

# **Broadacre Primary School**



## **English Policy**

**Spring 2015**

## 1. INTRODUCTION & AIMS

The study of English develops children's abilities to listen, speak, read and write for a wide range of purposes, using language to learn and communicate ideas, views and feelings. It enables children to express themselves creatively and imaginatively, as they become enthusiastic and critical readers of stories, poetry and drama, as well as non-fiction and media texts. Children gain an understanding of how language works by looking at its patterns, structures and origins. Children use their knowledge skills and understanding in speaking and writing across a range of different situations.

The aims of English are:

- ❖ To enable children to speak clearly and audibly in ways which take account of their listeners
- ❖ To encourage children to listen with concentration in order to be able to identify the main points of what they have heard and respond appropriately.
- ❖ To develop confident, independent and enthusiastic readers through an appropriate use of phonics, a range of decoding strategies. And reading for pleasure.
- ❖ To help children enjoy writing and recognise its value and enable them to write with accuracy and meaning in narrative, poetry and non-fiction

## 2. STATUTORY REQUIREMENTS

Statutory requirements for the teaching and learning of English are laid out in the National Curriculum English Document (2014) and in the Communication and Language and Literacy sections of the EYFS (revised 2012). [See Appendix](#)

In the Foundation Stage, children are given opportunities to:

- speak, listen and represent ideas in their activities.
- use communication, language and literacy in every part of the curriculum.
- become immersed in an environment rich in print and possibilities for communication.

At Key Stage One, children learn to:

- develop confidence when speaking and listening.
- read and write with increased independence and enthusiasm.
- use language to explore experiences and imagination.

At Key Stage Two, children learn to:

- change the way they speak and write to suit different situations, purposes and audiences.
- read a wide range of texts and respond to the different layers of meaning within them.
- explore the structure and use of language.

## THE GOVERNING BODY

Regular reports are made to the governors on the progress of English provision.

This policy will be reviewed every three years or in the light of changes to legal requirements.

## 3. SUBJECT ORGANISATION

At Broadacre Primary School, the English Curriculum is delivered using a range of strategies. The Early Learning Goals are followed to ensure continuity and progression from the Foundation Stage through to the National Curriculum.

All children take part in a daily English lesson in Key Stage One and Two. During English lessons children experience a whole-class shared reading or writing activity, a guided group or independent activity and a whole-class session to review progress and learning. They have the opportunity to experience a wide range of texts and use a range of resources to support different learning styles. Wherever possible we encourage children to use and apply their learning in other areas of the curriculum. Additionally the vocabulary, grammar and punctuation statutory requirements (National Curriculum 2014 English Appendix 2) are taught in these lessons.

There are children of differing ability in all classes. We recognise this fact and provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies. In some lessons we do it through differentiated group work, while in other lessons we ask children to work from the same starting point before moving on to develop their own ideas. We use teaching assistants to support children and to enable work to be matched to the needs of individuals.

Units of work for English are devised by the class teachers to meet the needs and interests of the children in their class and the requirements of the National Curriculum. Yearly long term plans are put in place, making links with topics in other subjects. A class novel, short story, poetry unit and non-fiction genre, linked on a theme, are planned for every half term. This is delivered on a two year rolling programme to take account of mixed year classes. The long term plan for each year group can be accessed on our school website.

Short term planning is presented on the school's standardised format and is completed in phases. An outcome for the whole unit and each phase is always identified. The phases reflect the Teaching Sequence for Writing (see appendix).

Phonics sessions, following Letters and Sounds and objectives from the National Curriculum 2014, are taught daily in Foundation Stage and Key Stage One. Children in Key Stage Two receive regular spelling lessons which address the objectives of National Curriculum 2014 English appendix 1. These spellings are also sent home weekly.

