal writing: _The Cheetah (Acinonyx jubatus) inhabits open grassland in Africa._ ▶ Identify and use **dashes** to indicate **parenthesis**, e.g. in less formal writing: _The cake was lovely – delicious in fact – so I had another slice._ ▶ <u>Link ideas across paragraphs using</u> adverbials for time, place and numbers e.g. _later, nearby, secondly._	As above and: **Planning** ▶ Identify the audience and purpose. ▶ Select the appropriate language and structures. ▶ Use similar writing models. ▶ Note and develop ideas. ▶ Draw on reading and research. ▶ Think how authors develop characters and settings (in books, films and performances). **Drafting and Writing** ▶ Select _appropriate_ structure, vocabulary and grammar. ▶ Blend action, dialogue and description within and across paragraphs. ▶ <u>Use different sentence structures with</u> increasing <u>control (see VGP).</u> ▶ Use devices to build cohesion (see VGP). ▶ <u>Use organisation and presentational devices e.g.</u> _underlining, bullet points, headings._ **Evaluating and Editing** ▶ Assess the effectiveness of own and others' writing in relation to audience and purpose. ▶ <u>Suggest changes to grammar, vocabulary and punctuation to enhance effects and clarify</u> meaning. ▶ Ensure consistent and correct use of tense throughout a piece of writing. ▶ Ensure consistent subject and verb agreement. ▶ Proofread for spelling and punctuation errors. **Performing** ▶ Use appropriate intonation and volume. ▶ Add movement. ▶ Ensure meaning is clear.	As above and: ▶ Investigate verb prefixes e.g. _dis-, re-, pre-, mis-, over-._ ▶ Recognise and spell words ending in _–ant, –ance/–ancy, –ent, –ence/–ency._ ▶ Recognise and spell words ending in _–able_ and _–ible._ ▶ Recognise and spell words ending in _–ably_ and _– ibly._ ▶ Recognise and spell words with the /i:/ sound spelt ei after c, e.g. _deceive, receive._ ▶ Recognise and spell words containing the letterstring _ough._ ▶ To recognise and spell the suffixes _-al,- ary,- ic._ ▶ To spell further suffixes, e.g. _ll in full becoming l._ ▶ Spell some words with 'silent' letters, e.g. _knight, psalm, solemn._ ▶ To spell unstressed vowels in polysyllabic words. ▶ Develop self-checking and proof reading ▶ strategies. ▶ Spell words that they have not yet been taught by using what they have learnt about how spelling works in English. ▶ <u>Use the first three or four letters of a word to check</u> spelling, meaning or both of these in a dictionary. ▶ <u>Use a thesaurus.</u> ▶ Spell words from the Year 5 list (selected from the statutory Year 5/6 word list) - see below.	As above and: ▶ Write fluently using a joined style as appropriate for independent writing. ▶ <u>Choose when it is appropriate to print</u> (lower case or upper case) rather than <u>to join writing</u> e.g. _printing for labelling_ <u>a scientific diagram or data, filling in a</u> _form, writing an e mail address._

Composition		Transcription	
Vocabulary, grammar and punctuation	Composition	Spelling	Handwriting and Presentation
► Use devices to build **cohesion** within a paragraph e.g. *firstly, then, presently, this, subsequently* ► .Use expanded noun phrases to convey complicated information concisely, e.g. *carnivorous predators with surprisingly weak jaws and small teeth.* ► Explore, collect and use **modal verbs** to indicate degrees of possibility e.g. *might, could, shall, will, must.* ► Explore, collect and use adverbs to indicate degrees of possibility e.g. *surely, perhaps, maybe, definitely, alternatively, certainly, probably.* ► Use suffixes *–ate, -ise, -ify* to convert nouns and adjectives into verbs. ► Investigate verb prefixes e.g. *dis-, de-, re-, pre-, mis-, over-.*			

