

### **Our English Intent**

Our English curriculum is based on the National Curriculum which leads our children through a world of literature to develop their reading, writing and speaking skills, in addition to inspiring a love of books. The journey begins in EYFS where a systematic approach to the teaching and learning of Phonics is at the core of our offering, in addition to building children's cultural capital by exploring a range of traditional tales. Children continue their Phonics journey into Key Stage 1, where this supports the development of skills to write a wider variety of genre. This foundation is built upon throughout Key Stage 2 where we ensure that an exciting and ever evolving selection of texts continues to inspire our older readers and writers, with particular regard to their audience. Our bespoke Christ Church Writing Journey supports children through the writing process. Performances, assemblies, debates, presentations and discussions support the development of the children's speaking and listening skills.

### **Our English Implementation**

Our Phonics teaching is based on Letters and Sounds using the validated Junior Learning Letters and Sounds teaching scheme. We immerse the children in inspirational texts selected from 'The Power of Reading'. These books support our teaching of the writing and reading curriculum and children are given many opportunities to write for real purpose and for a variety of audiences. Literacy Shed and Bug Club resources are also used to develop the children's reading and comprehension skills. Younger children have group guided reading sessions to support their decoding skills and apply their phonetic knowledge. As children become fluent readers, they have whole-class focused lessons to develop their comprehension skills using the VIPERS acronym. Working walls provide children with essential prompts to aid independent working. In Years 1 – 6, 'Sentence Of The Week' progression supports children's ability to write a range of sentences. We provide frequent, verbal feedback to help the children to progress across the English curriculum. We have developed our own Christ Church Writing Journey. Children journey through the stages as a class, leading up to producing an independently written example of a specific genre.

### **Christ Church Linguists will ...**

- Be able to talk enthusiastically about books we have studied and what they have learnt.
- Be able to confidently perform, discuss and debate a range of topics and for a variety of purposes.
- Be able, confident, fluent and enthusiastic readers.
- Be able to communicate effectively in speech and writing.
- To have an understanding of grammar upon which to build at High School in English and Foreign Languages.
- To independently apply the spelling curriculum in their own writing.
- Children will love reading and have a well-informed opinion of the genre of books they like to read.

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Nursery			
Term	Reading, Writing and Speaking and Listening Objectives		
Autumn	<ul style="list-style-type: none"> <li>Give meaning to marks the make as they draw, write &amp; paint</li> <li>Hears &amp; says the initial sounds in words</li> <li>Begins to break the flow of speech into words</li> </ul>		
Spring	<ul style="list-style-type: none"> <li>Give meaning to marks the make as they draw, write &amp; paint</li> <li>Hears &amp; says the initial sounds in words</li> <li>Begins to break the flow of speech into words</li> <li>Extends vocab especially by grouping &amp; naming, exploring the meaning &amp; sounds of new words</li> <li>Uses language to imagine &amp; recreate roles &amp; experiences in play situations</li> </ul>		
Summer	<ul style="list-style-type: none"> <li>Continues a rhyming string</li> <li>Writes own name &amp; other things such as labels &amp; captions</li> </ul>		

Reception			
Term	Reading, Writing and Speaking and Listening Objectives		
Autumn	<ul style="list-style-type: none"> <li>Extends vocab especially by grouping &amp; naming, exploring the meaning &amp; sounds of new words</li> <li>Uses language to imagine &amp; recreate roles &amp; experiences in play situations</li> <li>Links statements &amp; sticks to a main theme or intention</li> <li>Uses talk to organise, sequence &amp; clarify thinking, ideas, feelings &amp; events</li> <li>Introduces a storyline or narrative into their play</li> <li>Continues a rhyming string</li> <li>Hears &amp; says the initial sounds in words</li> </ul>		

