

# English Curriculum



English is an integral part of the curriculum that enables children to become fully literate and articulate, and are prepared for their secondary education and later life. Through engaging lessons, we aim to foster a love of English and language and an enjoyment of learning. We challenge children of all abilities and in order to make good progress in all areas of the English National Curriculum. At St Mary's, we encourage children to have a growth mind-set and to develop the skills of perseverance and resilience. Through reading in particular, pupils are given a chance to develop culturally, emotionally, intellectually, socially and spiritually.

Our school intent for all of our pupils is for them to be able to ASK (apply their skills and knowledge). Within the curriculum area of English we provide pupils with the opportunities to learn new skills and knowledge, as well as consolidating and securing previous knowledge.

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.

To read the rest of our policy on English – please see our school website: <https://www.stmarys.bryanston.net/>

*The Literacy Tree Scheme of work is used as a good practice guide for our curriculum which includes the exposure of children's literature within the primary school setting is vital as a rich context for learning; not only within English as a subject but to support building a reading culture throughout the school.*

*The use of high quality books offer opportunities for empathy and can aid philosophical enquiry, as a means of developing the spoken language requirements through debate, drama and discussion using the issues raised through, and within, the text. In the Nursery, the curriculum is guided by the Early Years Foundation Stage (EYFS) Framework.*

Literacy Tree books	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	<b>Where the Wild Things Are</b>	<b>The Magic Paintbrush</b>	<b>Look Up!</b>	<b>Night Pirates</b>	<b>Little Red</b>	<b>Oi Frog! and The Tiny Seed</b>
Year 1	<b>Yeti and the Bird</b> + <b>Stanley's Stick</b> ----- Letters, lists, character descriptions, narratives Retellings, narratives, descriptions	<b>Lost and Found</b> + <b>The Magic Bed</b> ----- Character descriptions, retellings, narratives, non-chronological reports, fantasy worlds	<b>Sidney, Stella and the Moon</b> + <b>I Want My Hat Back</b> ----- Narratives, letters, predictions, character feelings, dialogue, lists	<b>Beegu</b> + <b>The Odd Egg</b> ----- Poetry Diary entries, letters, certificates, non-fictional reports	<b>Dinosaurs and all that rubbish</b> + <b>Iggy Peck Architect</b> ----- Retellings, narratives, setting descriptions, letters, instructions, posters and leaflets	<b>Pig the Pug, How to be a Dog</b> + <b>Send for a Superhero</b> ----- Poetry, narratives, character motives and feelings, nouns, character description
Year 2	<b>A Walk in London</b> + <b>The Goldilocks Project</b> ----- - Instructions - Information texts ( <i>Tourist guides</i> ) - Non-chronological reports ( <i>leaflets</i> ) - Character descriptions	<b>Jim and the Beanstalk</b> + <b>The Polar Express</b> ----- - Narrative (Sequels and Retellings) - Dialogue - Formal/Informal Letters - Poetry (rhyming couplet) - First-person narrative	<b>The Journey Home</b> + <b>House Held up the Tree</b> ----- - Persuasive writing - Posters and lists - Short story - Information report - Poetry	<b>The Dragon Machine</b> + <b>Rosie Revere, Engineer</b> ----- - Non-chronological report - Retellings - Fantasy narrative - Explanation - Report - Advert & leaflet	<b>Minpins</b> + <b>The Great Fire of London</b> ----- - Setting & character description - Diary - Reports - Explanation - Letter - Description	<b>Tadpole's Promise</b> + <b>The Owl &amp; the Pussycat</b> ----- - Explanation texts - Narrative (own version) - Setting descriptions - Character descriptions - Setting descriptions
Year 3	<b>BFG</b> + <b>Tin Forest</b> ----- - Narrative: own version (fantasy) - Recount (diary entry) - Character descriptions - Instructions (recipes)	<b>Escape from Pompeii</b> + <b>The Tear Thief</b> ----- - Historical stories - Dialogue - Setting description - Letter in role - Shared poem - Information poster - Discussion	<b>The Heart and the Bottle</b> + <b>Leon and the Place Between</b> ----- - Narrative (dilemma stories) - Character descriptions - Narrative (Fantasy) - Recount (Diary Entry) - Setting Descriptions	<b>Black dog</b> + <b>The First Drawing</b> ----- - Extended story with a point of suspense - Character description, diary entry, recount, narrative	<b>Cloud Tea Monkeys</b> + <b>Jim, A Cautionary Tale</b> ----- - Descriptive passage - 'How to' guide - Letter - Discussion - Non chronological report - Narrative poetry (cautionary tales), and performance poetry	<b>Cinderella of the Nile</b> + <b>The Story of Tutankhamun</b> ----- - Newspaper report - Diary entry - Character description - Advert - Biography - Instructions

*The Literacy Tree Scheme of work is used as a good practice guide for our curriculum which includes the exposure of children's literature within the primary school setting is vital as a rich context for learning; not only within English as a subject but to support building a reading culture throughout the school.*

*The use of high quality books offer opportunities for empathy and can aid philosophical enquiry, as a means of developing the spoken language requirements through debate, drama and discussion using the issues raised through, and within, the text. In the Nursery, the curriculum is guided by the Early Years Foundation Stage (EYFS) Framework.*