English Curriculum

Key Learning Indicators of Performance in Writing: Year 6

Composition		Transcription	
Vocabulary, grammar and punctuation	**Composition**	**Spelling**	**Handwriting and Presentation**
As above and: ► Manipulate sentences to create particular effects. ► Use devices to build cohesion between paragraphs in persuasive, discursive and explanatory texts e.g. adverbials such as: *on the other hand, the opposing view, similarly, in contrast, although, additionally, another possibility, alternatively, as a consequence.* ► Use devices to build cohesion between paragraphs in narrative e.g. adverbials such as: *in the meantime, meanwhile, in due course, until then.* ► Use **ellipsis** to link ideas between paragraphs. ► Use repetition of a word or phrase to link ideas between paragraphs. ► Identify and use **semi-colons** to mark the boundary between independent clauses e.g. *It is raining; I am fed up.* ► Investigate and collect a range of **synonyms** and **antonyms** e.g. *mischievous, wicked, evil, impish, spiteful, well-behaved.* ► Identify the **subject** and **object** of a sentence. ► Explore and investigate **active** and **passive** e.g. *I broke the window in the greenhouse* versus *the window in the greenhouse was broken.* ► Explore, collect and use examples of the perfect form of verbs to mark relationships of time and cause e.g. *I had eaten lunch when you came (past perfect); She has eaten lunch already* or *I have eaten lunch already (present perfect); I will have eaten lunch by then (future perfect).* ► Punctuate **bullet points** consistently. ► Identify and use **colons** to introduce a list.	As above and: **Planning** ► Identify audience and purpose. ► Choose appropriate text-form and type for all writing. ► Select the appropriate structure, vocabulary and grammar. ► Draw on similar writing models, reading and research. ► Compare how authors develop characters and settings (in books, films and performances). ► Use a range of planning approaches e.g. *storyboard, story mountain, discussion group, post-it notes, ICT story planning.* **Drafting and Writing** ► Select appropriate vocabulary and language effects, appropriate to task, audience and purpose, for precision and impact. ► Select appropriate register for formal and informal purposes, e.g. a speech for a debate (formal), dialogue within narrative (formal or informal), text message to a friend (informal). ► Blend action, dialogue and description within sentences and paragraphs to convey character and advance the action e.g. *Tom stomped into the room, flung down his grubby, school bag and announced, through gritted teeth, "It's not fair!"* ► Consciously control the use of different sentence structures for effect. ► Use a wide range of devices to build cohesion within and across paragraphs. ► Deviate narrative from linear or chronological sequence e.g. *flashbacks, simultaneous actions, time-shifts.* ► Combine text-types to create hybrid texts e.g. *persuasive speech.*	As above and: ► Recognise and spell endings which sound like /ʃəs/, spelt – *cious* or –*tious*. ► Recognise and spell endings which sound like /ʃəl/, e.g. *official, partial.* ► Investigate adding suffixes beginning with vowel letters to words ending in –*fer*, e.g. *referring, reference.* ► Investigate use of the hyphen. ► Investigate and use further prefixes, e.g. *bi- trans- tele- circum-.* ► Distinguish between homophones and other words that are often confused. ► Identify root words, derivations and spelling patterns as a support for spelling. ► Be secure with all spelling rules previously taught. ► Use a number of different strategies interactively in order to spell correctly. ► Develop self-checking and proof-checking strategies, including the use of a dictionary and thesaurus. ► Spell words from the Year 6 list (selected from the statutory Year 5/6 word list) - see below.	As above and: ► Write, using a joined style, with increasing speed. ► Choose the writing implement that is best suited for a task e.g. *pencil for quick notes, handwriting pen for letters, marker pens for posters.*

Composition		Transcription	
Vocabulary, grammar and punctuation	**Composition**	**Spelling**	**Handwriting and Presentation**
▶ Identify and use **semi-colons** within lists. ▶ Explore how **hyphens** can be used to avoid ambiguity e.g. *man eating shark* versus *man-eating shark.* ▶ Explore, collect and use vocabulary typical of formal and informal speech and writing e.g. *find out – discover, ask for - request, go in – enter.* ▶ Explore, collect and use question tags typical of informal speech and writing e.g. *"He's your friend, isn't he?"* ▶ Explore, collect and use subjunctive forms for formal speech and writing e.g. *If I <u>were</u> able to come to your party, I would; The school requires that all pupils <u>be</u> honest.*	▶ <u>Evaluate, select and use a range of organisation and presentational devices to structure text for different purposes and</u> audiences e.g. *headings, sub-headings, columns, bullet points, tables.* ▶ Find examples of where authors have broken conventions to achieve specific effects and use similar techniques in own writing – e.g. *repeated use of 'and' to convey tedium, one word sentence.* ▶ Make conscious choices about techniques to engage the reader including appropriate tone and style e.g. *rhetorical questions, direct address to the reader.* ▶ Use **active** and **passive** voice to achieve intended effects e.g. *formal reports, explanations and mystery narrative.* ▶ Précis longer passages. **Evaluating and Editing** ▶ Reflect upon the effectiveness of writing in relation to audience and purpose, suggesting and making changes to enhance effects and clarify meaning. ▶ Proofread for grammatical, spelling and punctuation errors. **Performing** ▶ Use appropriate and effective intonation and volume. ▶ Add gesture and movement to enhance meaning. ▶ Encourage and take account of audience engagement.		