	<ul style="list-style-type: none"> <li>• Segments the sounds in simple words, blends them together &amp; knows which letters represent some of them</li> <li>• Links sounds to letters, naming &amp; sounding the letters of the alphabet</li> <li>• Begins to read words &amp; simple sentences</li> <li>• Uses vocabulary &amp; forms of speech that are increasingly influenced by experience of books</li> <li>• Enjoys an increasing range of books</li> <li>• Knows that information can be retrieved from books &amp; computers</li> <li>• Give meaning to marks the make as they draw, write &amp; paint</li> <li>• Begins to break the flow of speech into words</li> <li>• Segments the sounds in words &amp; blends them together</li> <li>• Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly &amp; in sequence</li> <li>• Writes own name &amp; other things such as labels &amp; captions</li> <li>• Attempts to write short sentences in meaningful contexts</li> </ul>		
Spring	<ul style="list-style-type: none"> <li>• Asks questions to find our more and to check he/she understands what has been said</li> <li>• Is able to articulate his/her ideas and thoughts in well-formed sentences</li> <li>• Can connect one idea or action to another using a range of connectives.</li> <li>• Is able to describe events in some detail</li> <li>• Uses talk to help work out problems and organise thinking and activities, explaining how things work and why things might happen</li> <li>• Is developing social phrases</li> <li>• Can retell the story once he/she has developed a deep familiarity with the text; some as exact repetition and some in his/her own words</li> <li>• Uses new vocabulary in different contexts Reads individual letters by saying the sounds for them</li> <li>• Is able to blend sounds into words, so that he/she can read short words made up of known letter-sound correspondence.</li> </ul>		

	<ul style="list-style-type: none"> <li>• Can read some letter groups that each represent one sound and say the sounds for them</li> <li>• Can read a few common exception words matched to the school's Phonic programme</li> <li>• Is able to read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception word</li> <li>• Can form lower-case and capital letters correctly</li> <li>• Is able to spell words by identifying the sounds and then writing the sound with letters</li> <li>• Can write short sentences with words with known sound-letter correspondences using a capital letter and full stop</li> <li>• Re-reads what he/she has written to check that it makes sense</li> </ul>		
<p>Summer</p>	<ul style="list-style-type: none"> <li>• Asks questions to find out more and to check he/she understands what has been said to him/her.</li> <li>• Is able to articulate his/her ideas and thoughts in well-formed sentences.</li> <li>• Can connect one idea or action to another using a range of connectives.</li> <li>• Is able to describe some events in detail.</li> <li>• Uses talk to help work out problems and organise thinking and activities, explaining how things work and why things might happen.</li> <li>• Is developing social phrases</li> <li>• Can retell the story, once he/she has developed a deep familiarity with the text; some as exact repetition and some in his/her own words.</li> <li>• Uses new vocabulary in different contexts.</li> <li>• Can express his/her ideas and feelings about his/her experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from his/her teacher (ELG)</li> <li>• Offers explanation for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate (ELG)</li> <li>• Participates in small group, class and one to one discussion, offering his/her own ideas, using recently introduced vocabulary.</li> <li>• Re-reads books to build up his/her confidence in word reading, his/her fluency and his/her understanding and enjoyment.</li> <li>• Anticipates where appropriate, key events in stories (ELG)</li> </ul>		

