



# Curriculum Learning Guide

# English



## How is English taught at St Philip's CE Primary Academy?



*To be read alongside EYFS Programmes of Study for Curious Minds*

## Curriculum Intent:

### What do we want to achieve with our English curriculum?

**The aim of our English curriculum is to give children at St Philip's the opportunity to speak and write fluently.**

English has a leading place in education and society. At St Philip's we ensure our children have access to a high-quality English curriculum that is both challenging and enjoyable. We teach our children to speak and write fluently so that they can communicate their ideas and emotions to others. We provide our children with a variety of high-quality reading materials and opportunities, which will enable them to develop as lifelong readers with a love of reading and writing.

It is important that all children's vocabulary and use of standard English – both written and orally – is enhanced. All children must be confident and independent readers, with the ability to be able to ask questions about the text. We believe that all children can – and indeed must, be successful in the study of reading and writing, At St Philip's we do not accept that prior attainment should limit what a child is capable of learning. Reading and writing are for everyone. We will ensure our children are active, resilient learners who become lifelong linguists.

The National Curriculum for writing and reading aims to ensure that all pupils:

- Read easily, fluently and with good understanding
- Develop the habit of reading widely and often, for both pleasure and information
- Acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- Appreciate our rich and varied literary heritage
- Write clearly, accurately and coherently, adapting their language and style in and for a range of context, purposes and audience
- Use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- Are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate

Children will understand that English is... is the skill of reading and interpreting a text, composing a text for publication and conveying information or expressing feelings.

## Implementation:

### How will this be achieved?

EYFS and KS1

Read Write Inc is used for the planning and teaching of reading and writing. It is taught in small groups, depending on the stage that the children are at. Daily phonics sessions using this scheme occur in EYFS. The application of reading skills is apparent in provision.

Children write every day, rehearsing out loud what they want to say, before spelling the words using the graphemes and 'tricky' words they know. They practise handwriting every day; sitting at a table comfortably, they learn the correct letter formation and how to join the letters speedily and legibly. Children's composition (ideas, vocabulary and grammar) is developed by drawing on their own experiences and talking about the stories they read.

Year 2 transition from Read Write Inc and begin to use the Power Of Reading teaching sequences from late Spring onwards.

### Key Stage 2

Children study English daily – developing their skills by exploring a whole range of different genres, with a focus on exploring a range of models of excellence (power of reading texts) and using these to guide the drafting and editing process.

This is completed with a daily lesson using the Power Of Reading. The PoR helps to develop not only inference and deduction skills but also involves children regularly writing in different genres – thus creating a more cohesive learning experience. English is at the heart of the curriculum and the texts facilitate a range of exciting cross curricular work. The focus usually lasts approximately four to six weeks.

The impact of teaching writing is assessed through the evaluation of Key Performance Indicators which are set for each year group. We use formative assessment to determine children's understanding. Feedback is given to children through marking and next step tasks to ensure they are meeting the specific learning objective. Teachers then use this assessment to influence how they use the teaching sequences of PoR – to allow each child to progress.

The impact of teaching reading is done similarly to writing – in that formative assessment is used to determine understanding.

Both reading and writing are also monitored throughout all year groups using a variety of strategies such as subject leader learning walks, book scrutinies, data analysis, lesson observations and pupil interviews.

For reading, each term, children from Year 2 and above use summative assessment to help them to develop their testing approach and demonstrate their understanding of the topics covered. Year 2 and Year 6 use previous SATs paper. Years 3, 4 and 5 use NFER tests. The results from both the formative and summative assessments are then used to determine children's progress and attainment.

We use FFT to support analysis of data after key assessment points and plan intervention and support to ensure aspirational targets are met.

### Unit Structure & Lesson Structure

EYFS:

Read Write Inc Phonics is taught daily – split into two sessions. (15 minutes and 25 minutes)

Writing takes the form of adult and child initiations – through provision.

KS1 and KS2:

Throughout a unit there will be a daily focus on:

GPS starter activity – picked up on from a prior lesson / prior marking

Reading – either from the power of reading teaching sequences (predicting, inferring, finding ideas and evidence) or reading roles skills (predicting, author intent, retrieval, summarising)

Writing – daily record of writing – covering different text types (letter writing, note-taking, diary entries, formulating opinions and responses)

Dialogic talk is used in every lesson to consolidate and further learning and ideas.

Draft, write, review and final pieces of writing.

Lesson recaps will allow children to retain information and then think about next steps.

Each half term, children will produce a final written piece – used as an assessment.

### Impact:

EYFS:

The Early Learning Goals are used to assess impact – from baseline to ELG.

KS2:

The impact of teaching writing is assessed through the evaluation of 'Writing Assessment Grids' which are set for each year group. We use formative assessment to determine children's understanding. Feedback is given to children through marking and next step tasks to ensure they are meeting the specific learning objective. Teachers then use this assessment to influence how they use the teaching sequences of PoR – to allow each child to progress.

The impact of teaching reading is done similarly to writing – in that formative assessment is used to determine understanding.

Both reading and writing are also monitored throughout all year groups using a variety of strategies such as subject leader learning walks, book scrutinies, data analysis, lesson observations and pupil interviews.

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Reading corners / areas have been established in each classroom to engage children.

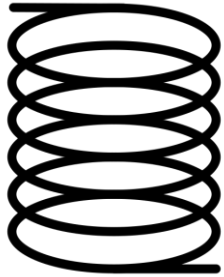
Weekly library visits take place per class to encourage children to choose a book (supervised to ensure children are choosing appropriate books)

Library week provides opportunities for children to explore a range of books with children from other year groups.

Provision for reading in the outside area was launched in 2021 with a new stadium built as a place where children can read and discuss books together.

All year groups use the 'Word Aware' scheme (some modified) to promote vocabulary

## Spiral Curriculum



The English curriculum design follows the spiral curriculum model by Jerome Bruner in which key concepts are presented repeatedly throughout the curriculum, but with deepening layers of complexity, or in different applications.

Throughout the teaching of English, pupils will;

- Return to the key concepts again and again during their time in primary school.
- Deepen their understanding with each revisit as key concepts are covered with greater complexity.
- Utilise prior knowledge so they can build upon previous foundations, rather than starting again.

## Key Drivers at St Philip's

	Speaking and Listening Rich	Relevant Content	Experiential Learning	Future Proof	Inclusive & Supportive
<b>ENGLISH</b>	<ul style="list-style-type: none"> <li>• Dialogic talk teaching enables children to be fluent and articulate in speaking</li> <li>• A range of high - quality texts read to children</li> </ul>	<ul style="list-style-type: none"> <li>• Power of reading texts are reviewed and kept up to date – in line with National Curriculum</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Reading provides access to everything within the curriculum</li> <li>• Writing is needed to evidence learning throughout the curriculum</li> </ul>	<ul style="list-style-type: none"> <li>• Power of reading texts cover real life events that link to England and the wider world</li> </ul>

The Power of Reading from CLPE has been chosen because it is a proven programme that supports primary school to develop a high quality literacy curriculum which fosters a whole school love of reading and writing.

The Power of Reading puts quality children’s literature at the heart of literacy learning and is built on years of research and best practice. The programme develops teacher subject knowledge and supports schools to raise engagement and attainment in language, vocabulary, reading and writing and meets all the requirements of the National Curriculum.

It includes in-depth training and has excellent teaching resources at its heart which can be accessed through a CLPE School Membership.

The Power of Reading is a long-standing programme which was first developed in 2005. It has a rich evidence base and has raised achievement in more than 5000 schools. 98% of teachers saw improved engagement in children’s reading and 97% saw an improvement in children’s writing. Children who are part of the programme make an additional six months progress compared to their peers.