Year Group Plans and Overview

This section of the document outlines how we split up the unit we teach in genres, the way the genres are organised into units, the order in which we teach the units, the specific objectives that are taught in each unit.

English Curriculum

Overview of English units by Genre: Non-Fiction and Poetry

	Non- Fiction							Poetry	
	Recounts	**Non Chronological Reports**	**Instructions**	**Persuasion**	**Discussion**	**Labels and Captions**	**Explanation Texts**		**Classic Poetry**
EYFS	All About Me		Nature Explorer			Superheroes All About Me			
Year 1	The Awongalema Tree Oliver Jeffers	Monkey Puzzle	Ninja bread man	Queen's Knickers		3 Little Wolves and the Big Bad Pig		Simple Rhyming Poetry	Buckingham Palace
Year 2	Oliver Twist Wind in the Willows	If you Take Your Mouse to School	Patan's Pumkins	Poster: Aladdin			Traction Man	Poems on a Theme	Owl and the Pussy Cat
Year 3	Aesop's Fables	Stone Age Boy		Letters: Robin Hood	Escape from Pompeii		How to Train Your Dragon	Shape Poems	Life Doesn't Frighten Me?
Year 4	Newspapers: Secrets of the Sun King	Odd and the Frost Giants		Advertise: James and the Giant Peach	The Lion, the Witch and the Wardrobe		My Fantastic Elastic Brain	Limericks	Please Mrs Butler
Year 5	Autobiography: Invention of Hugo Cabret	Beowulf		Broadcast & Letter: The Invention of Hugo Cabret	Street Child		Journey to the River Sea	Poetry with Figurative Language	The Highwayman
Year 6	Biography: Journey to Jo'burg	The Hobbit		Argument: Holes	Greek Myths		Raven's Gate	Personification Poems	MacAvity the Mystery Cat

English Curriculum

Overview of English units by Genre: Narrative

	Narrative					
	Novel/story as a Theme	Other Cultures	Classic Fiction	Playscripts	Other Genres	
EYFS			**Traditional Tales** 3 Little Pigs Gingerbread man			**Animals** Stories we Love
Year 1	Queen's Knickers	The Awongalema Tree	**Traditional tales with a twist** 3 Little Wolves and the Big Bad Pig Ninja bread man		**Stories by the same author** Oliver Jeffers	**Stories with repeated patterns** Monkey Puzzle
Year 2	Oliver Twist	Patan's Pumkins	Wind in the Willows		**Adventure** Aladdin	**Fantasy** Traction Man
Year 3	Stone Age Boy	Escape from Pompeii	**Folk Tales** Robin Hood	Life Doesn't Frighten Me?	**Quest** How to Train Your Dragon	**Fables** Aesop's Fables
Year 4	My Fantastic Elastic Brain	Cinderella Stories from around Europe	The Lion, the Witch and the Wardrobe	James and the Giant Peach	**Mystery** Secrets of the Sun King	**Fantasy** Odd and the Frost Giants
Year 5	Invention of Hugo Cabret	Jounrey to the Riversea	Street Child	War of the Worlds	**Science Fiction** War of the Worlds	**Legends** Beowulf
Year 6	Raven's Gate	Journey to Jo'burg	The Hobbit	MacBeth	The Explorer	Greek Myths