Year 4	<b>The Selfish Giant + Westlandia</b> ----- <ul style="list-style-type: none"> <li>- Diaries</li> <li>- Letters</li> <li>- Posters</li> <li>- Reports</li> <li>- Own versions (narratives)</li> <li>- Report (prospectus)</li> <li>- Character description</li> </ul>	<b>Cinnamon + Tar Beach</b> ----- <ul style="list-style-type: none"> <li>- Diary entries</li> <li>- Informal letters</li> <li>- Dialogue</li> <li>- Adverts</li> <li>- Limericks &amp; other poetry forms</li> <li>- 'stories in the style of'</li> </ul>	<b>Until I Met Dudley + Winter's Child</b> ----- <ul style="list-style-type: none"> <li>- Character &amp; setting descriptions</li> <li>- Reports</li> <li>- Explanations</li> <li>- Letters</li> </ul>	<b>The Iron Man + Jabberwocky</b> ----- <ul style="list-style-type: none"> <li>- Letters</li> <li>- News article</li> <li>- Poem</li> <li>- Extended narrative</li> <li>- Nonsense &amp; narrative poetry</li> <li>- Explanatory description</li> </ul>	<b>Farther + Lion &amp; the Unicorn</b> ----- <ul style="list-style-type: none"> <li>- Recounts</li> <li>- Sequel</li> <li>- Retellings,</li> <li>- Recounts (postcards)</li> <li>- Explanation texts</li> </ul>	<b>Odd and the Frost Giant + Shackleton's Journey</b> ----- <ul style="list-style-type: none"> <li>- Explanations</li> <li>- Narrative recount</li> <li>- Setting descriptions</li> <li>- Interviews</li> <li>- Diaries</li> <li>- Letters</li> <li>- Newspaper report</li> </ul>
Year 5	<b>The Man Who Walked Between the Towers + Hidden Figures</b> ----- <ul style="list-style-type: none"> <li>- Information writing (Wikipedia page)</li> <li>- Letters of advice (formal)</li> <li>- Persuasive speeches</li> <li>- Informal letter</li> <li>- Diary entry</li> <li>- Character descriptions</li> <li>- Newspaper (opinion report)</li> <li>- Memoir</li> </ul>	<b>Anne Frank + Otto, Autobiography of a Teddy Bear</b> ----- <ul style="list-style-type: none"> <li>- Short descriptions</li> <li>- Extended diary entries</li> <li>- Obituary</li> <li>- Newspaper article</li> <li>- Newspaper article</li> <li>- Historical short story</li> </ul>	<b>Robot Girl + The Tempest</b> ----- <ul style="list-style-type: none"> <li>- Discussion &amp; debate</li> <li>- Science fiction narrative</li> <li>- Non-chronological reports</li> <li>- Formal persuasive letter</li> <li>- Setting description</li> <li>- Character descriptions/Comparisons</li> <li>- Diary entry</li> <li>- Play scripts</li> </ul>	<b>Firebird + King Kong</b> ----- <ul style="list-style-type: none"> <li>- Letters</li> <li>- Retellings</li> <li>- Own versions</li> <li>- Letters</li> <li>- Retellings</li> <li>- Own versions</li> <li>- Job descriptions</li> <li>- Newspaper reports</li> </ul>	<b>The Sleeper and the Spindle + The Lost Thing</b> ----- <ul style="list-style-type: none"> <li>- Fairy-tale reworking</li> <li>- Warning poster</li> <li>- Diary entry</li> <li>- Dialogue</li> <li>- Character and setting descriptions</li> <li>- Non-chronological reports</li> <li>- Narrative (fantasy)</li> </ul>	<b>Percy Jackson &amp; the Lightening thief + Beowulf</b> ----- <ul style="list-style-type: none"> <li>- Character descriptions</li> <li>- Reports</li> <li>- Newspaper report</li> <li>- Letters</li> <li>- Legends (missing chapter)</li> <li>- Letter of advice</li> <li>- Diary entry, dialogue</li> <li>- Character and setting description</li> <li>- Obituary</li> </ul>
Year 6	<b>The Three Little Pigs Project + Suffragette: The Battle for Equality</b> ----- <ul style="list-style-type: none"> <li>- Discussion</li> <li>- Debate</li> <li>- Persuasion</li> <li>- Diary entry</li> <li>- Report</li> <li>- Journalistic writing</li> <li>- Letters</li> </ul>	<b>Kaspar, Prince of Cats + The Unforgotten Coat</b> ----- <ul style="list-style-type: none"> <li>- Letters</li> <li>- Character descriptions</li> <li>- Diaries</li> <li>- Report &amp; guides</li> <li>- Narrative (issues and dilemmas)</li> <li>- Journals (recounts)</li> <li>- Non-chronological reports</li> </ul>	<b>Can We Save the Tiger? + The Hidden Forest</b> ----- <ul style="list-style-type: none"> <li>- Letter</li> <li>- Explanation</li> <li>- Persuasive poster &amp; speech</li> <li>- Balanced argument</li> <li>- Non-chronological report in the form of a letter to a character and balanced discursive piece</li> </ul>	<b>The Boy in the Tower + Romeo &amp; Juliet</b> ----- <ul style="list-style-type: none"> <li>- Journalistic writing</li> <li>- Formal Letters</li> <li>- Longer narrative</li> <li>- Diaries &amp; letters</li> <li>- Narratives</li> <li>- Playscripts</li> <li>- Character descriptions</li> <li>- Balanced argument</li> </ul>	<b>Night Mail  SATs (Great Expectations)</b> ----- <ul style="list-style-type: none"> <li>- Poetry (Analysis of form and structure, innovated version with similar form and structure but different content)</li> </ul> <p><i>Preparation for SATs</i></p>	<b>Windrush Child + The Invention of Hugo Cabret</b> ----- <ul style="list-style-type: none"> <li>- Narrative (adventure)</li> <li>- Description of typical setting and characters</li> <li>- Diary entry &amp; Letters</li> <li>- Report</li> <li>- Journalistic writing</li> <li>- Explanations (science experiment)</li> </ul>

*The Literacy Tree Scheme of work is used as a good practice guide for our curriculum which includes the exposure of children's literature within the primary school setting is vital as a rich context for learning; not only within English as a subject but to support building a reading culture throughout the school.*

*The use of high quality books offer opportunities for empathy and can aid philosophical enquiry, as a means of developing the spoken language requirements through debate, drama and discussion using the issues raised through, and within, the text. In the Nursery, the curriculum is guided by the Early Years Foundation Stage (EYFS) Framework.*

## Progression of skills

### *Speaking & Listening*

	<u>EYFS</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
<b>Listening skills</b>	<p><u>Pupils can (ELGs):</u> Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by soundblending.</p>	<p><u>Pupils can:</u> Apply phonic knowledge and skills as the route to decode words. Blend sounds in unfamiliar words using the GPCs that they have been taught. Respond speedily, giving the correct sound to graphemes for all of the 40+ phonemes. Read words containing taught GPCs. Read words containing -s, -es, -ing, -ed and -est endings. Read words with contractions, e.g. I'm, I'll and we'll.</p>	<p><u>Pupils can:</u> 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. Accurately read most words of two or more syllables. Read most words containing common suffixes.*</p>	<p><u>Pupils can:</u> Use their phonic knowledge to decode quickly and accurately (may still need support to read longer unknown words). Apply their growing knowledge of root words and prefixes, including in -im-, -il-, -ir-, -dis-, -mis-, -un-, -re-, -sub-, -inter-, -super-, -anti- and -auto- to begin to read aloud.* Apply their growing knowledge of root words and suffixes/word endings, including -ation, -ly, -ous, -ture, -sure, -sion, -tion, -ssion and -cian, to begin to read aloud.*</p>	<p><u>Pupils can:</u> Read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill. Apply their knowledge of root words, prefixes and suffixes/word endings to read aloud fluently.*</p>	<p><u>Pupils can:</u> Read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues. Apply their growing knowledge of root words, prefixes and suffixes/ word endings, including -sion, -tion, -cial, -tial, -ant/-ance/-ancy, -ent/-ence/-ency, -able/-ably and -ible/ibly, to read aloud fluently.*</p>	<p><u>Pupils can:</u> Read fluently with full knowledge of all Y5/ Y6 exception words, root words, prefixes, suffixes/word endings* and to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.</p>
<b>Following instructions</b>	<p><u>Pupils can (ELGs):</u> Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. Explain the reasons for rules, know right from wrong and try to behave accordingly.</p>	<p><u>Pupils can:</u> Understand instructions with more than one point in many situations.</p>	<p><u>Pupils can:</u> Fully understand instructions with more than one point in many situations and independently seek clarification when unsure.</p>	<p><u>Pupils can:</u> Follow instructions in a range of unfamiliar situations.</p>	<p><u>Pupils can:</u> Follow complex directions/multi-step instructions without the need for repetition.</p>		