#### **4. APPROACHES TO SPEAKING AND LISTENING**

Speaking and listening provide the foundation for further language development. A pupil's spoken language reflects the local culture and heritage of the individual and is therefore crucial to his or her identity and should be valued and built upon. However, pupils are also entitled to gain knowledge, competence and confidence in the use of Standard English, thus empowering them to use whichever is most appropriate to purpose, audience and situation. To reflect this, we aim to provide pupils with opportunities to:

- speak in a variety of forms for different audiences, purposes and situations (both formal and informal).
- reflect upon their speech and make appropriate choices.
- talk in group situations, valuing the contributions of others and responding appropriately.
- Listen to staff as role models for the use of Standard English.

Aspects of Spoken Language permeate the whole curriculum. Interactive teaching strategies are used to engage all pupils in order to raise reading and writing standards. Children are encouraged to develop effective communication skills in readiness for later life. During the 'Responding to the Text' section of the sequence for teaching story writing, children are encouraged to learn stories orally and 'talk for writing' is used regularly as a strategy.

All Foundation Stage and Key Stage 1 classrooms have a specific themed role-play area to promote speaking and listening. As staffing allows, a drama club is provided as an extra-curricular activity for Key Stage 2 children.

#### **5. APPROACHES TO READING**

Reading is one of the most powerful tools of learning both in and out of school. It facilitates independence and allows pupils to share experiences they may not otherwise encounter. Reading provides opportunities for pupils to gain both understanding and pleasure from a range of texts. To support them in this, we aim to help pupils to:

- master the basic mechanical skills of reading.
- read with accuracy, fluency and expression.
- develop and use higher order reading skills which will contribute to their overall comprehension of texts.
- understand the value of information texts as an aid to learning.
- develop a love of literature and an understanding of the pleasure reading can bring.

There are several opportunities for the teaching and practising of reading provided for all children. Within the daily English lesson, shared reading and reading analysis are an essential element of the first phase of the teaching sequence for writing. There is also a daily Guided Reading session in all classes.

In addition, all children take part in a Guided Reading session with a teacher or teaching assistant at least once a week. Every Guided Reading session is planned, with a clear learning objective relating to an Assessment Focus for reading. Children complete a follow-up task in response to what has been read. Other activities taking place at this time allow children to take part in experiences that encourage them to enjoy reading independently. Children across the school have a reading journal in which to record these experiences.

From the start of Reception, all children are provided with a reading book from the school reading scheme to use for practise at home. We strongly encourage parents to supplement this reading with other 'quality' texts from home or the local library. Parents are asked to record their shared reading experiences in the Reading Record book which goes between home and school. Pupils will be rewarded for reading at home by earning points which they can spend on prizes provided by the school. The books used as both home and guided readers are organised using the Book Bands system to ensure children have reading material with appropriate challenge.

The school has a well stocked library which is used by staff to support learning across the curriculum. Pupils are encouraged to regularly change a library book and access is provided for parents to bring children along once a week after school through the Library Club.

Teachers should match the children's interests, age and class topic to a range of books throughout the year to be used to read aloud to the class. Reading aloud should be used by the teacher to encourage the children's own reading interest, and to model reading with intonation and expression. This will also allow for the discreet teaching of speaking and listening skills and oral comprehension. Across the school a class novel should be read daily, which could be used to provide extracts for explicit teaching within English lessons.

## **6. APPROACHES TO WRITING**

Confidence and competence in the use of the written word is essential to the communication of meaning. A pupil's ability to write effectively affects performance in all areas of learning and living and is very much a developmental process. Staff encourage writing from its emergent start, through developmental attempts to its final, independent stage. Throughout these stages, we aim to provide opportunities for pupils to:

- explore and develop knowledge of the variety of functions and formats of writing.
- communicate meaning effectively through appropriate language choices according to intended purpose and audience.
- understand, value and use the process approach to writing in order to improve the content and presentation of their writing through planning, drafting and re-drafting.
- write individually and collaboratively, experiencing praise and receiving constructive criticism and support.
- experience the pleasure of publishing their writing and sharing it with a wider audience.
- experiment with language play for enjoyment.
- use of the outdoor area in Foundation stage to encourage writing.

