



LITTLETON GREEN COMMUNITY SCHOOL

ENGLISH



"My vision for English to engage and enthuse pupils to read and write across a range of genres and styles. By using high-quality texts that celebrate diversity as stimuli, pupils will develop their reading fluency, understanding and vocabulary. All children will use their reading skills to become accomplished writers who are able to write technically accurately and most importantly, show individuality and creativity within their writing. Children will be empowered to be confident and enthusiastic readers and writers for life. "

*Miss. C. Arrowsmith
English Subject Lead*

English Curriculum Aims

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

EYFS and English

Literacy educational programme (taken from the EYFS Framework 2020)

"It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing). "

Early learning goals that link to English:

EYFS Communication and language development

ELG Listening, attention and understanding –

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions
 - Make comments about what they have heard and ask questions to clarify their understanding
 - Hold conversation when engaged in back-and-forth exchanges with their teacher and peers

ELG Speaking –

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate
- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

EYFS Physical development (this links to the mechanics of writing/pencil control)

ELG Fine motor skills –

- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases

EYFS Literacy

ELG Comprehension

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
- Anticipate (where appropriate) key events in stories.
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.

ELG Word reading

- Say a sound for each letter in the alphabet and at least 10 digraphs
- Read words consistent with their phonic knowledge by sound-blending.
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

ELG Writing

- Write recognisable letters, most of which are correctly formed.
- Spell words by identifying sounds in them and representing the sounds with a letter or letters.
- Write simple phrases and sentences that can be read by others.

EYFS Expressive arts and design (this links to re-telling and adapting familiar stories – talk for writing)

ELG Being imaginative

- Invent, adapt and recount narratives and stories with peers and their teacher



What does English look like at Littleton Green Community School?

* Each topic begins with sharing a 'Big Question'. This enables the pupils to see the bigger picture and gives purpose to what they are learning.

ENDPOINT ASSESSMENT



* This is a product to showcase the learning which has taken place and the knowledge learnt. It can involve a prior session to explore success criteria based on the concepts and an editing lesson after whole class feedback.

BIG QUESTION



ENDPOINT EXPLORATION

* At the beginning of the topic, teachers share a WAGOLL (What a Good One Looks Like). Here the learning process is explored and the children have the opportunity to input to their journey to the endpoint. A shared success criteria is generated.

THE LEARNING JOURNEY



* This is a series of learning opportunities with modelled and scaffolded writing. Here the meaning is made and connections are formed. Further criteria for success will also be added to the initial success criteria.



ACTIVATING PRIOR KNOWLEDGE

* Throughout the topic, there are built in opportunities for children to access their prior knowledge to help them make connections and make the learning stick. This may be through key vocabulary, knowledge organisers, carefully thought out questioning and more.

KNOWLEDGE ORGANISERS



* A resource which is available to children for them to learn the 'sticky knowledge' to master the learning. These are working documents that the children refer to and add their new learning to.



KEY VOCABULARY

* At the start and throughout the learning journey, children will be taught key vocabulary need to access the learning and secure the key knowledge .