*The Literacy Tree Scheme of work is used as a good practice guide for our curriculum which includes the exposure of children's literature within the primary school setting is vital as a rich context for learning; not only within English as a subject but to support building a reading culture throughout the school.*

*The use of high quality books offer opportunities for empathy and can aid philosophical enquiry, as a means of developing the spoken language requirements through debate, drama and discussion using the issues raised through, and within, the text. In the Nursery, the curriculum is guided by the Early Years Foundation Stage (EYFS) Framework.*

<b>Asking and answering questions</b>	<p><u>Pupils can (ELGs):</u> 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. Offer explanations for why things happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p>	<p><u>Pupils can:</u> Begin to ask questions that are linked to the topic being discussed. To answer questions on a wider range of topics (sometimes may only be one word answers).</p>	<p><u>Pupils can:</u> Show that they are following a conversation by asking relevant and timely questions. Answer questions using clear sentences. To begin to give reasoning behind their answers when prompted to do so.</p>	<p><u>Pupils can:</u> Ask questions that relate to what has been heard or what was presented to them. Begin to offer support for their answers to questions with justifiable reasoning.</p>	<p><u>Pupils can:</u> Generate relevant questions to ask a specific speaker/audience in response to what has been said. Regularly offer answers that are supported with justifiable reasoning.</p>	<p><u>Pupils can:</u> Ask questions which Deepen conversations and/or further their knowledge. Understand how to answer questions that require more detailed answers and justification.</p>	<p><u>Pupils can:</u> Regularly ask relevant questions to extend their understanding and knowledge. Articulate and justify answers with confidence in a range of situations.</p>
<b>Drama, performance &amp; confidence</b>	<p><u>Pupils can (ELGs):</u> Be confident to try new activities and show independence, resilience and perseverance in the face of a challenge. Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time to music.</p>	<p><u>Pupils can:</u> Speak clearly in a way that is easy to understand. Speak in front of larger audiences, e.g. in a class assembly, during a show 'n' tell session. Know when it is their turn to speak in a small group presentation or play performance. Take part in a simple role play of a known story.</p>	<p><u>Pupils can:</u> Speak confidently within a group of peers so that their message is clear. Practise and rehearse reading sentences and stories aloud. Take on a different role in a drama or role play and discuss the character's feelings. Recognise that sometimes speakers talk differently and discuss reasons why this might happen.</p>	<p><u>Pupils can:</u> Rehearse reading sentences and stories aloud, taking note of feedback from teachers and peers. Speak regularly in front of large and small audiences. Participate in role play tasks, showing an understanding of character by choosing appropriate words and phrases to indicate a person's emotions.</p>	<p><u>Pupils can:</u> Use intonation when reading aloud to emphasise punctuation. Practise and rehearse sentences and stories, gaining feedback on their performance from teachers and peers. Take on a specific role in roleplay/drama activities and participate in focused discussion while remaining in character. Discuss the language choices of other speakers and how this may vary in different situations.</p>	<p><u>Pupils can:</u> Narrate stories with intonation and expression to add detail and excitement for the listener. Use feedback from peers and teachers (and from observing other speakers) to make improvements to performance. Combine vocabulary choices, gestures and body movement to take on and maintain the role of a character.</p>	<p><u>Pupils can:</u> Participate confidently in a range of different performances, role play exercises and improvisations (including acting in role). Gain, maintain and monitor the interest of the listener(s). Select and use appropriate registers for effective communication.</p>

*The Literacy Tree Scheme of work is used as a good practice guide for our curriculum which includes the exposure of children's literature within the primary school setting is vital as a rich context for learning; not only within English as a subject but to support building a reading culture throughout the school.*

*The use of high quality books offer opportunities for empathy and can aid philosophical enquiry, as a means of developing the spoken language requirements through debate, drama and discussion using the issues raised through, and within, the text. In the Nursery, the curriculum is guided by the Early Years Foundation Stage (EYFS) Framework.*

<b>Vocabulary &amp; building standard English</b>	<u>Pupils can (ELGs):</u> Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.	<u>Pupils can:</u> Use appropriate vocabulary to describe their immediate world and feelings. Think of alternatives for simple vocabulary choices.	<u>Pupils can:</u> Use vocabulary that is appropriate to the topic and/or the audience. Recognise powerful vocabulary in stories/ texts that they read or listen to and begin to try to use these words and phrases in their own talk. Discuss topics that are unfamiliar to their own direct experience.	<u>Pupils can:</u> Regularly use interesting adjectives, adverbial phrases and extended noun phrases in speech. Know and use language that is acceptable in formal and informal situations with increasing confidence. Recognise powerful vocabulary in stories/ texts that they read or listen to, building these words and phrases into their own talk in an appropriate way.	<u>Pupils can:</u> Regularly use interesting adjectives, adverbial phrases and extended noun phrases in speech. Know and use language that is acceptable in formal and informal situations with increasing confidence. Recognise powerful vocabulary in stories/ texts that they read or listen to, building these words and phrases into their own talk in an appropriate way.	<u>Pupils can:</u> Regularly use interesting adjectives, adverbial phrases and extended noun phrases in speech. Know and use language that is acceptable in formal and informal situations with increasing confidence. Recognise powerful vocabulary in stories/ texts that they read or listen to, building these words and phrases into their own talk in an appropriate way.	<u>Pupils can:</u> Use relevant strategies to build their vocabulary. Use adventurous and ambitious vocabulary in speech, which is always appropriate to the topic, audience and purpose. Speak audibly, fluently and with a full command of Standard English in all situations. Use a broad, deep and rich vocabulary to discuss abstract concepts and a wide range of topics. Confidently explain the meaning of words and offer alternative synonyms.
<b>Speaking for a range of purposes</b>	<u>Pupils can (ELGs):</u> Make comments about what they have heard and ask questions to clarify their meanings. Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. 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 where appropriate.	<u>Pupils can:</u> Organise their thoughts into sentences before expressing them. Describe their immediate world and environment. To retell simple stories and recounts aloud.	<u>Pupils can:</u> Talk about themselves clearly and confidently. Verbally recount experiences with some added interesting details. To offer ideas based on what has been heard.	<u>Pupils can:</u> Organise what they want to say so that it has a clear purpose. To begin to give descriptions, recounts and narrative retellings with added details to engage listeners.	<u>Pupils can:</u> Give descriptions, recounts and narrative retellings with specific details to actively engage listeners. Debate issues and make their opinions on topics clear. To adapt their ideas in response to new information.	<u>Pupils can:</u> Plan and present information clearly with ambitious added detail and description for the listener. Participate in debates/arguments and use relevant details to support their opinions and adding humour where appropriate.	<u>Pupils can:</u> Communicate confidently across a range of contexts and to a range of audiences. Articulate and justify arguments and opinions with confidence. Give well-structured descriptions, explanations, presentations and narratives for different purposes, including for expressing feelings.