	<ul style="list-style-type: none"> <li>• Demonstrates an understanding of what has been read to him/her by retelling stories and narratives using his/her own words and recently introduced vocabulary (ELG)</li> <li>• Uses and understands recently introduced vocabulary during discussions about stories, non-fiction, rhymes, and poems and during role play (ELG)</li> <li>• Reads individual letters by saying sounds for them</li> <li>• Is able to blend sounds into words, so that he/she can read short words made up of known letter-sound correspondences</li> <li>• Can read some letter groups that each represent one sound and say the sounds for them</li> <li>• Can read a few common exception words matched to the school's phonic programme</li> <li>• Is able to read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words (ELG)</li> <li>• Can read words consistent with his/her phonic knowledge by sound-blending (ELG)</li> <li>• Is able to say a sound for each letter in the alphabet and at least 10 digraphs (ELG)</li> <li>• Can form lower case and capital letters correctly</li> <li>• Is able to spell words by identifying the sounds and then writing the sound with letter/s</li> <li>• Can write short sentences with words with known sound letter correspondences using a capital letter and full stop</li> <li>• Re-reads what he/she has written to check that it makes sense</li> <li>• Spells words by identifying sounds in them and representing the sounds with a letter or letters (ELG)</li> <li>• Writes recognisable letters, most of which are correctly forms (ELG)</li> <li>• Writes simple phrases and sentences that can be read by others (ELG)</li> </ul>		
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Year 1						
ENGLISH						
Spoken Word	Word Reading	Comprehension	Writing – transcription	Writing – Handwriting	Writing – Composition	Writing – Grammar, Vocabulary and Punctuation
<p>Pupils should be taught to: listen and respond appropriately to adults and their peers; ask relevant questions to extend their understanding and knowledge; use relevant strategies to build their vocabulary; articulate and justify answers, arguments and opinions; give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings;</p>	<p>Pupils should be taught to: 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</p>	<p>Pupils should be taught to 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.</p>	<p>Spelling (see English Appendix 1) Pupils should be taught to spell: words containing each of the 40+ phonemes already taught; common exception words; the days of the week. Name the letters of the alphabet: naming the letters of the alphabet in order; using letter names to distinguish between alternative</p>	<p>Pupils should be taught to: sit correctly at a table, holding a pencil comfortably and correctly; begin to form lower-case letters in the correct direction, starting and finishing in the right place; form capital letters; form digits 0-9; understand which letters belong to which handwriting ‘families’ (i.e. letters that are formed in similar</p>	<p>Pupils should be taught to write sentences by: saying out loud what they are going to write about composing a sentence orally before writing it; sequencing sentences to form short narratives; re-reading what they have written to check that it makes sense; discuss what</p>	<p>Pupils should be taught to: develop their understanding of the concepts set out in English Appendix 2 by: leaving spaces between words; joining words and joining clauses using and; beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark;</p>

<p>maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments; use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas; speak audibly and fluently with an increasing command of Standard English; participate in discussions, presentations, performances, role play, improvisations and debates; gain, maintain and monitor the interest of the listener(s); consider and evaluate different viewpoints, attending to and building on the others; select and use appropriate registers for effective communication.</p>	<p>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</p>	<p>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.</p>	<p>spellings of the same sound. 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; using the prefix un; using –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest]; apply simple spelling rules and guidance, as listed in English Appendix 1; write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.</p>	<p>ways) and to practise these.</p>	<p>they have written with the teacher or other pupils; read aloud their writing clearly enough to be heard by their peers and the teacher.</p>	<p>using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'; learning the grammar for Year 1 in English Appendix 2; use the grammatical terminology in English Appendix 2 in discussing their writing.</p>
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	<p>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.</p>					
<p><b>Key vocabulary for pupils</b></p>	<p>word, sentence, letter, capital letter, full stop, punctuation, suffix, singular, plural, question mark and exclamation mark.</p>					

Year 2						
ENGLISH						
Spoken Word	Word Reading	Comprehension	Writing – transcription	Writing – Handwriting	Writing – Composition	Writing – Grammar, Vocabulary and Punctuation
<p>Pupils should be taught to: listen and respond appropriately to adults and their peers; ask relevant questions to extend their understanding and knowledge; use relevant strategies to build their vocabulary; articulate and justify answers, arguments and opinions; give well-structured descriptions, explanations and narratives for different</p>	<p>Pupils should be taught to: 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,</p>	<p>Pupils are taught to develop pleasure in reading, motivation to read, vocabulary and understanding by: 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.</p>	<p>Pupils should be taught to spell by: 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</p>	<p>To write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters. To form lower case letters of the correct size, relative to one another. To use spacing between words that reflects the size of the letters.</p>	<p>Pupils should be taught to write sentences by: saying out loud what they are going to write about; composing a sentence orally before writing it; sequencing sentences to form short narratives; re-reading what they have written to check that it</p>	<p>Pupils should be taught to develop their understanding of the concepts set out in English Appendix 2 by: learning how to use both familiar and new punctuation correctly (see English Appendix 2).</p>