BOOK-LED READING AND WRITING WHOLE SCHOOL OVERVIEW

<p align="center">EYFS</p>	<p>Bringing the Rain to Kapiti Plain <i>Verma Aardemal</i> Developing a new character, oral retelling, labels and captions; We're going on a bear hunt Labels and captions, call-and-response poems, descriptive posters and simple explanations. Child-led book</p>	<p>I am Henry Finch – <i>Alexis Deacon</i>; Dialogue, diaries, re-telling (oral dictation), mini-autobiography Harry and the Robots- <i>Ian Whybrow</i> Signs and labels, captions, invitations, thoughts bubbles, advertisements and letters. Child-led book</p>	<p>The Magic Paintbrush - <i>Julia Donaldson and Joel Stewart</i> Labels, notes of advice and adverts; Rhyming flipbooks; My Grandpa is amazing – <i>Nick Butterworth</i> Letters of encouragement, a retelling; song lyrics and job applications. Child-led book</p>	<p>Supertato - <i>Sue Hendra and Paul Linnet</i>; Statements, writing in role and shopping lists; Handa's Surprise- <i>Eileen Brown</i> Labels, letters of advice, instructions and narratives. Child-led book</p>	<p>How to Catch a Star - <i>Oliver Jeffers</i> Character description, writing in role, letters and leaflets; My Shadow is Pink - <i>Scott Stuart</i> Writing in role, letters, labels and captions. Child-led book</p>	<p>So Much - <i>Trish Cooke and Helen Oxenbury</i> questions, captions and labels; Exploring Rock Pools- <i>Jill McDougall</i> Signage, letters of advice, lists and labelled diagrams. Child-led book</p>
<p align="center">Year 1</p>	<p>Naughty Bus</p> <ul style="list-style-type: none"> • Instructions (2 weeks) • Captions for pictures from the story (1 week) <p>Cave Baby</p> <ul style="list-style-type: none"> • Story beginning (2 weeks) • Instructions – cave paintings (1 week) <p>Sidney, Stella and the Moon</p> <ul style="list-style-type: none"> • Newspaper – NF 2 weeks (2 weeks) • Story beginning (1 week) <p>Astro Girl</p> <ul style="list-style-type: none"> • Story middle (2 weeks) • Newspaper (1 week) 	<p>Leo and the Octopus</p> <ul style="list-style-type: none"> • Fact file (2 weeks) • Character description (1 week) <p>Odd Egg</p> <ul style="list-style-type: none"> • What's in your egg (2 weeks) • Egg fact file (1 week) <p>Pig the Pug</p> <ul style="list-style-type: none"> • Poetry (2 weeks) • Story middle (1 week) <p>Stanley's Stick</p> <ul style="list-style-type: none"> • What does your stick do? 2 weeks (2 weeks) • Fact file (1 week) 	<p>Julian is a mermaid</p> <ul style="list-style-type: none"> • Story ending (2 weeks) • Poem (1 week) <p>Send for a Superhero</p> <ul style="list-style-type: none"> • Recount (2 weeks) • Story middle (1 week) <p>The Sea Saw</p> <ul style="list-style-type: none"> • Story – whole story (2 weeks) • Diary entry from Sophie (1 week) <p>Lost and Found</p> <ul style="list-style-type: none"> • Letters (2 weeks) • Whole story (1 week) 			
<p align="center">Year 2</p>	<p>Too Small Tola by <i>Atinuke</i></p> <ul style="list-style-type: none"> • Setting description (2 weeks) • Instructions (1 week) <p>Eric by <i>Shaun Tan</i></p> <ul style="list-style-type: none"> • Diary (2 weeks) • Character description (1 week) <p>Ride-by-Nights by <i>Walter De La Mare</i></p> <ul style="list-style-type: none"> • Poem (2 weeks) • Setting description (1 week) <p>There's an Rang-Tan in my Bedroom by <i>James Sellick</i></p> <ul style="list-style-type: none"> • Persuasive text (2 weeks) • Narrative (1 week) 	<p>A Book of Bears by <i>Katie Viggers</i></p> <ul style="list-style-type: none"> • Instructions (2 weeks) • Explanation text (1 week) <p>Rabbit and Bear by <i>Julian Gough and Jim Field</i></p> <ul style="list-style-type: none"> • Recount (2 weeks) • Character description (1 week) <p>Lost Species by <i>Jess French</i></p> <ul style="list-style-type: none"> • Non-Chronological Report (2 weeks) • Narrative (1 week) <p>Fanatical about Frogs by <i>Owen Davey</i></p> <ul style="list-style-type: none"> • Newspaper Article (2 weeks) • Explanation text (1 week) 	<p>Ada Twist and the Perilous Pantaloons</p> <ul style="list-style-type: none"> • Letter (2 weeks) • Narrative (1 week) <p>The Magic and Mystery of Trees</p> <ul style="list-style-type: none"> • Explanation Text (2 weeks) • Setting description (1 week) <p>The Magic Finger by <i>Roald Dahl</i></p> <ul style="list-style-type: none"> • Newspaper Article (2 weeks) • Character description (1 week) <p>Pied Piper of Hamelin by <i>Robert Browning</i></p> <ul style="list-style-type: none"> • Letter (2 weeks) • Newspaper article (1 week) 			
<p align="center">Year 3</p>	<p>The Tiger Rising.</p> <ul style="list-style-type: none"> • Diary Entry (1 week) • Narrative text – Story with issues and dilemmas (2 weeks) <p>I Am the Seed That Grew the Tree</p> <ul style="list-style-type: none"> • Instructions (2 weeks) • Poetry text (1 week) 	<p>Cinderella: An Art Deco fairy tale</p> <ul style="list-style-type: none"> • Poetry (1 week) • Newspaper (2 weeks) <p>Earth-shattering events</p> <ul style="list-style-type: none"> • Non-chronological report (2 weeks) • Instructions (1 week) <p>The lost spells</p>	<p>Grimwood</p> <ul style="list-style-type: none"> • Narrative text – adventure and mystery story (2 weeks) • Diary Entry (1 week) <p>The Undeafed</p> <ul style="list-style-type: none"> • Discussion text – balanced argument (2 weeks) 			