*The Literacy Tree Scheme of work is used as a good practice guide for our curriculum which includes the exposure of children's literature within the primary school setting is vital as a rich context for learning; not only within English as a subject but to support building a reading culture throughout the school.*

*The use of high quality books offer opportunities for empathy and can aid philosophical enquiry, as a means of developing the spoken language requirements through debate, drama and discussion using the issues raised through, and within, the text. In the Nursery, the curriculum is guided by the Early Years Foundation Stage (EYFS) Framework.*

	<p>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. Explain the reasons for rules, know right from wrong and try to behave accordingly. Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. Talk about the lives of the people around them and their roles in society. Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction</p>						<p>Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas. Make reference back to their original thoughts when their opinions have changed and give reasons for their change of focus.</p>
--	--	--	--	--	--	--	--

*The Literacy Tree Scheme of work is used as a good practice guide for our curriculum which includes the exposure of children's literature within the primary school setting is vital as a rich context for learning; not only within English as a subject but to support building a reading culture throughout the school.*

*The use of high quality books offer opportunities for empathy and can aid philosophical enquiry, as a means of developing the spoken language requirements through debate, drama and discussion using the issues raised through, and within, the text. In the Nursery, the curriculum is guided by the Early Years Foundation Stage (EYFS) Framework.*



	texts and (when appropriate) maps. Share their creations, explaining the processes they have used. Invent, adapt and recount narratives and stories with peers and their teacher. Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time to music.						
<b>Participating in discussion</b>	<b>Pupils can (ELGs):</b> 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. Hold conversation when engaged in back-and-forth exchanges with their teachers and peers. Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.	<b>Pupils can:</b> Recognise when it is their turn to speak in a discussion. Recognise that different people will have different responses and that that these are as valuable as their own opinions and ideas.	<b>Pupils can:</b> Give enough detail to hold the interest of other participant(s) in a discussion. Engage in meaningful discussions that relate to different topic areas. Remain focused on a discussion when not directly involved and be able to recall the main points when questioned.	<b>Pupils can:</b> Engage in discussions, making relevant points or asking relevant questions to show they have followed a conversation. Take account of the viewpoints of others when participating in discussions.	<b>Pupils can:</b> Engage in discussions, making relevant points and ask for specific additional information or viewpoints from other participants. Begin to challenge opinions with respect. Engage in meaningful discussions in all areas of the curriculum.	<b>Pupils can:</b> Develop, agree to and evaluate rules for effective discussion; follow their own rules in small groups and whole- class conversations. Engage in longer and sustained discussions about a range of topics. Ask questions, offer suggestions, challenge ideas and give opinions in order to take an active part in discussions.	<b>Pupils can:</b> Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments with confidence. Consider and evaluate different viewpoints, adding their own interpretations and building on the contributions of others. Offer an alternative explanation when other participant(s) do not understand.

*The Literacy Tree Scheme of work is used as a good practice guide for our curriculum which includes the exposure of children's literature within the primary school setting is vital as a rich context for learning; not only within English as a subject but to support building a reading culture throughout the school.*

*The use of high quality books offer opportunities for empathy and can aid philosophical enquiry, as a means of developing the spoken language requirements through debate, drama and discussion using the issues raised through, and within, the text. In the Nursery, the curriculum is guided by the Early Years Foundation Stage (EYFS) Framework.*

Skill focus	EYFS	Year 1	Year 2	Years 3 & 4	Years 5 & 6
<b>Reading – Word Recognition</b>	<ul style="list-style-type: none"> <li>show awareness of rhyme and alliteration</li> <li>enjoy rhyming and rhythmic activities.</li> <li>recognise rhythm in spoken words</li> <li>listen to and joins in with stories and poems, one-to-one and also in small groups</li> <li>listen to stories with increasing attention and recall</li> <li>show interest in illustrations and print in books and print in the environment</li> <li>recognise familiar words and signs such as own name and advertising logos</li> <li>look at books independently</li> <li>handle books carefully</li> <li>know information can be relayed in the form of print</li> <li>hold books the correct way up and turns pages</li> <li>know that print carries meaning and, in English, is read from left to right and top to bottom</li> <li>continue a rhyming string</li> <li>hear and says the initial sound in words can segment the sounds in simple words and blend them together and knows which letters represent some of them</li> </ul>	<ul style="list-style-type: none"> <li>apply phonic knowledge and skills as the route to decode words</li> <li>respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes</li> <li>read accurately by blending sounds in unfamiliar words containing GPCs that have been taught</li> <li>read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</li> <li>read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings</li> <li>read other words of more than one syllable that contain taught GPCs</li> <li>read words with contractions [for example, I’m, I’ll, we’ll], and understand that the apostrophe represents the omitted letter(s)</li> <li>read aloud accurately books that are</li> </ul>	<ul style="list-style-type: none"> <li>continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent</li> <li>read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes</li> <li>read accurately words of two or more syllables that contain the same graphemes as above</li> <li>read words containing common suffixes</li> <li>read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</li> <li>read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered</li> <li>read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation</li> <li>re-read these books to build up their fluency and confidence in word reading.</li> </ul>	<ul style="list-style-type: none"> <li>apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) both to read aloud and to understand the meaning of new words they meet</li> <li>read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</li> </ul>	<ul style="list-style-type: none"> <li>apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology) both to read aloud and to understand the meaning of new words that they meet.</li> </ul>