English Curriculum

EYFS

Term	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
Theme	Stories We Love	All about Me	Superheroes	Animals	Nature Explorers	Traditional Tales
Novel or Text the unit draws on	Room on the Broom (Children's choice) Stickman	Owl babies Elmer We're going on a bear hunt	Supertato (Children's choice) Superhero like you	Mad about minibeasts Rosie's walk Brown bear, Brown bear, what do you see?	Tadpole's promise Handa's surprise Oliver's vegetables	Jack and the Beanstalk Gingerbread man The three little pigs
Types (genres) of writing		Labels Lists	Posters Captions	Postcards	Instructions	Stories
Skills Development						
Taught Skills	• Give meaning to signs, symbols and words that they see in different places, including those they make themselves • Include mark making and early writing in their play • Begin to write their own name	• Use some identifiable letters to communicate meaning, representing some sounds correctly and in sequence • Segment sounds in simple words • Segment to write VC and CVC words (it, mop, bell) • Form some lower-case letters correctly	• Make phonetically plausible attempts when writing more complex words • Spell some irregular common words (tricky) the, to, no, go • Form some capital letters correctly • Recognise and know there needs to be spaces between words (finger spaces)	• *Recognise and know that a sentence starts with a capital letter*	• *Recognise and know that a sentence ends with a full stop* • *Write more than one sentence*	• Consistent use of capital letters, finger spaces and full stops in independent writing. • Re-read what they have written to check it makes sense. • Form lowercase and capital letters accurately. • To begin to use capital letters for some proper nouns e.g. names, days of the week. • Write extended pieces of writing e.g. 3-4 sentences
Consolidation Skills	•	• Give meaning to the marks they make as they draw, write and paint	• Use some identifiable letters to communicate meaning, representing some sounds correctly and in sequence • Segment sounds in simple words	• Make phonetically plausible attempts when writing more complex words • Spell some irregular common words (tricky) the, to, no, go	• *Recognise and know that a sentence starts with a capital letter* •	• *Recognise and know that a sentence ends with a full stop* • *Write more than one sentence* •

			• Segment to write VC and CVC words (it, mop, bell) • Form some lower-case letters correctly	• Form some capital letters correctly • Recognise and know there needs to be spaces between words (finger spaces)		
	•	•	• Give meaning to the marks they make as they draw, write and paint	• Use some identifiable letters to communicate meaning, representing some sounds correctly and in sequence • Segment sounds in simple words • Segment to write VC and CVC words (it, mop, bell) • Form some lower-case letters correctly	• Make phonetically plausible attempts when writing more complex words • Spell some irregular common words (tricky) the, to, no, go • Form some capital letters correctly • Recognise and know there needs to be spaces between words (finger spaces)	• *Recognise and know that a sentence starts with a capital letter* •

English Curriculum

Year 1

Term	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
Novel or Text the unit draws on	Three Little Wolves and the Big bad pig	Ninjabread man by C.J. Leigh	The Awongalema Tree	Monkey Puzzle by Julia Donaldson	Lost and Found by Oliver Jeffers	Queen's Knickers By Nicholas Allan
Narrative	Twisted tales Focus Character	Twisted tales Focus Character	Other Cultures African	Stories with repetitive patterns	Stories by the same author	Story as a theme
Non-Fiction	Labels and captions	Instructions	Recount familiar events	Non – Chronological reports	Recount familiar events	Persuasive
Poetry				Simple rhyming poem		Classic poetry Buckingham Palace by A.A. Milne
Skills Development						
Taught Skills	• Write simple sentences that can be read by themselves and others • Using finger spaces • Use full stops • To use capital letters	• Say and hold in memory whilst writing simple sentences that make sense • Use full stops • To use capital letters	• To use the joining word and • To use exclamation marks • To use the capital I	• To make singular nouns plural • To use question marks • To use but/or	• To use capital letters for names and days of the week • To add suffixes to words where no spelling change is needed	• Add the prefix un
Consolidation Skills	•	• Write simple sentences that can be read by themselves and others • Using finger spaces	• Say and hold in memory whilst writing simple sentences that make sense • Use full stops	• Use full stops • Use capital letters • To use the joining word and • To use exclamation marks • To use capital letter I	• Use full stops • Use capital letters • To make singular nouns plural • To use question marks • To use but/or	• Use full stops • Use capital letters • To use capital letters for names and days of the week • To add suffixes to words where no spelling change is needed
Embedded Skills	•	•	• Write simple sentences that can be read by themselves and others • Using finger spaces	• Write simple sentences that can be read by themselves and others • Using finger spaces	• Write simple sentences that can be read by themselves and others • Using finger spaces • To use the joining word and • To use exclamation marks • To use capital letter I	• Write simple sentences that can be read by themselves and others • Using finger spaces • To make singular nouns plural • To use question marks • To use but/or