	<p>Fortunately, the milk</p> <ul style="list-style-type: none"> • Discussion text (2 weeks) • Narrative text – Adventure and mystery story (1 week) <p>How does a lighthouse work?</p> <ul style="list-style-type: none"> • Explanation Text (2 weeks) • Recount (1 week) 	<ul style="list-style-type: none"> • Poetry (1 week) • Narrative text – description (2 weeks) <p>The story of the Titanic for children</p> <ul style="list-style-type: none"> • Newspaper (1 week) • Letter (2 weeks) 	<ul style="list-style-type: none"> • Non-chronological report – Life of Jesse Owen - (1 week) <p>A necklace of raindrops</p> <ul style="list-style-type: none"> • Explanation Text (1 week) • Recount (2 weeks) <p>New and collected poems for children</p> <ul style="list-style-type: none"> • Poetry (2 weeks) • Letter (1 week)
Year 4	<p>Africa, Amazing Africa</p> <ul style="list-style-type: none"> • Report text (2 weeks) • Newspaper Report (1 week) <p>The BFG</p> <ul style="list-style-type: none"> • Stories set in imaginary worlds (2 weeks) • Playscript (1 week) <p>The Spider and the Fly</p> <ul style="list-style-type: none"> • Poetry text (2 weeks) • Recount text (1 week) <p>Hotel Flamingo</p> <ul style="list-style-type: none"> • Persuasive text (2 weeks) • Flashback (1 week) 	<p>The Street Beneath my Feet</p> <ul style="list-style-type: none"> • Explanation text (2 weeks) • Non-chronological report (1 week) <p>Letters from the Lighthouse</p> <ul style="list-style-type: none"> • Stories with historical settings (2 weeks) • Letters (1 week) <p>Two Weeks with the Queen</p> <ul style="list-style-type: none"> • Stories with issues and dilemmas (2 weeks) • Myths and legends (1 week) <p>The Wild Robot</p> <ul style="list-style-type: none"> • Stories set in imaginary worlds (2 weeks) • Traditional Fairy stories (1 weeks) 	<p>The Humans</p> <ul style="list-style-type: none"> • Biography (2 weeks) • Autobiographies (1 week) <p>Fly Me Home</p> <ul style="list-style-type: none"> • Adventure and mystery stories (2 weeks) • Flashback (1 week) <p>The Story of Flight</p> <ul style="list-style-type: none"> • Discussion text (2 weeks) • Instructions (1 week) <p>The Listeners and other poems</p> <ul style="list-style-type: none"> • Diary (2 weeks) • Instructions (1 week)
Year 5	<p>Cakes in Space</p> <ul style="list-style-type: none"> • Adventure story (2 weeks) • Diary (1 week) <p>Hidden Figures Young Readers' Edition</p> <ul style="list-style-type: none"> • Persuasive text (2 weeks) • Playscript (1 week) <p>When the stars come out</p> <ul style="list-style-type: none"> • Non-chronological report (2 weeks) • Explanation text (1 week) <p>On the Move: Poems about migration</p> <ul style="list-style-type: none"> • Poetry text (2 weeks) • Setting description (1 week) 	<p>Cogheart</p> <ul style="list-style-type: none"> • Flashback story (2 weeks) • Explanation text (1 week) <p>Tamarind and the Star of Ishta</p> <ul style="list-style-type: none"> • Recount (2 weeks) • Letter (1 week) <p>Mythologica</p> <ul style="list-style-type: none"> • Myth story (2 weeks) • Discussion (1 week) <p>Zombierella</p> <ul style="list-style-type: none"> • Diary (2 weeks) • Traditional fairy story with a twist (1 week) 	<p>Overheard in a tower block</p> <ul style="list-style-type: none"> • Poetry text (2 weeks) • Character description (1 week) <p>The Invention of Hugo Cabret</p> <ul style="list-style-type: none"> • Biography (2 weeks) • Newspaper report (1 week) <p>The Good Thieves</p> <ul style="list-style-type: none"> • Recount (2 weeks) • Character description (1 week) <p>Incredible journeys</p> <ul style="list-style-type: none"> • Non-chronological report (2 weeks) • Autobiography (1 week)
Year 6	<p>Viking Voyagers</p> <ul style="list-style-type: none"> • Adventure story (2 weeks) • Explanation text (1 week) <p>The Firework Maker's Daughter</p> <ul style="list-style-type: none"> • Flashback (2 weeks) • Playscript (1 week) 	<p>Real-Life Mysteries: Can you explain the unexplained?</p> <ul style="list-style-type: none"> • Ghost story (2 weeks) • Persuasive text (1 week) <p>Poetry for Kids: William Shakespeare</p> <ul style="list-style-type: none"> • Poetry (1 week) • Story with a historical setting (2 weeks) 	<p>Poems from the Second World War</p> <ul style="list-style-type: none"> • Letter (1 week) • Poetry (2 weeks) <p>Darwin's Voyage of Discovery</p> <ul style="list-style-type: none"> • Discussion (2 weeks) • Biography (1 week)

