



Statement of Intent

‘After nourishment, shelter and companionship, stories are the thing we need most in the world.’

Phillip Pullman

Intent of English Learning at Wantage CE Primary School

By the end of Year 6 at Wantage CE School, we aspire to develop pupils who:

- are effective, competent communicators and good listeners allowing pupils to **flourish** in the wider world
- can express opinions, articulate feelings and formulate responses to a range of texts both fiction and non-fiction using appropriate technical vocabulary
- have fostered an interest in words and their meanings, and to develop a growing vocabulary in both spoken and written form
- **enjoy** and engage with and understand a range of text types and genres
- can write in a variety of styles and forms showing awareness of audience and purpose
- have developed powers of imagination, inventiveness and critical awareness in all areas of English, **inspiring** others with their views
- can use grammar and punctuation accurately
- understand spelling conventions
- produce effective, well-presented written work
- understand the pleasure that reading and writing can create



Implementation

Speaking and Listening

We value the need to be able to 'talk it' before one can 'write it'. To support this, we have adopted the *Talk for Writing* approach for teaching English. In accordance to this method, children have opportunities to engage in imitation activities, so that they can internalise speaking patterns (sentence construction within the text) and use those structures to then go on and write independently. We believe that this approach not only improves speaking and listening, but also significantly broadens pupils' spoken and ultimately written vocabulary. In addition, we provide opportunities for children to develop speaking and listening in a broader sense, including: school council elections, mini-speaks competitions, performing poetry and year group productions (which are performed to parents).

Early Reading Skills

We provide systematic phonics teaching to enable our children to become successful readers and writers. We have adopted the Read, Write, Inc. Phonics programme to support consistency and progression in the teaching of early reading. This programme is designed for pupils in Year R to Year 2 but can be used to rapidly catch-up reading for older pupils, through the Fresh Start programme. Although Phonics is the main way in which early reading is taught, we nurture a love of reading and books through RWINc and English lessons, using high quality reading texts to allow pupils to fully engage in reading for pleasure. Furthermore, we carefully develop recall and comprehension skills, using tailored 'find it' and 'prove it' questions.

Later Reading Skills

As readers become more fluent, we move towards embedding and deepening reading skills through a whole class text, in guided reading sessions. This is where pupils read whole books, looking in-depth at: characters, setting, inference, deduction and prediction. This approach nurtures a broadening of vocabulary and understanding the writers' craft in much more detail. In turn, this feeds into pupil writing skills, reflecting on how authors write. To further foster a love of reading, we have adopted the Accelerated Reader Programme for Years 3-6. Regular reading assessments provide pupils with a ZPD range (Zone of Proximal Development), from which they choose their reading books. This means pupils have access to books which allow reading success whilst simultaneously, providing the right level of challenge to support reading progression.

Writing

We recognise that writing draws on a wide range of skills, including: spelling, handwriting, composition and impact. We believe that 'good readers become good writers'. To this aim, we acknowledge that there is a close link between reading a wide range of high-quality books and the impact that this can have on the ability to write well. We maximise on this through the *Talk for Writing* approach; enabling children to imitate the key language they need for a genre before they try to write within that genre. Through fun activities pupils rehearse the 'tune' of the language they need, participate in shared writing and then go on to write in the same style. This builds on 3 key stages: Imitation, Innovation and Invent (Independent application).

English Curriculum Overview

(Reviewed Jan 2023)



Handwriting

We believe fluent handwriting is an essential skill required by all children. Cursive handwriting is taught from the start of school and is continued throughout, to Year 6. We believe that high expectations in handwriting not only raises standards in presentation, but also develops confidence, enabling the pupil to focus on the composition of what they are writing as opposed to the transcription skill.

This is the order in which letter formation is taught:

i, m, n, r, u, v, w
b, f*, h, k, l, t, (ascenders)
g, j, p, y, q, z* (descenders)
e, x

Spelling and Grammar

Spelling is a crucial part of the writing process. We teach spelling and grammar discreetly, and as part of English lessons. We use the RWINc spelling programme to support the knowledge and understanding of spelling rules and the etymology of words.