English Curriculum

Year 2

Term	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
Novel or Text the unit draws on	If you take your mouse to school By Laura Numeroff	Oliver Twist By Charles Dickens	Traction Man By Mini Grey	Pattan's Pumpkin By Chitra Soundar	Aladdin By Lily Murray	The Wind and the Willows By Kenneth Grahame
Narrative	Stories set in school	Story as a theme	Fantasy	Other Cultures Bengali	Adventure stories	Animal adventure stories
Non-Fiction	**Non-chronological report** Report on the school day.	**Recount**: Personal recount of the trip	**Explanation text** How to be a good superhero. How to be a good sidekick.	**Instructions** Planting and looking after plants.	**Persuasive** Come to meet Prince Ali poster. (Topic sea pollution)	**Recount: letters** Toad writing a letter to Ratty explaining why he is in prison.
Poetry	Classic Poetry Owl and the Pussycat					Poems on a theme e.g. seasons
Skills Development						
Taught Skills	• Say, write and punctuate simple skills using and, but, so, or. • Use commas to separate items in a list. • Use present tense.	• Use subordination for time. • Use subordination for reason. • Explore the progressive from of verbs. (Present & past) • Use past tense. • Create compound words using nouns. • To generate and use noun phrases.	• Use sentences with different forms. • Use apostrophes for contracted forms. • To use the subordinating conjunction that. • To use suffixes. • To use adverbs.	• Use apostrophes for singular possession	•	
Consolidation Skills	• Secure the sue of full stops, capital letters, exclamation marks and question marks.	• Say, write and punctuate simple skills using and, but, so, or. • Secure the sue of full stops, capital letters, exclamation marks and question marks.	• Say, write and punctuate simple skills using and, but, so, or. • Use subordination for time. • Use subordination for reason. • Use present tense.	• Use sentences with different forms. • Use apostrophes for contracted forms. • Use subordination for time. • Use subordination for reason.	• Use commas to separate items in a list • Use apostrophes for singular possession.	

			• Use past tense. • To generate and use noun phrases. • Use present tense.	• To use the subordinating conjunction that. • Use commas to separate items in a list. • To use suffixes. • To use adverbs.		
Embedded Skills	Previous year's skills	• Secure the sue of full stops, capital letters, exclamation marks and question marks	• Secure the use of full stops, capital letters, exclamation marks and question marks. •	• Say, write and punctuate simple skills using and, but, so, or. • Secure the sue of full stops, capital letters, exclamation marks and question marks. • Use present tense. • Use past tense. • Create compound words using nouns. • To generate and use noun phrases. •	• Use sentences with different forms. • Say, write and punctuate simple skills using and, but, so, or. • Secure the sue of full stops, capital letters, exclamation marks and question marks. • Use apostrophes for contracted forms • Use apostrophes for singular possession. • Use subordination for time. • Use subordination for reason. • To use the subordinating conjunction that. • Use present tense. • Use past tense. • Use commas to separate items in a list. • Create compound words using nouns. • To generate and use noun phrases. • To use suffixes. • To use adverbs.	• Secure the sue of full stops, capital letters, exclamation marks and question marks. • Use apostrophes for contracted forms. • Use apostrophes for singular possession. • Use subordination for time. • Use subordination for reason. • To use the subordinating conjunction that. • Use present tense. • Use past tense. • Say, write and punctuate simple skills using and, but, so, or. • Create compound words using nouns. • To generate and use noun phrases. • To use suffixes. • To use adverbs.

English Curriculum

Year 3

Term	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
Novel or Text the unit draws on	Aesop's Fables	Stone Age Boy By Satoshi Kitamura	Robin Hood	How to Train your Dragon By Cressida Cowell	Life doesn't frighten me By Mary Angelou	Escape from Pompeii By Christina Balit
Narrative	Fables	Novel as a theme	Fairy tales/folk tales	Quest	Playscripts about bravery	Other Cultures Ancient Rome
Non-Fiction	Recount: diaries (events from different characters perspective)	Non-chronological report - Stone Age	Persuasive letters Is it ok to steal?	Explanation text (Plants/explain how to train dragons)		Discussion: for and against: Where the Romans good for us?
Poetry	Shape poems				Classic Poetry Life doesn't frighten me by Mary Angelou	
Skills Development						
Taught Skills	• Determiner a or an • Identify and begin to use inverted commas to punctuate direct speech (speech marks) • Identify and spot clauses • Identify and spot subordinate clause • Create complex sentences including while • Improve my teacher's writing • Begin to check and improve my writing	• Identify and spot main and subordinate clause • Create complex sentences using although. • Use the comma to separate clauses in complex sentences where the subordinate clause appears first. • Identify, select and understand adverbs • Punctuate direct speech using inverted commas	• Create complex sentences using since and until • Choose appropriate prepositions • To use the perfect form of verbs • Using adverbs at the beginning, middle and end of sentences	• Think and extend use of adverbs • Use a good speech verb and add adverbs • Proof read, edit and correct my own and others' writing	•	•