*The Literacy Tree Scheme of work is used as a good practice guide for our curriculum which includes the exposure of children’s literature within the primary school setting is vital as a rich context for learning; not only within English as a subject but to support building a reading culture throughout the school.*

*The use of high quality books offer opportunities for empathy and can aid philosophical enquiry, as a means of developing the spoken language requirements through debate, drama and discussion using the issues raised through, and within, the text. In the Nursery, the curriculum is guided by the Early Years Foundation Stage (EYFS) Framework.*

	<ul style="list-style-type: none"> <li>link sounds to letters, naming and sounding the letters of the alphabet.</li> <li>begin to read words and simple sentences</li> <li>use vocabulary and forms of speech that are increasingly influenced by their experiences of books</li> <li>enjoy an increasing range of books</li> </ul>	<p>consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words</p> <ul style="list-style-type: none"> <li>re-read these books to build up their fluency and confidence in word reading.</li> </ul>			
<b>Reading – comprehension</b>	<ul style="list-style-type: none"> <li>know that information can be retrieved from books and computers</li> <li>join in with repeated refrains and anticipates key events and phrases in rhymes and stories beginning to be aware of the way stories are structured suggest how the story might end describe main story settings, events and principal characters.</li> </ul>	<ul style="list-style-type: none"> <li>develop pleasure in reading, motivation to read, vocabulary and understanding by: <ul style="list-style-type: none"> <li>listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently</li> <li>being encouraged to link what they read or hear read to their own experiences</li> <li>becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics</li> <li>recognising and joining in with predictable phrases</li> <li>learning to appreciate rhymes and poems, and to recite some by heart</li> <li>discussing word meanings, linking new meanings to those already known</li> <li>understand both the books they can already read accurately and fluently and those they listen to by:</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>develop pleasure in reading, motivation to read, vocabulary and understanding by: <ul style="list-style-type: none"> <li>listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently</li> <li>discussing the sequence of events in books and how items of information are related</li> <li>becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales</li> <li>being introduced to non-fiction books that are structured in different ways</li> <li>recognising simple recurring literary language in stories and poetry</li> <li>discussing and clarifying the meanings of words, linking new meanings to known vocabulary</li> <li>discussing their favourite words and phrases</li> <li>continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear</li> </ul> </li> <li>understand both the books that they</li> </ul>	<ul style="list-style-type: none"> <li>develop positive attitudes to reading and understanding of what they read by: <ul style="list-style-type: none"> <li>listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>reading books that are structured in different ways and reading for a range of purposes</li> <li>using dictionaries to check the meaning of words that they have read</li> <li>increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</li> <li>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</li> <li>discussing words and phrases that capture the reader's interest and imagination</li> <li>recognising some different forms of poetry [for example, free verse, narrative poetry]</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>maintain positive attitudes to reading and understanding of what they read by: <ul style="list-style-type: none"> <li>continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>reading books that are structured in different ways and reading for a range of purposes</li> <li>increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions</li> <li>recommending books that they have read to their peers, giving reasons for their choices</li> <li>identifying and discussing themes and conventions in and across a wide range of writing - making comparisons within and across books</li> <li>learning a wider range of poetry by heart</li> <li>preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience understand what they read by: <ul style="list-style-type: none"> <li>checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</li> <li>asking questions to improve their understanding</li> <li>drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> <li>predicting what might happen from details stated and implied</li> </ul> </li> </ul> </li> </ul>

*The Literacy Tree Scheme of work is used as a good practice guide for our curriculum which includes the exposure of children's literature within the primary school setting is vital as a rich context for learning; not only within English as a subject but to support building a reading culture throughout the school.*

*The use of high quality books offer opportunities for empathy and can aid philosophical enquiry, as a means of developing the spoken language requirements through debate, drama and discussion using the issues raised through, and within, the text. In the Nursery, the curriculum is guided by the Early Years Foundation Stage (EYFS) Framework.*

		<ul style="list-style-type: none"> <li>- drawing on what they already know or on background information and vocabulary provided by the teacher</li> <li>- checking that the text makes sense to them as they read and correcting inaccurate reading</li> <li>• discussing the significance of the title and events</li> <li>• making inferences on the basis of what is being said and done</li> <li>• predicting what might happen on the basis of what has been read so far</li> <li>• participate in discussion about what is read to them, taking turns and listening to what others say</li> <li>• explain clearly their understanding of what is read to them.</li> </ul>	<ul style="list-style-type: none"> <li>- can already read accurately and fluently and those that they listen to by:</li> <li>- drawing on what they already know or on background information and vocabulary provided by the teacher</li> <li>- checking that the text makes sense to them as they read and correcting inaccurate reading</li> <li>- making inferences on the basis of what is being said and done</li> <li>- answering and asking questions</li> <li>- predicting what might happen on the basis of what has been read so far</li> <li>- participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say</li> <li>- explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.</li> </ul>	<ul style="list-style-type: none"> <li>• understand what they read, in books they can read independently, by:</li> <li>- checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</li> <li>- asking questions to improve their understanding of a text</li> <li>- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> <li>- predicting what might happen from details stated and implied</li> <li>- identifying main ideas drawn from more than one paragraph and summarising these</li> <li>- identifying how language, structure, and presentation contribute to meaning</li> <li>- retrieve and record information from non-fiction</li> <li>- participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.</li> </ul>	<ul style="list-style-type: none"> <li>- summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas</li> <li>- identifying how language, structure and presentation contribute to meaning</li> <li>- discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</li> <li>- distinguish between statements of fact and opinion</li> <li>- retrieve, record and present information from non-fiction</li> <li>- participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously</li> <li>- explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary</li> <li>- provide reasoned justifications for their views.</li> </ul>
--	--	---	---	--	---

*The Literacy Tree Scheme of work is used as a good practice guide for our curriculum which includes the exposure of children's literature within the primary school setting is vital as a rich context for learning; not only within English as a subject but to support building a reading culture throughout the school.*

*The use of high quality books offer opportunities for empathy and can aid philosophical enquiry, as a means of developing the spoken language requirements through debate, drama and discussion using the issues raised through, and within, the text. In the Nursery, the curriculum is guided by the Early Years Foundation Stage (EYFS) Framework.*