<p>purposes, including for expressing feelings; maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments; use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas; speak audibly and fluently with an increasing command of Standard English; participate in discussions, presentations, performances, role play, improvisations and debates; gain, maintain and monitor the interest of the listener(s); consider and evaluate different viewpoints, attending to and</p>	<p>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</p>	<p>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.</p>	<p>homophones; learning to spell common exception words learning to spell more words with contracted forms learning the possessive apostrophe (singular) [for example, the girl's book]; distinguishing between homophones and near-homophones; add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly; apply spelling rules and guidance, as listed in English Appendix 1; write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.</p>		<p>makes sense; discuss what they have written with the teacher or other pupils; read aloud their writing clearly enough to be heard by their peers and the teacher.</p>	
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<p>building on the contributions of others; select and use appropriate registers for effective communication.</p>	<p>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>					
<p><b>Key vocabulary for pupils</b></p>	<p>As previous years plus: verb, tense (past/present), adjective, noun, apostrophe and comma</p>					

Year 3						
ENGLISH						
Spoken Word	Word Reading	Comprehension	Writing – transcription	Writing – Handwriting	Writing – Composition	Writing – Grammar, Vocabulary and Punctuation
<p>Pupils should be taught to: listen and respond appropriately to adults and their peers; ask relevant questions to extend their understanding and knowledge; use relevant strategies to build their vocabulary; articulate and justify answers, arguments and opinions; give well-structured descriptions, explanations and narratives for different</p>	<p>Pupils should be taught to: apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in <a href="#">English Appendix 1</a>, both to read aloud and to understand the meaning of new words they meet; read further exception words, noting the</p>	<p>Pupils should be taught to develop positive attitudes to reading and understanding of what they read by: 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</p>	<p>Spelling (see English Appendix 1) Pupils should be taught to: <b>use further prefixes, determiners a or an and knowing word families based on a common word</b> and suffixes and understand how to add them (English Appendix 1); spell further homophones;</p>	<p>Pupils should be taught to: 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</p>	<p>Pupils should be taught to plan their writing by: 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:</p>	<p>Pupils should be taught to develop their understanding of the concepts set out in English Appendix 2 by: extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although; <b>using the present</b></p>

<p>purposes, including for expressing feelings; maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments; use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas; speak audibly and fluently with an increasing command of Standard English; participate in discussions, presentations, performances, role play, improvisations and debates; gain, maintain and monitor the interest of the listener(s); consider and evaluate different viewpoints, attending to and building on the contributions of others;</p>	<p>unusual correspondences between spelling and sound, and where these occur in the word.</p>	<p>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: 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.</p>	<p>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.</p>	<p>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>composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2); <b>an introduction to organising paragraphs around a theme;</b> in narratives, creating settings, characters and plot; in non-narrative material, using simple organisational devices [for example, headings and sub-headings].</p>	<p><b>perfect form of verbs in contrast to the past tense;</b> choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition; <b>using conjunctions, adverbs and prepositions to express time and cause using fronted adverbials;</b> learning the grammar for years 3 and 4 in English Appendix 2. Indicate grammatical and other features by using commas after fronted adverbials; indicating possession by using the possessive apostrophe with plural nouns;</p>
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<p>select and use appropriate registers for effective communication</p>					<p>evaluate and edit by:          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>	<p><b>an introduction to using and punctuating direct speech;</b>          use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.</p>
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<b>Key vocabulary for pupils</b>	As previous years plus: word family, conjunction, adverb, preposition, direct speech, inverted commas, prefix, consonant, vowel, clause and subordinate clause.
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Year 4						
ENGLISH						
Spoken Word	Word Reading	Comprehension	Writing – transcription	Writing – Handwriting	Writing – Composition	Writing – Grammar, Vocabulary and Punctuation
Pupils should be taught to: listen and respond appropriately to adults and their peers; ask relevant questions to extend their understanding and knowledge;	Pupils should be taught to: apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English	Pupils should be taught to develop positive attitudes to reading and understanding of what they read by: 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;	Spelling (see English Appendix 1) Pupils should be taught to: use further prefixes and <b>suffixes and understand how to add them (English Appendix 1);</b>	Pupils should be taught to: use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one	Pupils should be taught to plan their writing by: discussing writing similar to that which they are planning to write in order to understand and learn from its structure,	Pupils should be taught to: develop their understanding of the concepts set out in English Appendix 2 by: extending the range of sentences with more than one