Every unit of English work leads into at least one substantial written outcome. Following the teaching sequence for writing, children are guided through the writing process with teachers using modelled and shared writing (the 'capturing ideas' stage) to lead into supported and independent writing (the 'plan, write, edit, improve' stage). Teachers use guided writing to support groups of children with their specific needs, identified through assessment for learning.

At Broadacre Primary School we understand the importance of emergent writing to create independent writers further up the school. Practice in the Foundation Stage provides regular opportunity for emergent writing through adult led activities and during child initiated learning.

The school has a standardised handwriting policy which uses the Penpals handwriting scheme (cross-reference Presentation Policy). Children in Early Years/Foundation Stage and Key Stage One participate in daily handwriting activities to support their development. Children in Years 3-6 are taught handwriting at least three times weekly.

### **Spelling**

We value and encourage children as they move through the developmental stages of learning to spell, but we also recognise the importance of mastering and using accurately conventional spelling in order to convey meaning clearly in writing. To support this goal, we aim to develop pupils' knowledge of:

- sound-symbol relationships.
- regular patterns in words and non-standard forms.
- the structure of words; compound/complex words, prefixes, suffixes, roots and origins.
- high interest words associated with topics and specific curricular areas.
- a variety of strategies to enable independence in spelling, such as word banks, dictionaries, displays, mnemonics etc.
- spelling rules.

Furthermore, spellings must be differentiated for children with specific learning difficulties.

### **Handwriting**

Presentation of written work reflects the awareness of the writer to the needs of his or her audience and the high expectations of the school. Our ultimate goal is for pupils to achieve a fast, flowing, legible style of writing. In order to achieve this, we are aware of the need for a consistent approach to the teaching of handwriting across the key stages. We use the Berol scheme to support our delivery of a structured teaching programme which:

- ensures correct formation and orientation of letters.
- develops consistency and appropriateness in size and spacing.
- encourages a pride in presentation.
- eases the transition from printing to joining.

### **Drama**

The staff appreciate the role of educational drama strategies as:

- a learning tool across the curriculum.
- an effective factor in the development of oral and aural skills.
- a means of developing empathy with others and an understanding of self.
- a way of encouraging interaction with texts.

## **7. THE CLASSROOM ENVIRONMENT**

All classrooms should use designated 'book corners/areas' to provide a stimulating reading environment for children. Book Corners should be inviting and interactive. All books should be clearly displayed and organised into sections.

Throughout the school, teachers should be using some or all of the following, as appropriate to the needs of their class:

- Working Wall
- Key Vocabulary according to current unit being taught
  - Descriptions of text types and examples
- Access to dictionaries and thesaurus'
- Grammar and Punctuation
- High frequency words

- Spelling rules and patterns and examples of these
- Informative posters
- Phonics display
- Reciprocal Teaching
- Handwriting examples
- Alphabet

## **8. CROSS-CURRICULAR ENGLISH OPPORTUNITIES**

Teachers will seek to take advantage of opportunities to make cross-curricular links and this will be considered at the long-term planning stage. The theme for a half term's work may reflect the topic being studied by the class at the time. The school English planner prompts teachers to identify cross-curricular links. They will plan for pupils to practise and apply the skills, knowledge and understanding acquired through English lessons to other areas of the curriculum.

## **9. THE USE OF ICT**

The school is very well equipped for ICT resources. Opportunities to use ICT to support teaching and learning in English will be planned for and used as appropriate. Teachers will be supported by the ICT Subject Leader as necessary.

## **10. ASSESSMENT AND TARGET SETTING**

On-going Assessment for Learning is happening at all points in English and through the regular, detailed marking of work as outlined in the Marking and Feedback Policy.

Work is assessed in line with the Assessment Policy. For Reading, teachers report termly, to the SLT, on the children's current level of attainment against the End of Year expectations of the National Curriculum 2014 for their year group. Writing is assessed on a half-termly basis following a piece of unaided work. The New Writing Assessment Criteria is used to inform teachers where each child is working compared to the national end of year expectations and to identify next steps.