<p><b>Writing – transcription</b></p>	<p>begin to break the flow of speech into words</p> <ul style="list-style-type: none"> <li>• continue a rhyming string</li> <li>• hear and says the initial sound in words</li> <li>• can segment the sounds in simple words and blend them together</li> <li>• link sounds to letters, naming and sounding the letters of the alphabet</li> <li>• write own name and other things such as labels, captions.</li> </ul>	<p>spell:</p> <ul style="list-style-type: none"> <li>• words containing each of the 40+ phonemes already taught</li> <li>• common exception words</li> <li>• the days of the week</li> <li>• name the letters of the alphabet:</li> <li>• naming the letters of the alphabet in order</li> <li>• using letter names to distinguish between alternative spellings of the same sound</li> <li>• add prefixes and suffixes: using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs</li> <li>• using the prefix un–</li> <li>• using –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest]</li> <li>• apply simple spelling rules and guidance</li> <li>• write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.</li> </ul>	<p>spell by:</p> <ul style="list-style-type: none"> <li>• segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly</li> <li>• learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones</li> <li>• learning to spell common exception words</li> <li>• learning to spell more words with contracted forms</li> <li>• learning the possessive apostrophe (singular) [for example, the girl's book]</li> <li>• distinguishing between homophones and near-homophones</li> <li>• add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly</li> <li>• apply spelling rules and guidance</li> <li>• write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.</li> </ul>	<ul style="list-style-type: none"> <li>• use further prefixes and suffixes and understand how to add them (refer to NC English Appendix 1)</li> <li>• spell further homophones</li> <li>• spell words that are often misspelt (refer to NC English Appendix 1)</li> <li>• place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]</li> <li>• use the first two or three letters of a word to check its spelling in a dictionary</li> <li>• write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</li> </ul>	<ul style="list-style-type: none"> <li>• use further prefixes and suffixes and understand the guidance for adding them</li> <li>• spell some words with 'silent' letters [for example, knight, psalm, solemn]</li> <li>• continue to distinguish between homophones and other words which are often confused</li> <li>• use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1</li> <li>• use dictionaries to check the spelling and meaning of words</li> <li>• use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary</li> <li>• use a thesaurus.</li> </ul>
---------------------------------------	---	---	--	--	--

*The Literacy Tree Scheme of work is used as a good practice guide for our curriculum which includes the exposure of children's literature within the primary school setting is vital as a rich context for learning; not only within English as a subject but to support building a reading culture throughout the school.*

*The use of high quality books offer opportunities for empathy and can aid philosophical enquiry, as a means of developing the spoken language requirements through debate, drama and discussion using the issues raised through, and within, the text. In the Nursery, the curriculum is guided by the Early Years Foundation Stage (EYFS) Framework.*

Writing – handwriting	<ul style="list-style-type: none"> <li>• sometime gives meaning to marks as they draw and paint</li> <li>• ascribe meanings to marks that they see in different places</li> <li>• give meaning to marks they make as they draw, write and paint</li> <li>• use some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence</li> </ul>	<p>sit correctly at a table, holding a pencil comfortably and correctly begin to form lower-case letters in the correct direction, starting and finishing in the right place</p> <p>form capital letters</p> <p>form digits 0-9</p> <p>understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.</p>	<p>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</p> <p>write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters</p> <p>use spacing between words that reflects the size of the letters.</p>	<p>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</p> <p>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>	<p>write legibly, fluently and with increasing speed by:</p> <ul style="list-style-type: none"> <li>- choosing which shape of a letter to use when given choices and deciding whether or not to join specific little</li> <li>- choosing the writing implement that is best suited for a task.</li> </ul>
	<p><i>Handwriting is taught in discrete lessons using The Handwriting File as a point of reference for modelling of letters/words. See <a href="#">Handwriting\Y2 - Y6 handwriting file.pdf</a> for more information. Further up in the school, children are able to translate these skills in other pieces of work across the curriculum. This provides an opportunity to embed and secure their handwriting style.</i></p>				
Writing – composition	<ul style="list-style-type: none"> <li>• attempt to write short sentences in meaningful contexts.</li> </ul>	<p>write sentences by:</p> <ul style="list-style-type: none"> <li>- saying out loud what they are going to write about</li> <li>- composing a sentence orally before writing it</li> <li>- sequencing sentences to form short narratives</li> <li>- re-reading what they have written to check that it makes sense</li> <li>- discuss what they have written with the teacher or other pupils</li> <li>- read aloud their writing clearly enough to be heard by their peers and the teacher.</li> </ul>	<ul style="list-style-type: none"> <li>• develop positive attitudes towards and stamina for writing by: <ul style="list-style-type: none"> <li>- writing narratives about personal experiences and those of others (real and fictional)</li> <li>- writing about real events</li> <li>- writing poetry</li> <li>- writing for different purposes</li> </ul> </li> <li>• consider what they are going to write before beginning by: <ul style="list-style-type: none"> <li>- planning or saying out loud what they are going to write about</li> <li>- writing down ideas and/or key words, including new vocabulary</li> <li>- encapsulating what they want to say, sentence by sentence</li> </ul> </li> <li>• make simple additions, revisions and corrections to their own writing by: <ul style="list-style-type: none"> <li>- evaluating their writing with the teacher and other pupils</li> <li>- re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• plan their writing by: <ul style="list-style-type: none"> <li>- discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> <li>- discussing and recording ideas</li> </ul> </li> <li>• draft and write by: <ul style="list-style-type: none"> <li>- composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures</li> <li>- organising paragraphs around a theme</li> <li>- in narratives, creating settings, characters and plot</li> <li>- in non-narrative material, using simple organisational devices [for example, headings and sub-headings]</li> </ul> </li> <li>• evaluate and edit by: <ul style="list-style-type: none"> <li>- assessing the effectiveness of their own and others' writing and suggesting improvements</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• plan their writing by: <ul style="list-style-type: none"> <li>- identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</li> <li>- noting and developing initial ideas, drawing on reading and research where necessary</li> </ul> </li> <li>• in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</li> <li>• draft and write by: <ul style="list-style-type: none"> <li>- selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> <li>- in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</li> <li>- précis longer passages</li> <li>- using a wide range of devices to build cohesion within and across paragraphs</li> <li>- using further organisational and presentational devices to structure text</li> </ul> </li> </ul>

*The Literacy Tree Scheme of work is used as a good practice guide for our curriculum which includes the exposure of children's literature within the primary school setting is vital as a rich context for learning; not only within English as a subject but to support building a reading culture throughout the school.*