Speaking and Listening				
Weaving knowledge, skills and understanding together in the English Curriculum				
Language Development: EYFS				
Physical	Linguistic	Cognitive	Social/Emotional	Talk Rules
To learn to hold a conversation by giving their attention and responding appropriately with back and forth exchanges	To learn to answer ‘how’ and ‘why’ questions about experiences and in response to stories and events	To learn to use past, present and future forms correctly when talking about events that have happened or are to happen in the future	To Learn a favourite joke and tell it eloquently for age	Physical: I will turn to look at the person who is talking, listening and take turns
To learn how to listen attentively in a range of situations, like in class, group, small group – when playing or one to one	To learn to talk about past and present events in the lives of friends and family members	To learn to articulate eloquently, for age, what they are learning and the process that has occurred	To learn to tell you what they think about stories, ask questions and listen to what their friends say	I will hold a telephone with the earpiece to the ear and microphone in front of my mouth
	Learn to talk in complete sentences, many of	To learn to develop own narratives and		I will use actions to help with telling a story

<p>To learn to listen to stories and guess what might happen next</p> <p>Learn to follow a sequence of instructions using a recipe card to bake buns</p>	<p>which are grammatically correct</p> <p>Learns to hold a conversation: expressing themselves effectively and showing awareness of the listener needs</p> <p>Learn to tell a story by using language to create imaginary events, storylines and themes and express themselves to others</p>	<p>explanations by connecting ideas or events</p> <p>To learn to follow instructions involving several ideas and actions</p> <p>To learn how to use technical items</p> <p>To learn to talk about the key features of the story they have been listening to including characters and events using story maps</p>		<p>I will listen in class at all times</p> <p>Linguistic: I will retell a narrative</p> <p>I will start to answer questions I will use new vocabulary</p> <p>Cognitive: I will answer questions correctly</p> <p>I will retell stories and things that have happened</p> <p>I will ask questions</p> <p>Social and emotional: I will wait for a turn</p> <p>I will make friends</p> <p>I will ask for something using please and thank you</p>
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**Vocabulary**

Conversation – listen – instructions – take turns – actions – retell – answer – take turns – please - thank you

## Speaking and Listening

### Weaving knowledge, skills and understanding together in the English Curriculum

#### Year 1

Physical	Linguistic	Cognitive	Social/Emotional	Talk Rules
<p>To project their voice to a large audience.</p> <p>To use gesture to support delivery e.g. pointing at parts of plant they are discussing</p> <p>To use body language to show active listening and support meaning when speaking e.g. nodding along, facial expressions</p>	<p>To speak in sentences</p> <p>To use specific vocabulary e.g. lighter/heavier rather than bigger and smaller</p> <p>To start to answer what, where, when, how and why questions</p> <p>To use joining connectives for longer sentences</p> <p>To use sentence stems to link to other's ideas in group discussion e.g. 'I agree with... because..' 'linking to..'</p>	<p>To use answers that match what has been asked; relevant, appropriate</p> <p>To retell stories and experiences</p> <p>To ask simple questions.</p>	<p>To wait for a turn</p> <p>To listen and respond appropriately</p> <p>To build friendships</p> <p>To use language to express needs and feelings (e.g. rather than snatching).</p>	<p>Physical: I will use a big voice when talking</p> <p>I will point to things I am talking about</p> <p>I will nod and use facial expressions to show I am listening</p> <p>Linguistic: I will speak in sentences</p> <p>I will use a range of vocabulary</p> <p>I will start to answer questions</p> <p>I will start to use 'and' to join sentences</p> <p>I will start to link ideas with another person in class</p> <p>Cognitive: I will answer questions correctly</p>

				<p>I will retell stories and things that have happened</p> <p>I will ask questions</p> <p>Social and Emotional: I will wait for a turn</p> <p>I will listen carefully</p> <p>I will make friends</p> <p>I will ask for something using please and thank you</p>
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**Vocabulary**

Big voice – facial expressions – range of vocabulary – listen – manners - please – thank you – gesture – body language

**Speaking and Listening**

**Weaving knowledge, skills and understanding together in the English Curriculum**

**Year 2**

Physical	Linguistic	Cognitive	Social/Emotional	Talk Rules
<p>To speak clearly at appropriate volume and pace in a range of contexts</p> <p>To use gesture to become increasingly natural to support speech</p>	<p>To speak in sentences</p> <p>To use specific vocabulary e.g. lighter/heavier rather than bigger and smaller</p>	<p>To be able to build on others ideas in discussions.</p> <p>To make connections between what has been said and their own and others' experiences.</p>	<p>To take turns showing patience</p> <p>To listen for extended periods of time.</p> <p>To speak with increased confidence in front of a small audience.</p>	<p>Physical: I will speak clearly</p> <p>I will use gestures to help when talking</p> <p>I will use facial expressions when talking and listening</p>

<p>To use body language and facial expressions</p> <p>To consider position and posture when addressing an audience.</p> <p>To speak clearly and confidently in a range of contexts.</p>	<p>To start to answer what, where, when, how and why questions</p> <p>To use joining connectives for longer sentences</p> <p>To use sentence stems to link to other's ideas in group discussion e.g. 'I agree with... because..' 'linking to...'</p>	<p>To recognise when they haven't understood something and asks a question to help with this.</p> <p>To disagree with someone's opinion politely.</p>	<p>To recite pre prepared material in front of an audience.</p> <p>To begin to consider the impact of their words on others when giving feedback.</p>	<p>I will sit up straight and pay attention in discussions</p> <p>Linguistic: I will speak in sentences</p> <p>I will use a range of vocabulary</p> <p>I will start to answer questions</p> <p>I will start to use 'and' to join sentences</p> <p>I will start to link ideas with another person in class</p> <p>Cognitive: I will build on to other's ideas in discussions</p> <p>I will make connections in discussions</p> <p>I will ask questions if I don't understand something</p> <p>I will learn to disagree politely</p> <p>Social/Emotional: I will take turns and be patient</p> <p>I will listen for a longer amount of time</p>
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				<p>I will speak in front of a small audience</p> <p>I will recite a small piece of information</p> <p>I will start to give other's feedback</p>
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**Vocabulary**

Appropriate volume – gesture – body language – facial expressions – audience – joining connectives – sentence stems – build on – connections – disagree – confident - recite

**Speaking and Listening**

**Weaving knowledge, skills and understanding together in the English Curriculum**

**Year 3**

Physical	Linguistic	Cognitive	Social/Emotional	Talk Rules
<p>To deliberately select gestures that support the delivery of ideas e.g. gesturing towards someone if referencing their ideas</p> <p>Consider movement when addressing an audience.</p> <p>To use pauses for effect in presentational talk e.g. then telling an anecdote or joke</p>	<p>To vary sentence structures and length for effect when speaking</p> <p>To use conjunctions to organise and sequence ideas e.g. firstly, secondly, finally</p> <p>To use sentence stems to signal when they are building on or challenging other's ideas.</p>	<p>To build on, challenge and summarise others' ideas in discussions.</p> <p>To offer reasons for their opinions.</p> <p>To begin to reflect on their oracy skills and identify areas of strength and areas to improve.</p> <p>To ask questions to find out more about a subject.</p>	<p>To take turns</p> <p>To listen to others and is willing to change their mind based on what they have heard.</p> <p>To speak with confidence in front of a larger audience.</p> <p>To be aware of others who have not spoken and invite them into the discussion.</p>	<p>Use deliberate gestures</p> <p>Think about position when talking to an audience</p> <p>Use pauses for effect when speaking</p> <p>Speak fluently in discussions</p> <p>Use time conjunctions to sequences ideas</p>