Enhancements

In addition to the above, we nurture a love for reading through a having a designated reading time each day (DEAR-Drop Everything and Read time). During DEAR time, children discuss their reading with their class teachers and their peers, as well as having the opportunity to read daily a book appropriate to their reading ability. To give wider opportunities for writing, we encourage pupils to enter competitions, such as Radio 2's 500 word and the Wantage Literacy Festival competitions. The later of which we have had pupils winning prizes for poetry writing and descriptive writing.

Assessment

Ongoing formative assessment is used to gauge understanding throughout the teaching process. This is then recorded using the EYEs tracking sheets for Reading and Writing. In Years 2 and 6, we use the End of Key Stage Assessment frameworks. Further tracking of pupils takes place 6 times per year, and we record pupils as fitting the following criteria at these assessment points: B=Working well below the age-related expectations; WTS= Working towards the age-related expectations; ARE= Working at age-related expectations and GD= working at greater depth (above the age-related expectations).

Impact

Reading:

- ❖ FS: Current approach is supporting the acquisition of reading skills required to meet GLD, contributing to an upward trend in FS outcomes. Children leave FS with a secure understanding of Phase 3+ sounds and can use these reading skills across the curriculum. (FS Data: 64% GLD 2016, 72% GLD 2017, 70 % GLD 2018 and 77% GLD 2019)
- ❖ KS1: Current approach is supporting providing excellent outcomes for pupils in terms of phonological awareness. They can apply these reading skills to matched books and in reading for the wider curriculum. The Phonics Screening outcomes show an upward trend in outcomes for pupils, as follow: 64% PS 2016, 87% PS 2017, 88 % PS 2018 and 88% PS 2019. Similarly, the systematic approach undertaken-to create rapidly fluent readers-has also developed readers who are able to comprehend and understand texts. This is shown in the outcomes for KS1 pupils in Reading: 64% KS1 Reading 2017, 75% KS1 Reading 2018 and 78% KS1 Reading 2019
- ❖ KS2: Our current approach (which supported the raising of standards in previous years-75% KS2 Reading 2017 & 86% KS2 Reading 2018) has need adapted after a dip in the 2019 outcomes.

English Curriculum Overview

(Reviewed Jan 2023)



Writing:

- ❖ FS: Our current approach is supporting the acquisition of grapheme/phoneme correspondence skills required to meet GLD, contributing to an upward trend in FS outcomes. Children leave FS with a secure understanding of differing purposes for writing. (64% GLD 2016, 72% GLD 2017, 70 % GLD 2018 and 77% GLD 2019)
- ❖ KS1: Pupil outcomes have risen in writing with the combined emphasis on transcription skills (through RWINc) and the creative approach through T4W. Pupil confidence in writing for a sustained period, for specific purposes has increased, evident in books. Pupil outcome show an upward trend-47% KS1 Writing 2017, 70% KS1 Writing 2018 and 76% KS1 Writing 2019
- ❖ KS2: Outcomes for children have improved, with an increase in GD writing too (noted in OFSTED June 2019). Our T4W Writing approach is an embedded, whole school strategy, which has developed writing for a range of purposes. **76% KS2 Writing 2016**, 80% KS2 Writing 2017, 81% KS2 Writing 2018, 81% KS2 Writing 2019 (21% KS2 GD Writing 2019) NB: Externally moderated by OCC 2019