Consolidation Skills	• full stops, capital letters, exclamation marks and question mark • Co-ordination - and, but, so . • Commas and apostrophes • Subordination for time and reason: when before after if so because • Adjectives, nouns, verbs and adverbs • Past Tense	• Present tense • Y2 writing skills: capitals, full stops, apostrophes, commas; conjunctions • Punctuate speech with inverted commas • Complex sentences using conjunctions taught so far	• Punctuate speech with inverted commas • Complex sentences using conjunctions taught so far • Comma after clause • Using adverbs	• Selecting and using preposition	• Punctuate direct speech, using good speech verb and adverb • Using adverbs • Using subordination	•
Embedded Skills	Previous year's skills	• Y2 writing skills: capitals, full stops, apostrophes, commas; conjunctions	• Complex sentences using conjunctions taught so far • Punctuate speech	• Complex sentences using conjunctions taught so far • Punctuate speech	• Effectively using prepositions, subordination and adverbs • Effectively punctuate speech	• Effectively using prepositions, subordination and adverbs • Effectively punctuate speech

English Curriculum

Year 4

Term	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
Novel or Text the unit draws on	Fantastic Elastic Brain By JoAnn Deak	Secrets of a Sun King By Emma Carroll	Cinderella Stories from Around the World. Various	The Lion, the Witch and the Wardrobe By C.S.Lewis	Odd & the Frost Giants By Neil Gaiman (Vikings)	James and the Giant Peach by Roald Dahl
Narrative	Book as a theme	Mystery	Other cultures (Europe)	Issues and dilemmas	Fantasy	Film and playscripts
Non-Fiction	Explanation (How the brain works)	Recounts: newspaper (Howard Carter)		Discussion debate/report	Non-chronological report	Persuasion –sales pitch/article
Poetry	Classic Poetry: Please Mrs Butler by Alan Alhberg		Limericks (based on Cinderella Stories from around the world)			
Skills Development						
Taught Skills	• Identify, select and use determiners including: - articles: a/an, the - demonstratives : this/that;these/those - possessives: my/your/his/her/its/our/their - quantifiers: some, any, no, many, much, every • Use nouns for precision, e.g. burglar rather than man, bungalow rather than house. • Identify, select and effectively use pronouns. • Explore, identify and use Standard English verb inflections for writing.	• Use inverted commas and other punctuation to indicate direct speech e.g. The tour guide announced, "Be back here at four o' clock." • Create sentences with fronted adverbials for when e.g. As the clock struck twelve, the soldiers sprang into action.	• Create complex sentences with adverb starters e.g. Silently trudging through the snow, Sam made his way up the mountain. • Use commas to mark clauses in complex sentences. • Create sentences with fronted adverbials for where e.g. In the distance, a lone wolf howled. • Use commas after fronted adverbials.	• Explore, identify, collect and use noun phrases e.g. the crumbly cookie with tasty marshmallow pieces. • Use apostrophes for singular and plural possession e.g. the dog's bone and the dogs' bones.	• Use apostrophes for singular and plural possession e.g. the dog's bone and the dogs' bones.	