<p>To speak fluently in front of an audience.</p>	<p>To take opportunities to try out new language, even if not always used correctly.</p> <p>To adapt how they speak in different situations according to audience</p>		<p>To be comfortable organising group talk e.g. as a chairperson.</p> <p>To consider the impact of their words on others when giving feedback.</p>	<p>Build on to other's ideas</p> <p>Challenge other's ideas</p> <p>Try out new language in discussions</p> <p>Adapt speaking to match the audience</p> <p>Build on, challenge and summarise ideas in discussions</p> <p>Give opinions with reasons to support</p> <p>Reflect on Oracy skills</p> <p>Ask questions to find out more about something</p> <p>Take turns</p> <p>Prepare to change my mind after listening to discussions</p> <p>Speak with confidence in front of larger groups</p> <p>Invite those who have not spoken to speak</p> <p>Organise group talk as the 'Chair Speaker'</p>
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				Give fair feedback
<b>Vocabulary</b>				
Gestures – fluently – conjunctions – sentence stems – build on – challenge – summarise – opinions - feedback				

<b>Speaking and Listening</b>				
<b>Weaving knowledge, skills and understanding together in the English Curriculum</b>				
<b>Year 4</b>				
<b>Physical</b>	<b>Linguistic</b>	<b>Cognitive</b>	<b>Social/Emotional</b>	<b>Talk Rules</b>
<p>To deliberately select movement and gesture when addressing an audience</p> <p>To use pauses for effect in presentational talk e.g. then telling an anecdote or joke</p> <p>To use the appropriate tone of voice in the right context e.g. speaking calmly when resolving an issue in the playground</p>	<p>To vary sentence structures and length for effect when speaking</p> <p>To use conjunctions to organise and sequence ideas e.g. firstly, secondly, finally</p> <p>To use an increasingly sophisticated range of sentence stems with fluency and accuracy.</p>	<p>To structure extended presentational talk e.g. beginning, middle and end.</p> <p>To offer opinions that aren't their own.</p> <p>To identify when a discussion is going off topic, and to be able to bring it back on track.</p> <p>To be able to summarise a discussions.</p>	<p>To use more natural and subtle prompts for turn taking</p> <p>To listen for extended periods of time, being prepared to change your mind</p> <p>To be confident with delivery of a short pre prepared task</p> <p>To start to develop an awareness of audience e.g.</p>	<p>Use specific gestures in discussions</p> <p>Use pauses for effect when speaking</p> <p>Use appropriate tone when talking</p> <p>Speak fluently in discussions</p> <p>Use time conjunctions to sequences ideas</p> <p>Build on to other's ideas</p> <p>Challenge other's ideas</p>

<p>To speak fluently in front of an audience.</p>	<p>To use vocabulary appropriate specific to the topic at hand.</p> <p>To understand common idioms and expressions</p>	<p>To reflect on their oracy skills and identify areas of strength and areas to improve.</p>	<p>what might interest a certain group</p> <p>To consider the impact of their words on others when giving feedback and adapt appropriately</p>	<p>Try out new language in discussions</p> <p>Use specific topic vocabulary more increasingly</p> <p>Understand expressions</p> <p>Build on, challenge and summarise ideas in discussions</p> <p>Give opinions with reasons to support</p> <p>Identify when a discussion is going off track and be able to bring it back</p> <p>Reflect on Oracy skills</p> <p>Take turns more naturally</p> <p>Listen for extended periods of time</p> <p>Deliver a piece of writing with confidence</p> <p>Develop an awareness of the audience</p> <p>Consider using words that will be fair when giving feedback</p>
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**Vocabulary**

**Gesture – pause for effect – appropriate voice – sentence stems – idioms – expressions – opinions – summarise – prompts – build on – challenge**

**Speaking and Listening**

**Weaving knowledge, skills and understanding together in the English Curriculum**

**Year 5**

<b>Physical</b>	<b>Linguistic</b>	<b>Cognitive</b>	<b>Social/Emotional</b>	<b>Talk Rules</b>
<p>To deliberately vary tone of voice in order to convey meaning e.g speaking authoritatively during an expert talk, or speaking with pathos when telling a sad part of a story.</p> <p>To consciously adapt tone, pace and volume of voice within a single situation.</p> <p>To speak fluently in front of an audience.</p> <p>To use the appropriate tone of voice in the right context e.g. speaking</p>	<p>To use and innovate an increasingly sophisticated range of sentence stems with fluency and accuracy.</p> <p>To use specialist vocabulary.</p> <p>Beginning to consider the use of specialist language to describe their own and others' talk.</p> <p>To be comfortable using idioms and expressions.</p>	<p>To structure a detailed argument or complex narrative.</p> <p>To reach shared agreement in their discussions.</p> <p>To be able to give supporting evidence e.g. citing a text, a previous example or a historical event.</p>	<p>To reflect careful listening skills in subsequent talk..</p> <p>To adapt the content of their speech for a specific audience.</p> <p>To use humour effectively.</p> <p>To speak with flair and passion.</p> <p>To consider the impact of their words on others when giving feedback and be sensitive to their needs.</p>	<p>Vary tone when speaking</p> <p>Speak fluently in front of an audience</p> <p>Speak with confidence</p> <p>Use appropriate vocabulary</p> <p>Use a range of sentence stems to begin talk: E.g. In my opinion, I believe, On the one hand, On the other hand, Building on to</p> <p>Give detail in discussions</p>

<p>calmly when resolving an issue in the playground</p> <p>To have a stage presence.</p>	<p>To carefully consider the words and phrases used to express their ideas and how this supports the purpose of talk.</p>	<p>To reflect on discussions and identify how to improve.</p> <p>To ask probing questions.</p> <p>To explain ideas and events in chronological order.</p>	<p>To organise group discussions independent of an adult.</p>	<p>Reach shared agreements where possible</p> <p>Give supporting evidence</p> <p>Reflect and discuss ways to improve</p> <p>Ask probing questions</p> <p>Explain events in order</p> <p>Use careful listening skills</p> <p>Adapt speech for specific audiences</p> <p>Use humour, at appropriate times</p> <p>Speak with passion and flair</p> <p>Consider sensitivity when giving feedback</p> <p>Take the lead in discussions</p>
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**Vocabulary**

**Vary tone – appropriate voice – idioms – expressions – sophisticated sentence stems – shared agreements – supporting ideas – reflect – probing questions – flair - passion**

## Speaking and Listening

### Weaving knowledge, skills and understanding together in the English Curriculum

#### Year 6

Physical	Linguistic	Cognitive	Social/Emotional	Talk Rules
<p>To deliberately vary tone of voice in order to convey meaning e.g. speaking authoritatively during an expert talk, or speaking with pathos when telling a sad part of a story.</p> <p>To consciously adapt tone, pace and volume of voice within a single situation.</p> <p>To speak fluently in front of an audience.</p> <p>To use the appropriate tone of voice in the right context e.g. speaking calmly when resolving an issue in the playground</p> <p>To have a stage presence.</p>	<p>To use and innovate an increasingly sophisticated range of sentence stems with fluency and accuracy.</p> <p>To judge when appropriate to use specialist language.</p> <p>To be able to use specialist language to describe their own and others' talk.</p> <p>To use humour, irony, sarcasm and mimicry</p> <p>To carefully consider the words and phrases used to express their ideas and how this supports the purpose of talk.</p>	<p>To structure their talk in abstract and sophisticated ways using curricular structure, grouping ideas by a theme.</p> <p>To be able to negotiate-recognise the importance of giving ground and be able to do this.</p> <p>To spontaneously respond to and offer increasingly complex questions, citing evidence where appropriate.</p> <p>To cite evidence, with mature and appropriate reference points.</p> <p>To reflect on their own and others oracy and identify how to improve.</p>	<p>To reflect careful listening skills in subsequent talk.</p> <p>To be able to read a room or a group and take action accordingly e.g. if everyone looks disengaged, moving on or changing topic, or if people look confused stopping to take questions.</p> <p>To be able to empathise with the audience.</p> <p>To be able to draw out sub text when listening.</p> <p>To engage in conversation with an unfamiliar adult as an equal.</p> <p>To consider the impact of their words on others when giving feedback and be sensitive to their needs.</p>	<p>Deliberately vary tone when speaking</p> <p>Speak fluently in front of an audience</p> <p>Speak with confidence</p> <p>Use appropriate vocabulary</p> <p>Use a range of sentence stems to begin talk: E.g. In my opinion, I believe, On the one hand, On the other hand, Building on to, That being said</p> <p>Use specialist language</p> <p>Use humour, irony and sarcasm</p> <p>Stay on topic when speaking</p> <p>Give ground in a discussion</p> <p>Cite evidence and ask relevant questions</p>