*The use of high quality books offer opportunities for empathy and can aid philosophical enquiry, as a means of developing the spoken language requirements through debate, drama and discussion using the issues raised through, and within, the text. In the Nursery, the curriculum is guided by the Early Years Foundation Stage (EYFS) Framework.*



			<ul style="list-style-type: none"> <li>- proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]</li> <li>- read aloud what they have written with appropriate intonation to make the meaning clear.</li> </ul>	<ul style="list-style-type: none"> <li>- proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</li> <li>- proof-read for spelling and punctuation errors</li> <li>- read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</li> </ul>	<ul style="list-style-type: none"> <li>- and to guide the reader [for example, headings, bullet points, underlining]</li> <li>- evaluate and edit by:               <ul style="list-style-type: none"> <li>- assessing the effectiveness of their own and others' writing</li> <li>- proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> <li>- ensuring the consistent and correct use of tense throughout a piece of writing</li> <li>- ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</li> <li>- proof-read for spelling and punctuation errors</li> <li>- perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</li> </ul> </li> </ul>
<b>Writing –</b> vocabulary, grammar and punctuation		<ul style="list-style-type: none"> <li>• leaving spaces between words</li> <li>• joining words and joining clauses using and</li> <li>• beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</li> <li>• using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'</li> <li>• learning the grammar for year 1 in NC English Appendix 2</li> <li>• use the grammatical terminology in NC English Appendix 2 in discussing their writing.</li> </ul>	<ul style="list-style-type: none"> <li>• learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)</li> <li>• learn how to use:               <ul style="list-style-type: none"> <li>- sentences with different forms: statement, question, exclamation, command</li> <li>- expanded noun phrases to describe and specify [for example, the blue butterfly]</li> <li>- the present and past tenses correctly and consistently including the progressive form</li> <li>- subordination (using when, if, that, or because) and</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• extending the range of sentences with more than one clause by using a wider range of conjunctions, including <i>when, if, because, although</i></li> <li>• using the present perfect form of verbs in contrast to the past tense</li> <li>• choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</li> <li>• using conjunctions, adverbs and prepositions to express time and cause</li> <li>• using fronted adverbials</li> <li>• learning the grammar for years 3 and 4 in English Appendix 2</li> <li>• indicate grammatical and other features by:               <ul style="list-style-type: none"> <li>- using commas after fronted adverbials</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms</li> <li>• using passive verbs to affect the presentation of information in a sentence</li> <li>• using the perfect form of verbs to mark relationships of time and cause</li> <li>• using expanded noun phrases to convey complicated information concisely</li> <li>• using modal verbs or adverbs to indicate degrees of possibility</li> <li>• using relative clauses beginning with <i>who, which, where, when, whose, that</i> or</li> </ul>

*The Literacy Tree Scheme of work is used as a good practice guide for our curriculum which includes the exposure of children's literature within the primary school setting is vital as a rich context for learning; not only within English as a subject but to support building a reading culture throughout the school.*

*The use of high quality books offer opportunities for empathy and can aid philosophical enquiry, as a means of developing the spoken language requirements through debate, drama and discussion using the issues raised through, and within, the text. In the Nursery, the curriculum is guided by the Early Years Foundation Stage (EYFS) Framework.*

			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.	indicating possession by using the possessive apostrophe with plural nouns	
--	--	--	--	--	--

### Vocabulary, Grammar and Punctuation – Years 1 to 6

<u>Skill focus</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
<b>Word</b>	<ul style="list-style-type: none"> <li>Regular <b>plural noun suffixes</b> –s or –es [for example, <i>dog, dogs; wish, wishes</i>], including the effects of these suffixes on the meaning of the noun</li> <li><b>Suffixes</b> that can be added to <b>verbs</b> where no change is needed in the spelling of root words (e.g. <i>helping, helped, helper</i>)</li> <li>How the <b>prefix un–</b> changes the meaning of <b>verbs</b> and <b>adjectives</b> [negation, for example, <i>unkind, or undoing: untie the boat</i>]</li> </ul>	<ul style="list-style-type: none"> <li>Formation of nouns using suffixes such as –ness, –er and by compounding [for example, <i>whiteboard, superman</i>]</li> <li>Formation of adjectives using suffixes such as –ful, –less (A fuller list of suffixes can be found on page 46 in the year 2 spelling section in English Appendix 1)</li> <li>Use of the suffixes –er, –est in adjectives and the use of –ly in Standard English to turn adjectives into adverbs</li> </ul>	<ul style="list-style-type: none"> <li>Expressing time, place and cause using <b>conjunctions</b> [for example, <i>when, before, after, while, so, because</i>], <b>adverbs</b> [for example, <i>then, next, soon, therefore</i>], or <b>prepositions</b> [for example, <i>before, after, during, in, because of</i>]</li> </ul>	<ul style="list-style-type: none"> <li>Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair)</li> <li>Fronted adverbials [for example, <i>Later that day, I heard the bad news</i>]</li> </ul>	<ul style="list-style-type: none"> <li>Converting nouns or adjectives into verbs using suffixes [for example, –ate; –ise; –ify]</li> <li>Verb prefixes [for example, <i>dis–, de–, mis–, over– and re–</i>]</li> </ul>	<ul style="list-style-type: none"> <li>The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, <i>find out – discover; ask for – request; go in – enter</i>]</li> <li>How words are related by meaning as synonyms and antonyms [for example, <i>big, large, little</i>].</li> </ul>

*The Literacy Tree Scheme of work is used as a good practice guide for our curriculum which includes the exposure of children's literature within the primary school setting is vital as a rich context for learning; not only within English as a subject but to support building a reading culture throughout the school.*

*The use of high quality books offer opportunities for empathy and can aid philosophical enquiry, as a means of developing the spoken language requirements through debate, drama and discussion using the issues raised through, and within, the text. In the Nursery, the curriculum is guided by the Early Years Foundation Stage (EYFS) Framework.*