Children in Years 2 and 6 complete Statutory Assessment Tests in the Summer Term of each year. Children in the Foundation Stage are assessed against the Early Learning Goals for Literacy Development and Communication and Language. In addition to this, children in Year 1 complete the National Phonics Screener.

Every child in Key Stage One and Two have their own Writing targets devised to support their individual needs identified following each assessment. Progress against these targets is monitored weekly. Children also have access to these targets whenever they are writing in English or other areas of the curriculum.

The progress and attainment of children in English is discussed in termly Pupil Progress Meetings held between the class teacher and Head and monitored throughout the school year by the English Subject Leader and members of the SLT (Senior Leadership Team).

## **11. ROLE OF SUBJECT LEADER**

The Subject Leader should be responsible for improving the standards of teaching and learning in English through:

- Monitoring and evaluating English provision across the school
- Taking the lead in policy development
- Auditing and supporting colleagues in their CPD
- Regular meetings with other English co-ordinators
- Purchasing and organising resources
- Keeping up to date with recent English developments and disseminating to staff
- Action plan which is monitored and updated termly

## **12. CPD OPPORTUNITIES**

Monitoring of the standard of the children's work and the quality of the teaching is the responsibility of the subject leader. Samples of work are moderated regularly internally through staff meetings and externally within the informal partnership, which includes a Key Stage 2 Writing moderator for the Local Authority. Lesson observations/ learning walks take place regularly.

### **13. PARENTAL/COMMUNITY INVOLVEMENT**

We value parental involvement in their child's development of English and promote a whole school partnership in the following ways:

- reading record book
- homework tasks
- inviting parents to hear readers in school - subject to relevant DBS checks
- stay and read
- regular Parent's Evenings; sharing successes and targets
- updates about methodology and new developments – e.g. in newsletter
- involvement in national/local events e.g. World Book Day

### **14. VISITING PROFESSIONAL INVOLVEMENT**

Children are given the opportunity throughout each academic year to work with visiting professionals. This may take the form of story tellers coming in and 'telling a story' to a Key Stage or working with individual classes in writing/drama workshops. It could also involve a class working with a poet or author in a workshop situation.

### **15. INCLUSION**

We aim to provide for all children so that they achieve as highly as they can in English according to their individual abilities. We identify which pupils or groups of pupils are under-achieving and take steps to improve their attainment. Their progress is discussed termly, during Pupil Progress Meetings held between the Head and class teacher. Gifted children are identified and suitable learning challenges provided. Learning tasks are differentiated appropriately to ensure there is a level of challenge and support for all children. The school planning format for English includes a section for SEND children to prompt teachers to ensure they are meeting the needs of those children in their class and refer to their Individual Education Plans as appropriate. Teachers are also required to identify pupils that are in receipt of Pupil Premium funding or Ever Six. Planning should reflect the needs of these children to demonstrate good use of the extra funding provided.

#### **INTERVENTION PROGRAMMES**

Quality First Teaching is expected to meet the needs of all children. Where children do need additional support, carefully selected Intervention Programmes for English are used, in line with the school provision map and Precision Intervention is used by teachers to meet specific learning needs. These may include ECaR or Inference training using Reciprocal Reading strategies.

#### **EQUAL OPPORTUNITIES**

All children are provided with equal access to the English curriculum. We aim to provide suitable learning opportunities regardless of gender, ethnicity or home background. Opportunities to promote Spiritual, Moral, Social and Cultural understanding are identified and utilised.