				<p>Have an idea of how to improve within discussions</p> <p>Reflect and discuss ways to improve</p> <p>Use careful listening skills</p> <p>Adapt speech for specific audiences</p> <p>Respond to non-verbal cues and feedback</p> <p>Empathise with an audience</p> <p>Consider sensitivity when giving feedback</p> <p>Take the lead in discussions</p>
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**Vocabulary**

**Deliberately vary tone – speak fluently – appropriate tone – stage presence – sentence stem – fluency – humour – irony – sarcasm – cite evidence – empathise with audience – reflect – specialist language**

**Reading**

**Weaving knowledge, skills and understanding together in the English Curriculum**

**EYFS**

Word Reading	Comprehension	Attitudes
<ul style="list-style-type: none"> <li>• To learn all set 1 and set 2 phonemes by end of Reception</li> <li>• To learn to use phonic knowledge to decode (Fred talk) regular words</li> <li>• To learn to read and understand simple sentences</li> <li>• To learn to read some irregular (tricky) words</li> <li>• To learn to read a book (decodable)</li> <li>• To learn to talk in some detail about what they have read</li> <li>• To learn to read to support their learning of the wider curriculum</li> <li>• To learn and build upon new and existing banks of vocabulary by relating this to previous experiences and linking to similar word concepts (synonyms) (Breadth – number of words)</li> <li>• To learn ‘step on’ words alongside ‘anchor’ and ‘goldilocks’ words in and outside of context</li> <li>• To learn new vocabulary in phrases modelled by skilled practitioners during role play</li> <li>• To learn new vocabulary types that would be experienced and used in a story (story language)</li> <li>• To learn vocabulary types that would be experienced and used in a story (factual language)</li> </ul>	<ul style="list-style-type: none"> <li>• To learn to listen to an audio book without an accompanying book as reference and recall key events in the story</li> <li>• To learn to match illustrations to what has been inferred through text</li> <li>• To learn to collaborate on a story map to reflect the sequence of events in a story and uses it to retell (Pie Story)</li> <li>• To learn to read and understand one and then two sentences and how these link together (cohesion)</li> <li>• To learn to make links to prior and current life experiences as well as what has been read in other texts</li> </ul>	<ul style="list-style-type: none"> <li>• To learn to handle a book with care and put it away in the correct place when they have finished reading it</li> </ul>
<b>Vocabulary</b>		

Phonic knowledge – decode – Fred talk – irregular (tricky) words – story language – factual language – step on – goldilocks – anchor – key events – illustrations – story map – retell – handle (a book)

Reading		
Weaving knowledge, skills and understanding together in the English Curriculum		
Year 1		
Word Reading	Comprehension	Attitudes
<ul style="list-style-type: none"> <li>• To apply phonic knowledge and skills as the route to decode words</li> <li>• To respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes [use RWI for expanded assessment of this element]</li> <li>• To read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</li> <li>• To read words containing taught GPCs and suffixes: <i>-s, -es, -ing, -ed, -er</i> and <i>-est</i> endings</li> <li>• To read words with contractions and understand that the apostrophe represents the omitted letter(s)</li> <li>• To 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</li> </ul>	<ul style="list-style-type: none"> <li>• To link what they read or hear read to their own experiences</li> <li>• To predict what might happen on the basis of what has been read so far</li> <li>• To make inferences on the basis of what is being said and done</li> <li>• To recognise and join in with predictable phrases</li> <li>• To discuss word meanings, linking new meanings to those already known.</li> <li>• To draw on what they already know or on background information and vocabulary provided by the teacher</li> <li>• To check that the text makes sense to them as they read and correct inaccurate reading</li> <li>• To discuss the significance of the title and events</li> </ul>	<ul style="list-style-type: none"> <li>• To participate in discussion about what is read to them, taking turns and listening to what others say</li> <li>• To explain clearly their understanding of what is read to them</li> <li>• To understand the need to take turns.</li> <li>• To become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics</li> <li>• To listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently from an increasing range of texts.</li> <li>• To 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 (most words to be read without overt sounding-out)</li> <li>• To re-read these books to build up their fluency and confidence in word reading</li> </ul>

<ul style="list-style-type: none"> <li>To re-read these books to build up their fluency and confidence in word reading</li> </ul>		<ul style="list-style-type: none"> <li>To learn to appreciate rhymes and poems, and to recite some by heart</li> </ul>
<b>Vocabulary</b>		
<p><b>Phonic knowledge – decode – graphemes – phonemes – common exception words – contractions – accurate reading – re-read – experiences – inferences – phrases – vocabulary – title – discussion – fluency – rhymes - poems</b></p>		

<b>Reading</b>		
<b>Weaving knowledge, skills and understanding together in the English Curriculum</b>		
<b>Year 2</b>		
<b>Word Reading</b>	<b>Comprehension</b>	<b>Attitudes</b>
<ul style="list-style-type: none"> <li>To continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent</li> <li>To read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes</li> <li>To read accurately words of two or more syllables that contain the same graphemes as above</li> <li>To read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</li> </ul>	<ul style="list-style-type: none"> <li>To draw on what they already know or on background information and vocabulary provided by the teacher</li> <li>To check that the text makes sense to them as they read and corrects inaccurate reading</li> <li>To make inferences on the basis of what is being said and done</li> <li>To answer and ask questions</li> <li>To predict what might happen on the basis of what has been read so far</li> </ul>	<ul style="list-style-type: none"> <li>To participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say</li> <li>To take part in role play and drama to help develop and explore characters</li> <li>To explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves</li> <li>To understand the differences between written and spoken speech</li> <li>To discuss the sequence of events in books and how items of information are related.</li> </ul>

- To read words containing common suffixes by building on the root words taught
- To read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered
- To read accurately using contextual clues and improving phonic knowledge, sounding out words accurately without undue hesitation

- To discuss their favourite words and phrases
- To become increasingly familiar with and retell a wide range of stories, fairy stories and traditional tales (including at a level beyond which they can read independently)
- To read and listen to non-fiction books that are structured in different ways
- To continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear
- To listen to, discuss and express views about a wide range of contemporary and classic stories, poetry and non-fiction at a level beyond that at which they can read independently
- To read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation
- To re-read these books to build up their fluency and confidence in word reading

**Vocabulary**

**Phonic knowledge – decoding – fluent – common exception words – blending – graphemes – phonemes – suffixes – contextual clues – vocabulary – inferences – discuss – explore – independent reading – fluency**

**Reading**

## Weaving knowledge, skills and understanding together in the English Curriculum

### Year 3

#### Word Reading

- To begin to apply their growing knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of new words they meet
- To read further exception words beginning to note the unusual correspondences between spelling and sound, and where these occur in the word
- To begin to try out different pronunciations, attempting to match what they de-code to words they may have already heard but may not have seen in print