	<p>Mr Penguin and the Lost Treasure</p> <ul style="list-style-type: none">• Story with a dilemma (1 week)• Newspaper (2 weeks) <p>Politics for Beginners</p> <ul style="list-style-type: none">• Report (1 week)• Non-chronological report (2 weeks)	<p>The Wonderling</p> <ul style="list-style-type: none">• Flashback (2 weeks)• Autobiography (1 week) <p>Grimm Tales for Young and Old</p> <ul style="list-style-type: none">• Story set in an imaginary world (2 weeks)• Traditional fairy story (1 week)	<p>The Lion the Witch and the Wardrobe</p> <ul style="list-style-type: none">• Instructions (1 week)• Story with an issue (2 weeks) <p>Black and British: A short, essential history</p> <ul style="list-style-type: none">• Diary (1 week)• Mystery story (2 weeks)
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WHOLE SCHOOL OVERVIEW OF CONCEPTS

EYFS

Birth to 3

- Enjoy songs and rhymes, tuning in and paying attention.
- Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo.
- Say some of the words in songs and rhymes.
- Copy finger movements and other gestures.
- Sing songs and say rhymes independently, for example, singing whilst playing.
- Enjoy sharing books with an adult.
- Pay attention and respond to the pictures or the words.
- Have favourite books and seek them out, to share with an adult, with another child, or to look at alone.
- Repeat words and phrases from familiar stories.
- Ask questions about the book. Makes comments and shares their own ideas.
- Develop play around favourite stories using props.
- Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo.
- Enjoy drawing freely.
- Add some marks to their drawings, which they give meaning to. For example: "That says mummy."
- Make marks on their picture to stand for their name.

Three and Four-Year-Olds

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

Reception

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

Year 1

Reading

Writing

Word Reading

Comprehension

Transcription

Composition

Grammar

Punctuation

- Apply phonic knowledge and skills as the route to decode words
- respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes
- read accurately by blending sounds in unfamiliar words containing GPCs that have been taught
- read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings
- read other words of more than one syllable that contain taught GPCs
- read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)
- read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words
- re-read these books to build up their fluency and confidence in word reading.