Skill focus	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Sentence</b>	<ul style="list-style-type: none"> <li>How <b>words</b> can combine to make <b>sentences</b></li> <li>Joining <b>words</b> and joining <b>clauses</b> using <b>and</b></li> </ul>	<ul style="list-style-type: none"> <li><b>Subordination</b> (using <i>when, if, that, because</i>) and <b>co-ordination</b> (using <i>or, and, but</i>)</li> <li>Expanded <b>noun phrases</b> for description and specification [for example, <i>the blue butterfly, plain flour, the man in the moon</i>]</li> <li>How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command</li> </ul>	<ul style="list-style-type: none"> <li>Expressing time, place and cause using <b>conjunctions</b> [for example, <i>when, before, after, while, so, because</i>], <b>adverbs</b> [for example, <i>then, next, soon, therefore</i>], or <b>prepositions</b> [for example, <i>before, after, during, in, because of</i>]</li> </ul>	<ul style="list-style-type: none"> <li>Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. <i>the teacher</i> expanded to: <i>the strict maths teacher with curly hair</i>)</li> <li><b>Fronted adverbials</b> [for example, <i>Later that day, I heard the bad news.</i>]</li> </ul>	<ul style="list-style-type: none"> <li><b>Relative clauses</b> beginning with <i>who, which, where, when, whose, that</i>, or an omitted relative pronoun</li> <li>Indicating degrees of possibility using <b>adverbs</b> [for example, <i>perhaps, surely</i>] or <b>modal verbs</b> [for example, <i>might, should, will, must</i>]</li> </ul>	<ul style="list-style-type: none"> <li>Use of the <b>passive</b> to affect the presentation of information in a <b>sentence</b> [for example, <i>I broke the window in the greenhouse</i> versus <i>The window in the greenhouse was broken (by me)</i>].</li> <li>The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: <i>He's your friend, isn't he?</i>, or the use of <b>subjunctive</b> forms such as <i>If I were</i> or <i>Were they to come</i> in some very formal writing and speech]</li> </ul>
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Text</b>	<ul style="list-style-type: none"> <li>Sequencing <b>sentences</b> to form short narratives</li> </ul>	<ul style="list-style-type: none"> <li>Correct choice and consistent use of <b>present tense</b> and <b>past tense</b> throughout writing</li> <li>Use of the <b>progressive</b> form of <b>verbs</b> in the <b>present</b> and <b>past tense</b> to mark actions in progress [for example, <i>she is drumming, he was shouting</i>]</li> </ul>	<ul style="list-style-type: none"> <li>Introduction to paragraphs as a way to group related material</li> <li>Headings and sub-headings to aid presentation</li> <li>Use of the <b>present perfect</b> form of <b>verbs</b> instead of the simple past [for example, <i>He has gone out to play</i> contrasted with <i>He went out to play</i>]</li> </ul>	<ul style="list-style-type: none"> <li>Use of paragraphs to organise ideas around a theme</li> <li>Appropriate choice of <b>pronoun</b> or <b>noun</b> within and across <b>sentences</b> to aid <b>cohesion</b> and avoid repetition</li> </ul>	<ul style="list-style-type: none"> <li>Devices to build <b>cohesion</b> within a paragraph [for example, <i>then, after that, this, firstly</i>]</li> <li>Linking ideas across paragraphs using <b>adverbials</b> of time [for example, <i>later</i>], place [for example, <i>nearby</i>] and number [for example, <i>secondly</i>] or tense choices [for example, <i>he had seen her before</i>]</li> </ul>	<ul style="list-style-type: none"> <li>Linking ideas across paragraphs using a wider range of <b>cohesive devices</b>: repetition of a <b>word</b> or phrase, grammatical connections [for example, the use of <b>adverbials</b> such as <i>on the other hand, in contrast, or as a consequence</i>], and <b>ellipsis</b></li> <li>Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]</li> </ul>

*The Literacy Tree Scheme of work is used as a good practice guide for our curriculum which includes the exposure of children's literature within the primary school setting is vital as a rich context for learning; not only within English as a subject but to support building a reading culture throughout the school.*

*The use of high quality books offer opportunities for empathy and can aid philosophical enquiry, as a means of developing the spoken language requirements through debate, drama and discussion using the issues raised through, and within, the text. In the Nursery, the curriculum is guided by the Early Years Foundation Stage (EYFS) Framework.*

Punctuation	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
	<ul style="list-style-type: none"> <li>• Separation of words with spaces</li> <li>• Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences</li> <li>• Capital letters for names and for the personal pronouns</li> </ul>	<ul style="list-style-type: none"> <li>• Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences</li> <li>• Commas to separate items in a list</li> <li>• Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl's name]</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction to inverted commas to punctuate direct speech</li> </ul>	<ul style="list-style-type: none"> <li>• Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!"]</li> <li>• Apostrophes to mark plural possession [for example, the girl's name, the girls' names]</li> <li>• Use of commas after fronted adverbials</li> </ul>	<ul style="list-style-type: none"> <li>• Brackets, dashes or commas to indicate parenthesis</li> <li>• Use of commas to clarify meaning or avoid ambiguity</li> </ul>	<ul style="list-style-type: none"> <li>• Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, It's raining; I'm fed up]</li> <li>• Use of the colon to introduce a list and use of semi-colons within lists</li> <li>• Punctuation of bullet points to list information</li> <li>• How hyphens can be used to avoid ambiguity [for example, man eating shark versus man-eating shark, or recover versus re-cover]</li> </ul>

*The Literacy Tree Scheme of work is used as a good practice guide for our curriculum which includes the exposure of children's literature within the primary school setting is vital as a rich context for learning; not only within English as a subject but to support building a reading culture throughout the school.*

*The use of high quality books offer opportunities for empathy and can aid philosophical enquiry, as a means of developing the spoken language requirements through debate, drama and discussion using the issues raised through, and within, the text. In the Nursery, the curriculum is guided by the Early Years Foundation Stage (EYFS) Framework.*

## Vocabulary Development

	Terminology			
Nursery				
Reception	letter, capital letter, word			
Year 1	letter, capital letter, word, singular, plural sentence, punctuation, full stop, question mark, exclamation mark			
Year 2	noun, noun phrase, statement, question, exclamation, command, compound, suffix adjective, adverb, verb, tense (past, present), apostrophe, comma			
Year 3	preposition, conjunction, word family, prefix clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas (or 'speech marks')			
Year 4	determiner pronoun, possessive pronoun, adverbial			
Year 5	modal verb, relative pronoun, relative clause parenthesis, bracket, dash, cohesion, ambiguity			
Year 6	subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points			

*The Literacy Tree Scheme of work is used as a good practice guide for our curriculum which includes the exposure of children's literature within the primary school setting is vital as a rich context for learning; not only within English as a subject but to support building a reading culture throughout the school.*

*The use of high quality books offer opportunities for empathy and can aid philosophical enquiry, as a means of developing the spoken language requirements through debate, drama and discussion using the issues raised through, and within, the text. In the Nursery, the curriculum is guided by the Early Years Foundation Stage (EYFS) Framework.*