### **CONCLUSION**

This policy should be read in conjunction with the new National Curriculum document for English and with the following school policies:

Teaching and Learning Policy  
Assessment Policy  
Marking and Feedback Policy  
Presentation Policy  
Display Policy  
Homework Policy  
Special Educational Needs Policy  
ICT Policy  
Equal Opportunities Policy  
Health and Safety Policy

Date of next review:

## Appendix 1: Teaching Sequence for Writing

**Responding to the Text**



**Capturing Ideas**



**Modelled Writing**  
**Plan, write, edit, improve.**  
*Including:*  
Shared Writing  
Guided Writing  
Independent Writing



**Present**



## Appendix 2: Literacy Provision Overview

	EYFS	KS1	KS2
English Lesson	Daily adult led CL or L activity, opportunities in child initiated learning and sharing of stories	60 minutes x 4 days	60 minutes x 4 days
Guided Reading	All Reception children begin weekly guided reading by the Autumn Half Term.	Every child participates in a group guided reading session at least once a week. This is recorded in the Reading Record book and on planning. Independent activities during guided reading time are planned to promote enjoyment and enthusiasm for reading.	Every child participates in a group guided reading session at least once a week. This is recorded in the Reading Record book and on planning. Follow-up tasks are provided after guided reading. Independent activities during guided reading are planned to promote enjoyment and enthusiasm for reading. Children all have a reading journal for use in this time.
Home Reading	All children have a practice book from the school reading scheme. This is matched to their reading level using the Book Banding system. Reading at home is recorded in the Reading Record book.	All children have a practice book from the school reading scheme. This is matched to their reading level using the Book Banding system. Reading at home is recorded in the Reading Record book.	All children have a practice book from the school reading scheme. This is matched to their reading level using the Book Banding system. Reading at home is recorded in the Reading Record book by the parents or child.
Phonics	All children have a daily discrete phonics lesson.	All children take part in a daily discrete phonics lesson as part of the English lesson. This follows the Letters and Sounds framework and the objectives from the National Curriculum 2014.	Phonics teaching as appropriate is completed through the revise section of the spelling lessons. Phonological needs for children who are having difficulties are addressed through personalised Wave 3 Interventions.
Spelling	High frequency words taught in phonics session.	High frequency words taught in phonics session and spelling teaching to meet the objectives of the National Curriculum 2014 as part of the phonics session as appropriate. Weekly spelling test using the graphemes learnt during the week. Children learn spellings at home using Look, Say, Cover, Write, Check method.	Children complete a spelling lesson every week following objectives from the National Curriculum 2014. Children learn spellings at home using Look, Say, Cover, Write, Check method.
Handwriting	Daily handwriting lesson for all children. Letter formation is taught in a variety of ways. Activities are available on a daily basis.	Daily handwriting lesson for all children. Other opportunities for practising are used.	Children in Years 3-6 receive taught handwriting lessons at least 3 times a week. Handwriting is addressed daily when the date and learning objective are recorded in books. Children with specific needs in handwriting

are provided with additional opportunities  
in small groups.

# Year 1 English Overview

## Spoken Language (Years 1-6)

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, 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
- select and use appropriate registers for effective communication.

### Reading – Word Recognition

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 containing GPCs that have been taught
- read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings
- read other words of more than one syllable that contain taught GPCs
- read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)
- read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words
- re-read these books to build up their fluency and confidence in word reading.

### Reading - Comprehension

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
- 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.

### Writing - Transcription

### Writing - Handwriting

### Writing – Vocabulary, Grammar and Punctuation

### Writing - Composition

**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 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.

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 ways) and to practise these.

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
- 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.

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 they have written with the teacher or other pupils
- read aloud their writing clearly enough to be heard by their peers and the teacher.

# Year 2 English Overview

## Spoken Language (Years 1-6)

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, 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
- select and use appropriate registers for effective communication.

### Reading – Word Recognition

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, especially recognising alternative sounds for graphemes
- read accurately words of two or more syllables that contain the same graphemes as above
- read words containing common suffixes
- read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered
- read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation
- re-read these books to build up their fluency and confidence in word reading.

### Reading - Comprehension

Pupils should be 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
  - 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.