#### Comprehension

- To identify most obvious themes and conventions in a wide range of books
- To identify main ideas drawn from more than one paragraph and begin to draw them together
- To predict what might happen
- To draw straightforward inferences made based on own experience: characters' feelings, thoughts and motives from their actions, and with help, can justify inferences with evidence
- To with support can identify how language, structure, and presentation contribute to meaning- E.g. use of pictures, size /style of print and some comment on use of adjectives/ adjectival phrases
- To select effective words and phrases that capture the reader's interest and imagination and discuss why
- To can identify meaning drawn from one paragraph and summaries it simply
- To with assistance retrieve and record information from short / specified sections of non-fiction texts
- To use contents pages and indexes to locate information

#### Attitudes

- To retell some fairy stories, and myths and legends orally including main details in sequence.
- To 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.
- To prepare poems and play scripts to read aloud and to perform with increased confidence in front of a wider audience.
- To check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context
- To begin to ask questions to improve their understanding of a text
- To develop an awareness of preference in reading
- To increase their familiarity with a wide range of books, including fairy stories in which there are good and evil characters
- To listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.
- To recognise that there are different types of poetry (shape poetry, nonsense, poetry that follows a

		<p>pattern) and not all of them rhyme (narrative)</p> <ul style="list-style-type: none"> <li>To read books that are structured in different ways and reading for a range of purposes</li> </ul>
<b>Vocabulary</b>		
<p><b>Root words – prefixes – suffixes – exception words – pronunciation – identify – summarise – presentation (of books) - meaning – fiction – non fiction – contents – indexes – locate – retell – sequence - genres</b></p>		

<b>Reading</b>		
<b>Weaving knowledge, skills and understanding together in the English Curriculum</b>		
<b>Year 4</b>		
<b>Word Reading</b>	<b>Comprehension</b>	<b>Attitudes</b>
<ul style="list-style-type: none"> <li>To begin to apply their growing knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of new words they meet</li> <li>To read further exception words noting the unusual correspondences between spelling and sound, and where these occur in the word.</li> <li>To try out different pronunciations, attempting to match what they decode to words they may have already heard but may not have seen in print</li> </ul>	<ul style="list-style-type: none"> <li>To identify themes and conventions in a wide range of books</li> <li>To check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</li> <li>To identify main ideas drawn from more than one paragraph and begin to summarise these</li> <li>To predict what might happen</li> <li>To draw inferences such as: characters' feelings, thoughts and motives from their actions, and with help, can justify inferences with evidence</li> </ul>	<ul style="list-style-type: none"> <li>To retell some fairy stories, and myths and legends orally.</li> <li>To participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.</li> <li>To prepare poems and play scripts to read aloud and to perform with increased confidence in front of a wider audience.</li> <li>To check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</li> <li>To ask questions to improve their understanding of a text</li> </ul>

	<ul style="list-style-type: none"> <li>• To identify how language, structure, and presentation contribute to meaning- E.g. use of pictures, size /style of print and some comment on use of adjectives/ adjectival phrases</li> <li>• To select effective words and phrases that capture the reader’s interest and imagination and discuss why</li> <li>• To identify meaning drawn from one paragraph and summarise it simply</li> <li>• To use dictionaries to check the meaning of words they have read</li> <li>• To retrieve and record information from non-fiction texts</li> <li>• To use contents pages and indexes to locate information</li> <li>• To comment on the organisation of texts including use of bullet points and other organisational devices</li> </ul>	<ul style="list-style-type: none"> <li>• To develop an awareness of preference in reading.</li> <li>• To increase their familiarity with a wide range of books, including fairy stories, myths and legends</li> <li>• To listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</li> <li>• To recognise different types of poetry (shape poetry, nonsense, poetry that follows a pattern) and not all of them rhyme (narrative)</li> <li>• To read books that are structured in different ways and reading for a range of purposes</li> </ul>
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**Vocabulary**

**Root words – prefixes – suffixes – pronunciation – decode – print – themes – predict – summarise – paragraph – retrieve – record – contents – indexes – organisation – locate – dictionaries – bullet points - organisational devices – retell – orally**

<b>Reading</b>		
<b>Weaving knowledge, skills and understanding together in the English Curriculum</b>		
<b>Year 5</b>		
<b>Word Reading</b>	<b>Comprehension</b>	<b>Attitudes</b>

- To apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology), both to read aloud and to understand the meaning of new words they meet.
- To rarely misread words because they look closely at all the letters within it
- To work out how to pronounce unfamiliar written words with increasing automaticity
- To read aloud, with confidence and fluency

- To identify and discuss themes (e.g. loss/ heroism) and conventions (e.g. use of first person/ diary format) in a wide range of texts
- To make comparisons within and across two or three books
- To consider different accounts of the same event-from e.g. different characters point of view within the story
- To identify and discuss viewpoints within a text
- To identify how language, structure and presentation contribute to meaning – e.g. how a text looks, the type of language an author uses (negative, lots of verbs to create a busy scene etc)
- To recognise that authors use language in different ways to create effect (simile, metaphor, alliteration) and make a simple comment on how this effects the reader
- To draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with specific contextual evidence
- To predict what might happen from details stated and implied
- To summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas

- To participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas
- To with assistance 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
- To provide reasoned justifications for their views by making general reference to the text
- To summarise and present a familiar story in their own words
- To begin to use technical language to describe language used (e.g. simile, metaphor)
- To choose to read for pleasure
- To read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- To read silently, and then discuss what they have read
- To read books that are structured in different ways and read for a range of purposes
- To read 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 and comments on and identifies similarities and differences between text types (e.g. different

	<ul style="list-style-type: none"> <li>• To begins to ask questions to develop understanding of texts independently</li> <li>• To retrieve, record and present information from non- fiction from a range of sources including the internet</li> <li>• To use contents pages and indexes to locate information</li> <li>• To distinguish between statements of fact and opinion</li> <li>• To identify the main purpose of the text</li> </ul>	<p>cultures, narrative, traditional tales etc.).</p> <ul style="list-style-type: none"> <li>• To learn a range of poetry by heart, reading them with expression and understanding</li> <li>• To recommend books that they have read to their peers, giving reasons for their choices</li> </ul>
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**Vocabulary**

**Root words – prefixes – suffixes – pronounce – fluency – themes – comparisons – viewpoint – language – structure – presentation – inferences – simile – alliteration – onomatopoeia – inferences – summarise – predict – retrieve – record – purpose – pleasure**

<b>Reading</b>		
<b>Weaving knowledge, skills and understanding together in the English Curriculum</b>		
<b>Year 6</b>		
<b>Word Reading</b>	<b>Comprehension</b>	<b>Attitudes</b>
<ul style="list-style-type: none"> <li>• To apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology), both to read aloud and to understand the meaning of new words they meet</li> <li>• To read most words effortlessly.</li> <li>• To work out how to pronounce unfamiliar written words with increasing automaticity</li> </ul>	<ul style="list-style-type: none"> <li>• To identify and discuss themes and conventions in a wide range of texts</li> <li>• To make comparisons within and across two or three books with some explanation</li> <li>• To consider different accounts of the same event, using inference from across the text</li> <li>• To identify and discuss viewpoints across texts</li> </ul>	<ul style="list-style-type: none"> <li>• To participate in discussions about books that are read to them and those they can read for themselves, building on their own and others’ ideas and challenging views courteously</li> <li>• To explain and discuss their understanding of what they have read, including through formal presentations and debates,</li> </ul>

- To read aloud, with confidence, pace, fluency and expression, using punctuation and representing the author's intent

- To identify how language, structure and presentation contribute to meaning
- To evaluate how authors use language including figurative language, (simile, metaphor, alliteration) considering the impact on the reader
- To draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence from across the text
- To predict what might happen from details stated and implied
- To summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas, and incorporating quotes
- To identify the conventions of different types of texts, such as first person in diaries and autobiographies
- To retrieve, record, synthesise and present information from non-fiction from a range of sources including the internet
- To use contents pages and indexes to locate information
- To distinguish between statements of fact and opinion
- To begin to develop an understanding of how the context in which texts were written can influence content and meaning (e.g. war reports)