Consolidation Skills	• Explore, identify and create complex sentences using a range of conjunctions e.g. if, while, since, after, before, so, although, until, in case	• Identify, select and use determiners including: (see above) • Use nouns for precision, e.g. burglar rather than man, bungalow rather than house. • Identify, select and effectively use pronouns. • Explore, identify and use Standard English verb inflections for writing e.g. We were instead of we was. I was instead of I were, I did instead of I done. She saw it instead of she seen it.	• Use inverted commas and other punctuation to indicate direct speech e.g. The tour guide announced, "Be back here at four o' clock." • Create sentences with fronted adverbials for when e.g. As the clock struck twelve, the soldiers sprang into action.	• Create complex sentences with adverb starters e.g. Silently trudging through the snow, Sam made his way up the mountain. • Use commas to mark clauses in complex sentences. • Create sentences with fronted adverbials for when e.g. As the clock struck twelve, the soldiers sprang into action. • Create sentences with fronted adverbials for where e.g. In the distance, a lone wolf howled. • Use commas after fronted adverbials.	• Explore, identify, collect and use noun phrases e.g. the crumbly cookie with tasty marshmallow pieces.	• Use apostrophes for singular and plural possession e.g. the dog's bone and the dogs' bones.
Embedded Skills	Previous year's skills	• Explore, identify and create complex sentences using a range of conjunctions e.g. if, while, since, after, before, so, although, until, in case • Explore, identify and use Standard English verb inflections for writing e.g. We were instead of we was. I was instead of I were, I did instead of I done. She saw it instead of she seen it.	• Identify, select and use determiners including:(see above) • Use nouns for precision, e.g. burglar rather than man, bungalow rather than house. • Identify, select and effectively use pronouns. • Explore, identify and use Standard English verb inflections for writing e.g. We were instead of we was. I was instead of I were, I did instead of I done. She saw it instead of she seen it	• Use inverted commas and other punctuation to indicate direct speech e.g. The tour guide announced, "Be back here at four o' clock." • Create sentences with fronted adverbials for when e.g. As the clock struck twelve, the soldiers sprang into action.	• Create complex sentences with adverb starters e.g. Silently trudging through the snow, Sam made his way up the mountain. • Use commas to mark clauses in complex sentences. • Create sentences with fronted adverbials for when e.g. As the clock struck twelve, the soldiers sprang into action. • Create sentences with fronted adverbials for where e.g. In the distance, a lone wolf howled. • Use commas after fronted adverbials	• Explore, identify, collect and use noun phrases e.g. the crumbly cookie with tasty marshmallow pieces. • Explore, identify and use Standard English verb inflections for writing e.g. We were instead of we was. I was instead of I were, I did instead of I done. She saw it instead of she seen it.

English Curriculum

Year 5

Term	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
Novel or Text the unit draws on	Beowulf Michael Morpurgo	War of the World's By H.G. Wells	The invention of Hugo Cabret By Brian Selznick	Journey to the Riversea By Eva Ibbotson	Street Child by Berlie Doherty	The Highwayman By Alfred Noyes
Narrative	Legends	Science Fiction	Novel as a theme	Story from another culture	Classic historical	Classic Poetry
Non-Fiction	Non-chronological reports	Persuasive Broadcast: Film and playscript	Persuasive Writing: Letter	Explanation text/Magazine hybrid	Debate and discussion	Recount: Autobiography
Poetry	Space poetry with figurative language	Poetry following a model				Classic Poetry: The Highwayman
Skills Development						
Taught Skills	• Create complex sentences by using relative clauses with relative pronouns who, which, where, whose, when, that • Identify and use brackets to indicate parenthesis • Suggest changes to grammar, vocabulary and punctuation to enhance effects and clarify meaning.	• Create and punctuate complex sentences using ed opening clauses • Create and punctuate complex sentences using ing opening clauses,. • Identify and use dashes to indicate parenthesis, • Demarcate complex sentences using commas in order to clarify meaning.	• Create and punctuate sentences using simile starters • Use devices to build cohesion within a paragraph e.g. firstly, then, presently, this, subsequently.	• Explore, collect and use modal verbs to indicate degrees of possibility e.g. might, could, shall, will, must.	• Create complex sentences where the relative pronoun is omitted • Use different sentence structures with increasing control (see VGP).	• Use organisation and presentational devices e.g. underlining, bullet points, headings.