### Writing - Transcription

**Spelling (see [English Appendix 1](#))**

Pupils should be taught to:

### Writing - Handwriting

Pupils should be taught to:

- form lower-case letters

### Writing – Vocabulary, Grammar and Punctuation

Pupils should be taught to:

- develop their understanding of the concepts set out

### Writing - Composition

Pupils should be taught to:

- develop positive attitudes towards and stamina for writing by:

<ul style="list-style-type: none"> <li>▪ spell by:</li> <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, as listed in <a href="#">English Appendix 1</a></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>	<p>of the correct size relative to one another</p> <ul style="list-style-type: none"> <li>▪ 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</li> <li>▪ write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters</li> <li>▪ use spacing between words that reflects the size of the letters.</li> </ul>	<p>in <a href="#">English Appendix 2</a> by:</p> <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:</li> <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 co-ordination (using or, and, or but)</li> <li>▪ the grammar for year 2 in English Appendix 2</li> <li>▪ some features of written Standard English</li> <li>▪ use and understand the grammatical terminology in English Appendix 2 in discussing their writing.</li> </ul>	<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> <li>▪ consider what they are going to write before beginning by:</li> <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> <li>▪ make simple additions, revisions and corrections to their own writing by:</li> <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> <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>
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# Year 3 and 4 English Overview

## Spoken Language (Years 1-6)

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, 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
- select and use appropriate registers for effective communication.

### Reading – Word Recognition

Pupils should be taught to:

- apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in [English Appendix 1](#), both to read aloud and to understand the meaning of new words they meet
- read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.

### Reading - Comprehension

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 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.

### Writing - Transcription

### Writing - Handwriting

### Writing – Vocabulary, Grammar and Punctuation

### Writing - Composition

<p><b>Spelling (see <a href="#">English Appendix 1</a>)</b></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>▪ use further prefixes and suffixes and understand how to add them (English Appendix 1)</li> <li>▪ spell further homophones</li> <li>▪ spell words that are often misspelt (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>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>▪ 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</li> <li>▪ 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].</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>▪ develop their understanding of the concepts set out in <a href="#">English Appendix 2</a> by:</li> <li>▪ extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</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:</li> <li>▪ using commas after fronted adverbials</li> <li>▪ indicating possession by using the possessive apostrophe with plural nouns</li> <li>▪ using and punctuating direct speech</li> <li>▪ use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>▪ plan their writing by:</li> <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> <li>▪ draft and write by:</li> <li>▪ composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (<a href="#">English Appendix 2</a>)</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> <li>▪ evaluate and edit by:</li> <li>▪ assessing the effectiveness of their own and others' writing and suggesting improvements</li> <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>
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# Year 5 and 6 English Overview

## Spoken Language (Years 1-6)

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, 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
- select and use appropriate registers for effective communication.

### Reading – Word Recognition

Pupils should be taught to:

- apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in [English Appendix 1](#), both to read aloud and to understand the meaning of new words that they meet.

### Reading - Comprehension

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 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.

### Writing - Transcription

### Writing - Handwriting

### Writing – Vocabulary, Grammar and Punctuation

### Writing - Composition

<p><b>Spelling (see <a href="#">English Appendix 1</a>)</b></p> <p>Pupils should be taught to:</p> <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>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• write legibly, fluently and with increasing speed by:</li> <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>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>▪ develop their understanding of the concepts set out in <a href="#">English Appendix 2</a> by:</li> <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 who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun</li> <li>▪ learning the grammar for years 5 and 6 in English Appendix 2</li> <li>▪ indicate grammatical and other features by:</li> <li>▪ using commas to clarify meaning or avoid ambiguity in writing</li> <li>▪ using hyphens to avoid ambiguity</li> <li>▪ using brackets, dashes or commas to indicate parenthesis</li> <li>▪ using semi-colons, colons or dashes to mark boundaries between independent clauses</li> <li>▪ using a colon to introduce a list</li> <li>▪ punctuating bullet points consistently</li> <li>▪ use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading.</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>▪ plan their writing by:</li> <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> <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:</li> <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>▪ précising 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 and to guide the reader [for example, headings, bullet points, underlining]</li> <li>▪ evaluate and edit by:</li> <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>
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