- maintaining a focus on the topic and using notes where necessary
- To provide reasoned justifications for their views
- To ask questions to improve their understanding
- To summarise and present a familiar story in their own words
- To discuss and evaluate how authors use language, including figurative language, using appropriate terminology (e.g. imagery, style, effect, analogy) to describe language use and its overall impact and effect for the reader
- To choose to read for pleasure
- To read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- To read silently, and then discuss what they have read
- To read books that are structured in different ways and read for a range of purposes
- To read 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 and comments on and identifies similarities and differences between text types (e.g. different cultures, narrative, traditional tales etc.).
- To prepare poems and plays to read aloud and to perform (including by

		<p>heart), showing understanding through intonation, tone and volume so that the meaning is clear to an audience</p> <ul style="list-style-type: none"> <li>• To recommend books that they have read to their peers, giving reasons for their choices</li> </ul>
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**Vocabulary**

Root words – prefixes – suffixes – pace – fluency – expression – themes – conventions – comparisons – viewpoints – structures – inferences – predict – evaluate – retrieve – inferences – synthesise – context – recommend – similarities – differences – figurative language

**Writing**

**Weaving knowledge, skills and understanding together in the English Curriculum**

**EYFS**

Composition	Vocabulary, Grammar and Punctuation	Spelling	Handwriting
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<ul style="list-style-type: none"> <li>• To learn to write a greeting in a card</li> <li>• To learn to write sentences which can be read by themselves and others (without punctuation)</li> <li>• To learn to space words accurately</li> <li>• To learn to write some irregular (tricky) common words</li> </ul>	<ul style="list-style-type: none"> <li>• To learn all set 1 and set 2 phonemes by end of Reception</li> <li>• To learn to hold a ditty before writing it</li> </ul>	<ul style="list-style-type: none"> <li>• To learn to use their set 1 and set 2 phonic knowledge to write words in ways which match their spoken sounds – some being spelt correctly and others being phonetically plausible</li> </ul>	<ul style="list-style-type: none"> <li>• To learn to form recognisable letters, many of which are formed correctly</li> <li>• To learn to form recognisable letters, many of which are formed correctly</li> <li>• To learn to sew a running stitch following a straight line</li> </ul>
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<ul style="list-style-type: none"> <li>To learn to write a short story including at least three sentences</li> </ul>			<ul style="list-style-type: none"> <li>To learn to use clay tools to sculpt and add fine detail to clay</li> <li>To learn to use a tripod grip to write with a pencil with control</li> <li>To learn to sit on a chair with a straight back and feet on the floor</li> </ul>
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Writing			
Weaving knowledge, skills and understanding together in the English Curriculum			
Year 1			
Composition	Vocabulary, Grammar and Punctuation	Spelling	Handwriting
<ul style="list-style-type: none"> <li>To sequence sentences to form short narratives</li> <li>To re-read what they have written to check that it makes sense</li> <li>To say out loud what they are going to write about</li> <li>To compose a sentence orally before writing it</li> <li>To discuss what they have written with the teacher or other pupils</li> <li>To read aloud their writing clearly enough to be heard by their peers and the teacher</li> </ul>	<ul style="list-style-type: none"> <li>To show some awareness of capital letters, full stops, question marks and exclamation marks to demarcate sentences</li> <li>To understand how words can combine to make sentences</li> <li>To separate words with spaces</li> <li>To join words and clauses using 'and'</li> <li>To use capital letters for names</li> </ul>	<ul style="list-style-type: none"> <li>To write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far</li> <li>To name the letters of the alphabet in order</li> <li>To spell words containing each of the 40+ phonemes already taught</li> <li>To spell the days of the week</li> <li>To spell common exception words</li> </ul>	<ul style="list-style-type: none"> <li>To form lower-case letters in the correct direction, starting and finishing in the right place</li> <li>To form capital letters</li> <li>To form digits 0-9</li> <li>To sit correctly at a table, holding a pencil comfortably and correctly</li> <li>To understand which letters belong to which handwriting 'families' (i.e. letters that are formed in</li> </ul>

	<p>and for the personal pronoun 'I'</p> <ul style="list-style-type: none"> <li>• To show understanding of regular plural noun suffixes –s or –es (e.g. dog, dogs; wish, wishes), including the effects of these suffixes on the meaning of the noun</li> <li>• To show understanding of how the prefix un– changes the meaning of verbs and adjectives (negation, for example, unkind, or undoing: untie the boat)</li> <li>• To show understanding of suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper)</li> </ul>	<ul style="list-style-type: none"> <li>• To use letter names to distinguish between alternative spellings of the same sound</li> <li>• To understand that words are divided into 'beats' or syllables</li> <li>• To use the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs</li> <li>• To distinguish between homophones and near-homophones</li> <li>• To use –ing, –ed, –er and –est where no change is needed in the spelling of root words (e.g., helping, helped, helper, eating, quicker, quickest).</li> <li>• To use the prefix un–</li> </ul>	<p>similar ways) and practises these</p>
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Composition	Vocabulary, Grammar and Punctuation	Spelling	Handwriting
<ul style="list-style-type: none"> <li>• To plan or says out loud what they are going to write about</li> <li>• To develop positive attitudes towards, and stamina for, writing, by writing for different purposes</li> <li>• To proof-read to check for errors in spelling, grammar and punctuation</li> <li>• To encapsulate what they want to say, sentence by sentence</li> <li>• To write down ideas and/or key words, including new vocabulary</li> <li>• To make simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher and other pupils</li> <li>• To re-read 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>• To read aloud what they have written with appropriate intonation to make the meaning clear</li> </ul>	<ul style="list-style-type: none"> <li>• To correctly and consistently use present tense and past tense throughout writing</li> <li>• To accurately use of capital letters, full stops, question marks and exclamation marks to demarcate sentences</li> <li>• To have some use of the suffixes –er, –est in adjectives</li> <li>• To use suffix –ly to turn adjectives into adverbs</li> <li>• To use subordination (using when, if, that, because) and co-ordination (using or, and, but)</li> <li>• To use commas to separate items in a list</li> <li>• To use the progressive form of verbs in the present and past tense to mark actions in progress (e.g. she is drumming, he was shouting)</li> <li>• To show understanding of formation of nouns, using suffixes such as –ness, –er and by</li> </ul>	<ul style="list-style-type: none"> <li>• To spell by segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly</li> <li>• To learn new ways of spelling phonemes for which 1 or more spellings are already known, and learn some words with each spelling, including a few common homophones</li> <li>• To write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far</li> <li>• To learn to spell more words with contracted forms</li> <li>• To spell by learning the possessive</li> </ul>	<ul style="list-style-type: none"> <li>• To write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters</li> <li>• To use spacing between words that reflects the size of the letters</li> <li>• To form lower-case letters of the correct size relative to one another</li> <li>• To start using some of the diagonal and horizontal strokes needed to join letters and understands which letters, when adjacent to one another, are best left unjoined</li> </ul>

	<p>compounding (e.g. whiteboard, superman)</p> <ul style="list-style-type: none"> <li>• To show understanding of formation of adjectives using suffixes such as –ful, –less</li> <li>• To use expanded noun phrases for description and specification (e.g. the blue butterfly, plain flour, the man in the moon)</li> <li>• To show understanding of the grammatical patterns in a sentence, indicating its function as a statement, question, exclamation or command</li> <li>• To use apostrophes to mark where letters are missing in spelling</li> <li>• To use apostrophes to mark singular possession in nouns (e.g. the girl’s name)</li> <li>•</li> </ul>	<p>apostrophe (singular)</p> <ul style="list-style-type: none"> <li>• To add suffixes to spell longer words including –ment, –ness, –ful, –less, –ly</li> </ul>	
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<b>Writing</b>			
<b>Weaving knowledge, skills and understanding together in the English Curriculum</b>			
<b>Year 3</b>			
<b>Composition</b>	<b>Vocabulary, Grammar and Punctuation</b>	<b>Spelling</b>	<b>Handwriting</b>