<p>use relevant strategies to build their vocabulary; articulate and justify answers, arguments and opinions; give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings; maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments; use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas; speak audibly and fluently with an increasing command of Standard English; participate in discussions, presentations, performances, role</p>	<p>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>	<p>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: 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;</p>	<p>spell further homophones; spell words that are often misspelt (English Appendix 1); <b>place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's];</b> 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.</p>	<p>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>	<p>vocabulary and grammar; discussing and recording ideas. Draft and write by: composing and rehearsing sentences orally (including dialogue); progressively building a varied and rich vocabulary and an increasing range of sentence structures (SOTW) (English Appendix 2); <b>organising paragraphs around a theme;</b> in narratives, creating settings, characters and plot; in non-narrative material, using simple organisational devices [for example,</p>	<p>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; <b>choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition;</b> using conjunctions, adverbs and prepositions to express time and cause using fronted adverbials; learning the grammar for years 3 and 4 in English Appendix 2 . Indicate grammatical and other features by:</p>
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<p>play, improvisations and debates; gain, maintain and monitor the interest of the listener(s); consider and evaluate different viewpoints, attending to and building on the contributions of others; select and use appropriate registers for effective communication.</p>		<p>identifying how language, structure, and presentation contribute to meaning; retrieve and record information from nonfiction; 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.</p>			<p>headings and sub-headings]. Evaluate and edit by: assessing the effectiveness of their own and others' writing and suggesting improvements; proposing changes to grammar and vocabulary to improve consistency, including the <b>accurate use of pronouns in sentences</b>; 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>	<p><b>using commas after fronted adverbials; indicating possession by using the possessive apostrophe with plural nouns; using and punctuating direct speech</b>; use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading. Use standard <b>English forms for verb inflections instead of local spoken forms eg we were instead of we was.</b></p>
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<b>Key vocabulary for pupils</b>	As previous years plus: pronoun, possessive pronoun and adverbial.
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<b>Year 5</b>						
<b>ENGLISH</b>						
Spoken Word	Word Reading	Comprehension	Writing – transcription	Writing – Handwriting	Writing – Composition	Writing – Grammar, Vocabulary and Punctuation
Pupils should be taught to: listen and respond appropriately to adults and their peers;	Pupils should be taught to: apply their growing knowledge of	Pupils should be taught to maintain positive attitudes to reading and understanding of what they read by: continuing to read and discuss an increasingly wide range of fiction,	Spelling (see <a href="#">English Appendix 1</a> ) Pupils should be taught to:	Pupils should be taught to write legibly, fluently and with increasing speed by:	Pupils should be taught to plan their writing by: identifying the audience for and	Pupils should be taught to develop their understanding of the concepts set