Consolidation Skills	• Y4 Use apostrophes for singular and plural possession e.g. the dog's bone and the dogs' bones. • Link ideas across paragraphs using adverbials for time, place and numbers e.g. later, nearby, secondly. • Use expanded noun phrases to convey complicated information concisely, e.g. carnivorous predators with surprisingly weak jaws and small teeth.	• Create complex sentences by using relative clauses with relative pronouns who, which, where, whose, when, that • Suggest changes to grammar, vocabulary and punctuation to enhance effects and clarify meaning.	• Create complex sentences by using relative clauses with relative pronouns who, which, where, whose, when, that • Use organisation and presentational devices e.g. underlining, bullet points, headings. • Suggest changes to grammar, vocabulary and punctuation to enhance effects and clarify meaning.	• Use organisation and presentational devices e.g. underlining, bullet points, headings.	• Explore, collect and use modal verbs to indicate degrees of possibility e.g. might, could, shall, will, must	• Create complex sentences where the relative pronoun is omitted • Use different sentence structures with increasing control (see VGP).
Embedded Skills	• Previous year's skills	• Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary. • Use a thesaurus.	• Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary. • Use a thesaurus.	• Create complex sentences by using relative clauses with relative pronouns who, which, where, whose, when, that • Suggest changes to grammar, vocabulary and punctuation to enhance effects and clarify meaning.	• Create complex sentences by using relative clauses with relative pronouns who, which, where, whose, when, that • Suggest changes to grammar, vocabulary and punctuation to enhance effects and clarify meaning.	• Explore, collect and use modal verbs to indicate degrees of possibility e.g. might, could, shall, will, must.

English Curriculum

Year 6

Term	Aut 1		Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
Novel or Text the unit draws on	The Classics: MacBeth	Raven's Gate by Anthony Horowitz	Journey to Jo'burg by Beverly Naidoo	Greek Myths	The Hobbit By JRR Tolkien	Holes By Louis Sachar	The Explorer By Katherine Rundell
Narrative	Playscripts Setting Description	Novel as a theme	Other Cultures	Myths	Classic Fiction	Flashbacks	Novel as a Theme
Non-Fiction		Explanation text	Recount: biography	Discussion	Persuasion: Argument	Non-chronological report	
Poetry			Personification Poems: Winter is …				MacAvity the Mystery Cat
Skills Development							
Taught Skills	• Speech Marks • Create complex sentences where the relative pronoun is omitted • Use different sentence structures with increasing control (see VGP).	• Investigate and collect a range of synonyms and antonyms (N) • Identify the subject and object of a sentence. (NF) • Manipulate sentences to create particular effects. (N) • Use devices to build Cohesion between paragraphs in discursive and	• Explore and investigate active and passive (N) • Explore, collect and use examples of perfect forms of verbs to mark relationships of time and cause. (N) • Colons to introduce a list (NF) • Identify and use semi-colons to mark the boundary between independent clauses. (N)	• Use ellipsis to link ideas between paragraphs. • Speech Punctuation to advance action. • Explore, collect and use subjunctive forms for formal speech and writing.	• Repetition of word or phrase. • Explore, collect and use vocabulary typical of formal and informal speech and writing.		

40

		explanatory texts. (N/NF) • Explore how hyphens can be used to avoid ambiguity. (N)				
Consolidation Skills	Previous year's skills	• Investigate and collect a range of synonyms and antonyms (N) • Identify the subject and object of a sentence. (NF) • Manipulate sentences to create particular effects. (N) • Use devices to build Cohesion between paragraphs in discursive and explanatory texts. (N/NF) • Explore how hyphens can be used to avoid ambiguity. (N) • Speech Marks	• Explore and investigate active and passive (N) • Explore, collect and use examples of perfect forms of verbs to mark relationships of time and cause. (N) • Colons to introduce a list (NF) • Identify and use semi-colons to mark the boundary between independent clauses. (N)	• Use ellipsis to link ideas between paragraphs. • Speech Punctuation to advance action. • Explore, collect and use subjunctive forms for formal speech and writing.	• Repetition of word or phrase. • Explore, collect and use vocabulary typical of formal and informal speech and writing.	
Embedded Skills	Previous year's skills		• Investigate and collect a range of synonyms and antonyms (N) • Identify the subject and object of a sentence. (NF)	• Explore and investigate active and passive (N) • Explore, collect and use examples of perfect forms of verbs to mark relationships of time and cause. (N)	• Use ellipsis to link ideas between paragraphs. • Speech Punctuation to advance action. • Explore, collect and use subjunctive forms for formal speech and writing.	• Repetition of word or phrase. • Explore, collect and use vocabulary typical of formal and informal speech and writing.

			• Manipulate sentences to create particular effects. (N) • Use devices to build Cohesion between paragraphs in discursive and explanatory texts. (N/NF) • Explore how hyphens can be used to avoid ambiguity. (N) • Speech Marks	• Colons to introduce a list (NF) • Identify and use semi-colons to mark the boundary between independent clauses. (N)		