<ul style="list-style-type: none"> <li>• To make some attempt to define paragraphs by organising ideas with related points placed next to each other – e.g. one sentence paragraphs or ideas loosely organised</li> <li>• To use non-narrative material with simple organisational devices – eg headings and sub headings</li> <li>• To proof read for spelling and punctuation errors</li> <li>• To discuss writing similar to that which they are planning to write and understands and learns from its structure, vocabulary and grammar</li> <li>• To discuss and records ideas</li> <li>• To compose and rehearses sentences orally (including dialogue) progressively building a varied and rich vocabulary and an increasing range of sentence structure.</li> <li>• To create narrative settings, characters and plot, with some attempt to elaborate on basic information or events - e.g. nouns expanded by simple adjectives etc.</li> <li>• To assess the effectiveness of their own</li> </ul>	<ul style="list-style-type: none"> <li>• To begin to use inverted commas to punctuate direct speech</li> <li>• To attempt to use paragraphs as a way to group related materials</li> <li>• To msake some use of the present perfect form of verbs instead of the simple past – eg “He has gone out to play”. In contrast with “He went out to play”</li> <li>• To express time, place and cause using conjunctions. E.g. when, before, after, while, because. KPI</li> <li>• To use the forms “a” or “an” according to whether the next word begins with a consonant or vowel. E.g. a rock, an open box</li> <li>• To show an awareness of headings and sub headings to aid presentation</li> <li>• To express time, place and cause using adverbs. E.g.</li> </ul>	<ul style="list-style-type: none"> <li>• To use prefixes and suffixes to understand how to add them</li> <li>• To spell further homophones</li> <li>• To identify commonly misspelt words and attempts to correct them</li> <li>• To understand how to place the apostrophe in words with regular plurals eg girls’ boys’</li> <li>• To use the first two or three letters in a word to check its spelling in a dictionary</li> <li>• To write from memory simple sentences, dictated from the teacher, that include words and punctuation taught so far</li> </ul>	<ul style="list-style-type: none"> <li>• To use diagonal and horizontal strokes that are needed to join letters and understands which letters, when adjacent to one another are best left un-joined</li> <li>• To increase the legibility, consistency and quality of their handwriting e.g. by ensuring that the downward letters are parallel and equidistant</li> <li>• To increase the legibility, consistency, and quality of their handwriting – egg by ensuring that lines of writing are spaced sufficiently so that ascenders and descenders of letters do not touch</li> </ul>
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<p>and others' writing and suggests improvements</p> <ul style="list-style-type: none"> <li>• To propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</li> <li>• To read aloud their own writing, to a group or the whole class using appropriate intonation and controls the tone of voice so that the meaning is made clear</li> </ul>	<p>then, next, soon, therefore</p> <ul style="list-style-type: none"> <li>• To express time, place and cause using prepositions e.g. during, after, in, because of</li> <li>• To show understanding of the formation of nouns, using a range of prefixes e.g. super, anti, auto</li> </ul> <p>To show knowledge of word families based on common words, showing how words are related in form and meaning, e.g. solve, solution, solver, dissolve, insoluble</p>		
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Writing			
Weaving knowledge, skills and understanding together in the English Curriculum			
Year 4			
Composition	Vocabulary, Grammar and Punctuation	Spelling	Handwriting
<ul style="list-style-type: none"> <li>• To organise paragraphs around a theme: paragraphs/ sections help to organise content</li> <li>• To create narratives with settings, characters and plot, with some ideas and material developed in detail (e.g. descriptions elaborated by</li> </ul>	<ul style="list-style-type: none"> <li>• To use inverted commas and other punctuation to indicate direct speech (e.g. a comma after the reporting clause; end punctuation within inverted commas:</li> </ul>	<ul style="list-style-type: none"> <li>• To write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far</li> <li>• To use further prefixes and suffixes</li> </ul>	<ul style="list-style-type: none"> <li>• To use the diagonal and horizontal strokes that are needed to join letters and understands which letters, when adjacent to one</li> </ul>

<p>adverbial and expanded noun phrases)</p> <ul style="list-style-type: none"> <li>• To proof-read for errors in spelling and punctuation</li> <li>• To discuss writing similar to that which they are planning to write and understands and learns from its structure, vocabulary and grammar</li> <li>• To discuss and records ideas</li> <li>• To compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary, and an increasing range of sentence structures</li> <li>• To assess the effectiveness of their own and others' writing and suggests improvements</li> <li>• To propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</li> <li>• To proof-read for errors in spelling and punctuation</li> </ul> <p>To read aloud their own writing, to a group or the whole class, using appropriate intonation and controls the tone and volume, so that the meaning is clear</p>	<p>The conductor shouted, "Sit down!").</p> <ul style="list-style-type: none"> <li>• To use paragraphs to organise ideas around a theme</li> <li>• To make appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition</li> <li>• To use fronted adverbials (e.g. 'Later that day, I heard the bad news')</li> <li>• To use appropriate standard English forms for verb inflections instead of local spoken forms (e.g. 'we were' instead of 'we was', or 'I did' instead of 'I done')</li> <li>• To use expanded noun phrases, by adding modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths</li> </ul>	<p>and understands how to add them</p> <ul style="list-style-type: none"> <li>• To spell further homophones</li> <li>• To identify commonly misspelt words and corrects them</li> <li>• To understand how to place the apostrophe in words with regular plurals (e.g. girls', boys') and in words with irregular plurals (e.g. children's)</li> </ul> <p>To use the first two or three letters of a word to check its spelling in a dictionary</p>	<p>another, are best left enjoined.</p> <ul style="list-style-type: none"> <li>• To increase the legibility, consistency and quality of their handwriting, e.g. by ensuring that the down strokes of letters are parallel and equidistant</li> </ul> <p>To increase the legibility, consistency and quality of their handwriting, e.g. by ensuring that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch</p>
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	<p>teacher with curly hair).</p> <ul style="list-style-type: none"> <li>To understand the grammatical difference between plural and possessive –s</li> <li>To use commas after fronted adverbials</li> </ul> <p>To correctly use apostrophes to mark plural possession (e.g. the girl's name, the girls' names).</p>		
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Writing			
Weaving knowledge, skills and understanding together in the English Curriculum			
Year 5			
Composition	Vocabulary, Grammar and Punctuation	Spelling	Handwriting
<ul style="list-style-type: none"> <li>To identify the audience for and purpose of the writing. Selects the appropriate form and uses other similar writing as a model for their own writing</li> <li>To describe settings, characters and atmosphere and integrates dialogue to convey character and advance the action</li> <li>To use further organisational and presentational devices to structure text and to guide</li> </ul>	<ul style="list-style-type: none"> <li>To use commas to clarify meaning or avoid ambiguity</li> <li>To use a range of devices to build cohesion within a paragraph (e.g. then, after that, this, firstly)</li> <li>To indicate degrees of possibility using adverbs (e.g. perhaps, surely) or modal verbs (e.g.</li> </ul>	<ul style="list-style-type: none"> <li>To use further prefixes and suffixes and understands the guidelines for adding them</li> <li>To spell some words with 'silent' letters</li> <li>To continue to distinguish between homophones and other words which are often confused</li> <li>To use knowledge of</li> </ul>	<ul style="list-style-type: none"> <li>To write legibly, fluently and with increasing speed by choosing which shape of a letter to use when given choices</li> <li>To decide, as part of their personal style, whether or not to join specific letters</li> <li>To be clear about what standard of handwriting is</li> </ul>