<p>ask relevant questions to extend their understanding and knowledge; use relevant strategies to build their vocabulary; articulate and justify answers, arguments and opinions; give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings; maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments; use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas; speak audibly and fluently with an increasing command of Standard English;</p>	<p>root words, prefixes and suffixes (morphology and etymology), as listed in <a href="#">English Appendix I</a>, both to read aloud and to understand the meaning of new words that they meet.</p>	<p>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</p>	<p><b>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 I;</b> use dictionaries to check the spelling and meaning of words;</p>	<p>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.</p>	<p>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</p>	<p>out in <a href="#">English Appendix 2</a> 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; <b>using modal verbs or adverbs to indicate degrees of possibility; using relative clauses</b></p>
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<p>participate in discussions, presentations, performances, role play, improvisations and debates; gain, maintain and monitor the interest of the listener(s); consider and evaluate different viewpoints, attending to and building on the contributions of others; select and use appropriate registers for effective communication.</p>		<p>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.</p>	<p>use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary; use a thesaurus.</p>		<p>change and enhance meaning; in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action; <b>precising longer passages using a wide range of devices to build cohesion within and across paragraphs including using adverbials of time;</b> using further organisational and presentational devices to structure text and to guide the reader [for</p>	<p><b>beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun;</b> learning the grammar for years 5 and 6 in English Appendix 2; indicate grammatical and other features by: <b>using commas to clarify meaning or avoid ambiguity in writing;</b> using hyphens to avoid ambiguity; <b>using brackets, dashes or commas to indicate parenthesis;</b> using semi-colons, colons or dashes to mark boundaries</p>
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					<p>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</p>	<p>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.</p>
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					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.	
<b>Key vocabulary for pupils</b>	As previous years plus: relative clause, modal verb, relative pronoun, parenthesis, bracket, dash, determiner, cohesion and ambiguity.					

<b>Year 6</b>						
<b>ENGLISH</b>						
Spoken Word	Word Reading	Comprehension	Writing – transcription	Writing – Handwriting	Writing – Composition	Writing – Grammar, Vocabulary and Punctuation

<p>Pupils should be taught to: listen and respond appropriately to adults and their peers; ask relevant questions to extend their understanding and knowledge; use relevant strategies to build their vocabulary; articulate and justify answers, arguments and opinions; give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings; maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments; use spoken language to develop understanding through speculating, hypothesising,</p>	<p>Pupils should be taught to: apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in <a href="#">English Appendix 1</a>, both to read aloud and to understand the meaning of new words that they meet.</p>	<p>Pupils should be taught to 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</p>	<p>Spelling (see <a href="#">English Appendix 1</a>) Pupils should be taught to: 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 <a href="#">English Appendix 1</a>; use dictionaries to check the spelling and meaning of words; use the first three or four letters of a</p>	<p>Pupils should be taught to 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.</p>	<p>Pupils should be taught to 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</p>	<p>Pupils should be taught to: develop their understanding of the concepts set out in <a href="#">English Appendix 2</a> by: <b>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;</b></p>
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<p>imagining and exploring ideas; speak audibly and fluently with an increasing command of Standard English; participate in discussions, presentations, performances, role play, improvisations and debates; gain, maintain and monitor the interest of the listener(s); consider and evaluate different viewpoints, attending to and building on the contributions of others; <b>select and use appropriate registers for effective communication.</b></p>		<p>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.</p>	<p>word to check spelling, meaning or both of these in a dictionary; use a thesaurus.</p>		<p>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; <b>precising longer passages using a wide range of devices to build cohesion within and across paragraphs;</b> using further organisational and presentational devices to structure text and to guide the</p>	<p>using modal verbs or adverbs to indicate degrees of possibility; using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun; learning the grammar for years 5 and 6 in English Appendix 2. Indicate grammatical and other features by: using commas to clarify meaning or avoid ambiguity in writing; <b>using hyphens to avoid ambiguity;</b> using brackets, dashes or commas to indicate parenthesis;</p>
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					<p>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</p> <p><b>using semi-colons, colons or dashes to mark boundaries between independent clauses; using a colon to introduce a list; punctuating bullet points consistently;</b> use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading.</p>
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					<p>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.</p>	
<p><b>Key vocabulary for pupils</b></p>	<p>As in previous years plus: active and passive voice, subject and object, hyphen, colon, semi-colon, bullet points, synonym and antonym and subjunctive.</p>					