Develop pleasure in reading, motivation to read, vocabulary and understanding by:

- listening to and discussing a wide range of poems, stories, and non-fiction at a level beyond that at which they can read independently
- being encouraged to link what they read or hear read to their own experiences becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics
- recognising and joining in with predictable phrases
- learning to appreciate rhymes and poems, and to recite some by heart
- discussing word meanings, linking new meanings to those already known
- understand both the books they can already read accurately and fluently and those they listen to by:
- drawing on what they already know or on background information and vocabulary provided by the teacher
- checking that the text makes sense to them as they read and correcting inaccurate reading
- discussing the significance of the title and events
- making inferences on the basis of what is being said and done
- predicting what might happen on the basis of what has been read so far
- participate in discussion about what is read to them, taking turns and listening to what others say
- explain clearly their understanding of what is read to them.

- Spell words containing each of the 40+ phonemes already taught; common exception words; the days of the week.
- Name the letters of the alphabet in order and using letter names.
- Add prefixes and suffixes (s or es; un; ing, ed, er, est).
- Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.
- Begin to form lower-case letters in the correct direction, starting and finishing in the right place.
- Form capital letters
- Form digits 0-9.

- Sequencing sentences to form short narratives.
- Separation of words with spaces.
- Write sentences by re-reading what they have written to check that it makes sense.

- How words can combine to make sentences.
- Joining words and joining clauses using 'and'.
- Use the grammatical terminology in English Appendix 2 in discussing their writing:
- letter, capital letter; word, singular, plural; sentence; punctuation, full stop, question mark, exclamation mark"

- Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences.
- Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'.

Year 2					
Reading		Writing			
Word Reading	Comprehension	Transcription	Composition	Grammar	Punctuation
<ul style="list-style-type: none"> continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes read accurately words of two or more syllables that contain the same graphemes as above read words containing common suffixes read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation re-read these books to build up their fluency and confidence in word reading. 	<p>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently discussing the sequence of events in books and how items of information are related becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales being introduced to non-fiction books that are structured in different ways recognising simple recurring literary language in stories and poetry discussing and clarifying the meanings of words, linking new meanings to known vocabulary discussing their favourite words and phrases continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear understand both the books that they can already read accurately and fluently and those that they listen to by: drawing on what they already know or on background information and vocabulary provided by the teacher checking that the text makes sense to them as they read and correcting inaccurate reading making inferences on the basis of what is being said and done answering and asking questions predicting what might happen on the basis of what has been read so far participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves. 	<ul style="list-style-type: none"> Segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones learning to spell common exception words learning to spell more words with contracted forms learning the possessive apostrophe (singular) [for example, the girl's book] distinguishing between homophones and near-homophones add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly Apply spelling rules and guidance, as listed in English Appendix 1 write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far Form lower-case letters of the correct size relative to one another start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters use spacing between words that reflects the size of the letters. 	<p>Develop positive attitudes towards and stamina for writing by:</p> <ul style="list-style-type: none"> writing narratives about personal experiences and those of others (real and fictional) writing about real events writing poetry writing for different purposes consider what they are going to write before beginning by: planning or saying out loud what they are going to write about writing down ideas and/or key words, including new vocabulary encapsulating what they want to say, sentence by sentence make simple additions, revisions and corrections to their own writing by: evaluating their writing with the teacher and other pupils re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly] read aloud what they have written with appropriate intonation to make the meaning clear 	<p>Learn how to use:</p> <ul style="list-style-type: none"> sentences with different forms: statement, question, exclamation, command expanded noun phrases to describe and specify [for example, the blue butterfly] the present and past tenses correctly and consistently including the progressive form subordination (using when, if, that, or because) and co-ordination (using or, and, or but) the grammar for year 2 in English Appendix 2 some features of written Standard English use and understand the grammatical terminology in English Appendix 2 in discussing their writing. 	<p>Develop their understanding of the concepts set out in English Appendix 2 by:</p> <ul style="list-style-type: none"> learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)