<p>the reader (e.g. headings, bullet points, underlining)</p> <ul style="list-style-type: none"> <li>• To ensure the consistent and correct use of tense throughout a piece of writing</li> <li>• To proof-read for errors in spelling and punctuation</li> <li>• To make notes and develops initial ideas, drawing on reading and research where necessary</li> <li>• To develop characters and settings for a narrative, the pupil considers what has been learned from their experience of reading, listening to and watching the work of real authors</li> <li>• To select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. A reasonably wide vocabulary is often chosen for effect</li> <li>• To attempt to précis longer passages</li> <li>• To use a wide range of devices to build cohesion within and across paragraphs</li> <li>• To assess the effectiveness of their own, and others' writing</li> <li>• To propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> </ul>	<p>might, should, will, must</p> <ul style="list-style-type: none"> <li>• To understand how to convert nouns or adjectives into verbs using suffixes (e.g. -ate; -ise; -ify)</li> <li>• To use brackets, dashes or commas to indicate parenthesis</li> <li>• To use a range of linking ideas across paragraphs: adverbials of time (e.g. later), place (e.g. nearby) and number (e.g. secondly) or tense choices (e.g. he had seen her before)</li> <li>• To use relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun</li> </ul> <p>To have knowledge of verb prefixes (e.g. dis-, de-, mis-, over- and re</p>	<p>morphology and etymology in spelling and understands that the spellings of some words need to be learnt specifically</p> <ul style="list-style-type: none"> <li>• To use dictionaries to check the spelling and meaning of words</li> <li>• To use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary</li> <li>• To use a thesaurus</li> </ul>	<p>appropriate for a particular task (e.g. quick notes or a final handwritten version)</p> <p>To choose the writing implement that is best suited for a task (e.g. quick notes, letters).</p>
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<ul style="list-style-type: none"> <li>To ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing, and choosing the appropriate register</li> </ul>			
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Writing			
Weaving knowledge, skills and understanding together in the English Curriculum			
Year 6			
Composition	Vocabulary, Grammar and Punctuation	Spelling	Handwriting
<ul style="list-style-type: none"> <li>To identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</li> <li>To use imaginative descriptions of settings, convincing characterisation and a range of stylistic devices to develop atmosphere</li> <li>To use further organisational and presentational devices to structure text and to guide</li> </ul>	<ul style="list-style-type: none"> <li>To use the colon to introduce a list and uses semi-colons within lists</li> <li>To punctuate bullet points when listing information</li> <li>To use the layout of devices (e.g. headings, sub-headings, columns, bullets, or tables, to structure text</li> <li>To use the passive voice to affect the presentation of</li> </ul>	<ul style="list-style-type: none"> <li>To use dictionaries to check the spelling and meaning of words</li> <li>To use further prefixes and suffixes and understands the guidelines for adding them</li> <li>To spell some words with 'silent' letters</li> <li>To continue to distinguish between homophones and other words which are often confused</li> </ul>	<ul style="list-style-type: none"> <li>To write legibly, fluently and with increasing speed by choosing which shape of a letter to use when given choices</li> <li>To know when to join specific letters</li> <li>To be clear about what standard of handwriting is appropriate for a particular task (e.g. quick notes or a final handwritten version)</li> </ul>

<p>the reader (e.g. headings, bullet points, underlining).</p> <ul style="list-style-type: none"> <li>• To ensure the consistent and correct use of tense throughout a piece of writing</li> <li>• To proof-read effectively for spelling and punctuation errors</li> <li>• To make notes and develops initial ideas, drawing on reading and research where necessary</li> <li>• To develop characters and settings for a narrative, the pupil considers, and makes use of, what has been learned from their experience of reading, listening to and watching the work of real authors</li> <li>• To select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. Uses an ambitious vocabulary, generally appropriate to purpose and audience</li> <li>• To integrate dialogue to convey character and advance the action</li> <li>• To shape and précis longer passages to adapt material appropriately for selected form</li> <li>• To use a wide range of devices to build cohesion</li> </ul>	<p>information in a sentence (e.g. 'I had broken the window in the greenhouse' versus 'The window in the greenhouse had been broken')</p> <ul style="list-style-type: none"> <li>• To recognise and use the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (e.g. find out/discover; ask for/ request; go in/enter)</li> <li>• To use the colon to introduce a list and uses semi-colons within lists</li> <li>• To show knowledge of how hyphens can be used to avoid ambiguity (e.g. 'man eating shark' versus 'man-eating shark', or 'recover' versus 're-cover')</li> <li>• To use linking ideas across paragraphs using a wider range of cohesive devices:</li> </ul>	<ul style="list-style-type: none"> <li>• To use knowledge of morphology and etymology in spelling and understands that the spellings of some words need to be learnt</li> <li>• To use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary</li> <li>• To use a thesaurus</li> </ul>	<p>To choose the writing implement that is best suited for a task (e.g. quick notes, letters)</p>
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<p>within and across paragraphs.</p> <ul style="list-style-type: none"><li>• To use paragraphs and cohesive devices contribute to emphasis and effect, (e.g. adverbials as sentence starters).</li><li>• To assess the effectiveness of their own and others' writing</li><li>• To propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li><li>• To ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing, and choosing the appropriate register</li></ul>	<p>repetition of a word or phrase, grammatical connections (e.g. the use of adverbials such as: 'on the other hand', 'in contrast', or 'as a consequence') and ellipsis</p> <ul style="list-style-type: none"><li>• To use a wide range of clause structures, varying their position within the sentence</li><li>• To show knowledge of how words are related by meaning as synonyms and antonyms (e.g. big, large, little)</li></ul>		
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## Monitoring and Evaluation

In all subjects at St Philip's CE Primary Academy, the teaching and learning will be monitored and evaluated by both individual Subject Leaders and members of the Senior Leadership Team.

As a Subject Leader, the following activities will be undertaken and used to inform understanding of the subject. Evidence and information from these activities will then be used to inform each subject Plan of Action and the CPD needs of all staff and individuals.

<b>AUTUMN 1</b>  <b>Audit Subject</b>  <b>Create Action Plan</b>  <b>Pupil Surveys</b>	<b>SPRING 1</b>  <b>Lesson Observations</b>  <b>Website Update and Review</b>  <b>Assessment Analysis</b>  <b>Review Action Plans</b>	<b>SUMMER 1</b>  <b>Planning Scrutiny</b>  <b>Book/Work Scrutiny</b>  <b>Website Update and Review</b>
<b>AUTUMN 2</b>  <b>Planning Scrutiny</b>  <b>Book/Work Scrutiny</b>  <b>Triangulation of M&amp;E</b>  <b>Identify CPD Requirements</b>	<b>SPRING 2</b>  <b>Target CPD Requirements</b>  <b>Review Action Plan</b>	<b>SUMMER 2</b>  <b>Pupil Surveys</b>  <b>Triangulation of M&amp;E</b>  <b>Review Action Plan</b>

In supporting individuals, it is expected that Subject Leaders will follow the programme of support below to give all staff the opportunity to gain the knowledge and understanding to deliver the curriculum to the best of their ability:

- Ensure the member of staff has a good understanding of the subject and units to be delivered, using the subject documentation, Medium Term Plans, individual lesson plans and Knowledge Organisers.
- CPD given to individuals through video tutorials, one-to-one support in planning and preparing etc.
- Modelling expectations through demonstration lessons in own or colleague's class.
- Further coaching and discussion of how to implement strategies or modify lessons for the needs of pupils etc.