Key Stage 2

Year 3 and 4

Reading		Writing			
Word Reading	Comprehension	Transcription	Composition	Grammar	Punctuation
<ul style="list-style-type: none"> Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. 	<p>Develop positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks reading books that are structured in different ways and reading for a range of purposes using dictionaries to check the meaning of words that they have read increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally identifying themes and conventions in a wide range of books preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action discussing words and phrases that capture the reader's interest and imagination recognising some different forms of poetry [for example, free verse, narrative poetry] understand what they read, in books they can read independently, by: <ul style="list-style-type: none"> checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context asking questions to improve their understanding of a text drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence predicting what might happen from details stated and implied identifying main ideas drawn from more than one paragraph and summarising these identifying how language, structure, and presentation contribute to meaning retrieve and record information from non-fiction participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say 	<ul style="list-style-type: none"> Use further prefixes and suffixes and understand how to add them (English Appendix 1) spell further homophones spell words that are often misspelt (English Appendix 1) place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's] use the first two or three letters of a word to check its spelling in a dictionary write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]. 	<p>Plan their writing by:</p> <ul style="list-style-type: none"> discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar discussing and recording ideas draft and write by: <ul style="list-style-type: none"> composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2) organising paragraphs around a theme in narratives, creating settings, characters and plot in non-narrative material, using simple organisational devices [for example, headings and sub-headings] evaluate and edit by: <ul style="list-style-type: none"> assessing the effectiveness of their own and others' writing and suggesting improvements proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences proof-read for spelling and punctuation errors read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. 	<p>Develop their understanding of the concepts set out in English Appendix 2 by:</p> <ul style="list-style-type: none"> extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although using the present perfect form of verbs in contrast to the past tense choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition using conjunctions, adverbs and prepositions to express time and cause using fronted adverbials learning the grammar for years 3 and 4 in English Appendix 2 	<ul style="list-style-type: none"> Using commas after fronted adverbials indicating possession by using the possessive apostrophe with plural nouns using and punctuating direct speech use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.

Year 5 and 6

Reading		Writing			
Word Reading	Comprehension	Transcription	Composition	Grammar	Punctuation
<ul style="list-style-type: none"> • apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet. 	<ul style="list-style-type: none"> • Maintain positive attitudes to reading and understanding of what they read by: • continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks • reading books that are structured in different ways and reading for a range of purposes • increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions • Recommending books that they have read to their peers, giving reasons for their choices • identifying and discussing themes and conventions in and across a wide range of writing • making comparisons within and across books • learning a wider range of poetry by heart • preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience • understand what they read by: • checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context • asking questions to improve their understanding • drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence • predicting what might happen from details stated and implied • summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas • identifying how language, structure and presentation contribute to meaning • discuss and evaluate how authors use language, including figurative language, considering the impact on the reader • distinguish between statements of fact and opinion • retrieve, record and present information from non-fiction • participate in discussions about books that are read to them and those they can read for themselves, building on their own and others’ ideas and challenging views courteously • explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary • provide reasoned justifications for their views. 	<ul style="list-style-type: none"> • use further prefixes and suffixes and understand the guidance for adding them • spell some words with ‘silent’ letters [for example, knight, psalm, solemn] • continue to distinguish between homophones and other words which are often confused • use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1 • use dictionaries to check the spelling and meaning of words • use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary • use a thesaurus. • Write legibly, fluently and with increasing speed by: • choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters • choosing the writing implement that is best suited for a task. 	<ul style="list-style-type: none"> • Plan their writing by: • identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own • noting and developing initial ideas, drawing on reading and research where necessary • in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed • Draft and write by: • selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning • in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action • précising longer passages • using a wide range of devices to build cohesion within and across paragraphs • using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] • Evaluate and edit by: • assessing the effectiveness of their own and others’ writing • proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning • ensuring the consistent and correct use of tense throughout a piece of writing • ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register • proof-read for spelling and punctuation errors • perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear. 	<ul style="list-style-type: none"> • Develop their understanding of the concepts set out in English Appendix 2 by: • recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms • using passive verbs to affect the presentation of information in a sentence • using the perfect form of verbs to mark relationships of time and cause • using expanded noun phrases to convey complicated information concisely • using modal verbs or adverbs to indicate degrees of possibility using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun • learning the grammar for years 5 and 6 in English Appendix 2 	<ul style="list-style-type: none"> • Using commas to clarify meaning or avoid ambiguity in writing • using hyphens to avoid ambiguity • using brackets, dashes or commas to indicate parenthesis • using semi-colons, colons or dashes to mark boundaries between independent clauses • using a colon to introduce a list • punctuating bullet points consistently • use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading