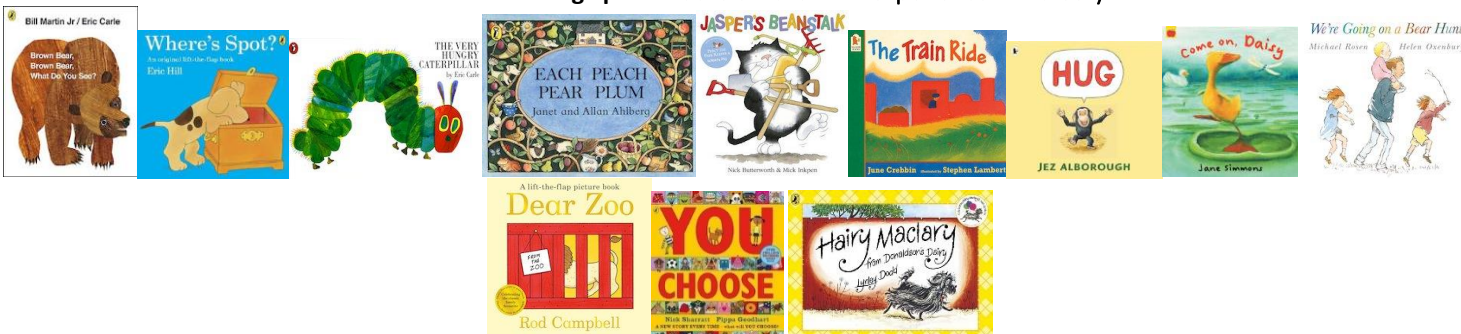
English as a whole- Ofsted 2019

'(We) ..ensure that pupils' progress is tracked carefully. You (SLT) use this information to identify pupils who may require interventions in order to make the progress that they should, or to provide additional challenge....The most able pupils make strong progress from their starting points in writing. Younger pupils apply their knowledge and understanding of punctuation and phonics with increasing accuracy in their written work. Over time pupils begin to use increasingly sophisticated vocabulary and a greater variety of sentence structures to make their writing lively and interesting. Pupils develop a neatly, joined style of handwriting.'

English Curriculum Overview

(Reviewed Jan 2023)






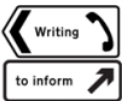



Year Group						
Nursery	Pie Corbet Reading Spine: Books children will experience in Nursery 					
	Reading	Term 1 Phase 1 Phonics Listening Walks and distinguishing sounds. Early Phonics Bible story focus: : The Sower (My First Bible Stories)	Term 2 Phase 1 Phonics Make rhythms and patterns Key story: 'Peace at Last' Early Phonics: Party. Focus on name recognition. Bible story focus: The Nativity The Great Feast (My First Bible Stories)	Term 3 Phase 1 Phonics Model and learn about the features of "good listening". Listen to various "weather sounds" Focus on oral blending / segmenting of simple words. Encourage each child to recall the initial sound of their name. Early Phonics: 'Wild Animals' Bible story focus: Noah's Ark	Term 4 Phase 1 Phonics Phonics: 'On the Road' Focus on hearing and saying initial sounds. Bible story focus: The Prodigal Son (My First Bible Stories)	Term 5 Phase 1 Phonics Phase 2 for some children (RWINC Set 1 Single Letter Sounds) Focus on rhyming games Key authors: Jez Alborough / Julia Donaldson Early Phonics: On the Farm Focus on print in the environment. Bible story focus: The Two Houses (My First Bible Stories)
	C&L	Develop language skills through practical play e.g. role play – Supermarket, Café, Market Stall Focus on distinguishing sounds through listening games such as sound lotto. Model and learn about the features of "good listening"	Talk about experiences of celebrations. (Bring in pictures from home.) Develop language skills through practical play. Role play: party / post office Focus on understanding prepositions.	Talk about experiences of weather. (Bring in pictures from home.) Develop language skills through practical play. Role Play: clothes shop.	Develop language skills through practical play. Role play: Library. Encourage children to make up their own stories. (Use prop bag). Scribe. Talk about favourite stories. Focus on understanding use of objects.	Develop language skills through practical play. Role play: Castle / Garden Centre. Focus on Rhythm and Rhyme, including the sound of instruments. Use rhymes as a focus for developing understanding of prepositions and position vocabulary.
		Term 6 Phase 1 Phonics Phonics: 'Seaside' Phase 2 for some children RWINC Set 1 Single Letter Sounds) Practise 'sounding out' simple words and match sounds to graphemes. Continue to model RWI 'patter' . Bible story focus: The Lost Sheep (My First Bible Stories)				

English Curriculum Overview

(Reviewed Jan 2023)


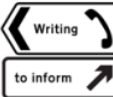


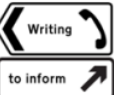
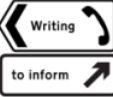



						Follow instructions for planting seeds.	Focus on possession vocab.
	Writing	<p>T4W: Rosie's Walk Share traditional tales/stories Home ORT 'Talkabout Pictures': Supermarket</p>  <p>Ascribe meaning to marks by looking at local signs and notices.</p>	<p>ORT 'Talkabout' pictures: Birthday / Bathtime T4W: Nativity story Focus on voice and body sounds.</p>  <p>Writing to support role play activities.</p>	<p>ORT 'Talkabout' pictures: Learning New Skills T4W: "Noah's Ark" Focus on oral blending / segmenting of simple words.</p>  <p>Writing to support role play activities. Mark-making using large and small movements</p>	<p>T4W: Chinese New Year story Early Focus on stories from other cultures: story of Chinese New Year, 'Rainbow Bird', 'Mama Panya's Pancakes' ORT 'Talkabout Pictures': 'The Old Shed' / 'The Robin's Nest. Make books.</p>  <p>Retell own stories to write</p>	<p>T4W: Three Little Pigs ORT 'Talkabout' pictures: 'Wilf and Wilma'. Focus on rhyming games, stories and books.</p>  <p>Focus on name and label writing. Introduce RWI 'patter'.</p>	<p>T4W: Bear Hunt ORT 'Talkabout' pictures: 'Nadim's Birthday Treat' / 'Bird's-eye View'. Focus on non-fiction books.</p>  <p>Write for a purpose: tickets, passports, maps postcards etc.</p>
Foundation	<p>Pie Corbet Reading Spine: Books children will experience in FS</p> 						
	Reading	<p>Term 1</p> <p>Phonics (Phase 1-3: RWIN Set 1 Sounds) Rhyming story – 3 little pigs.</p> <p>(30-50 months)</p>	<p>Term 2</p> <p>Phonics (Phase 1-3: RWIN Set 1 Sounds) Learning a story (Imitate)</p> <p>(40-60 Months)</p>	<p>Term 3</p> <p>Phonics (Phase 1-3: RWIN Set 1 Sounds) Learning a story (Imitate)</p> <p>(40-60 Months)</p>	<p>Term 4</p> <p>Phonics (Phase 1-3: RWIN Set 1 Sounds) Learning a story (Imitate)</p> <p>(40-60 Months)</p>	<p>Term 5</p> <p>Phonics (Phase 1-3: RWIN Set 1 Sounds) Learning a story (Imitate)</p> <p>(GLD)</p>	<p>Term 6</p> <p>Phonics (Phase 1-3: RWIN Set 1 Sounds) Learning a story (Imitate)</p> <p>(GLD)</p>

English Curriculum Overview

(Reviewed Jan 2023)

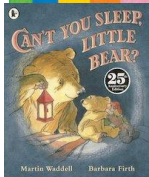
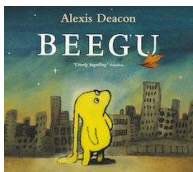
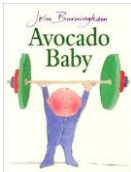
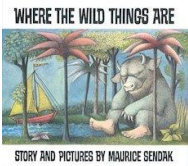
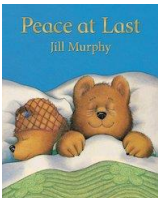
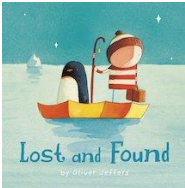
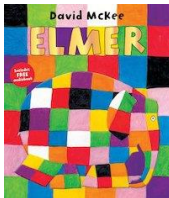
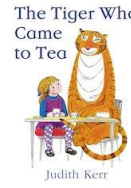
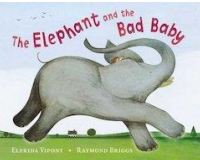
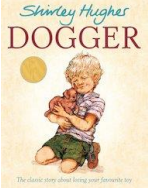
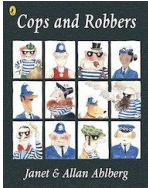


		To enjoy rhyming and rhythmic activities. To show an awareness of rhyme and alliteration. To recognise rhythm in spoken words.	To continue a rhyming string. To hear and say the initial sound in words. To segment the sounds in simple words and blend them together and know which letter represents some of them. To link sounds to letters, naming and sounding the letters of the alphabet.	To continue a rhyming string. To hear and say the initial sound in words. To segment the sounds in simple words and blend them together and know which letter represents some of them. To link sounds to letters, naming and sounding the letters of the alphabet.	To continue a rhyming string. To hear and say the initial sound in words. To segment the sounds in simple words and blend them together and know which letter represents some of them. To link sounds to letters, naming and sounding the letters of the alphabet.	To use phonic knowledge to decode regular words and read them aloud accurately.	To use phonic knowledge to decode regular words and read them aloud accurately.
	C&L	Developing our critical thinking skills – p4c. Learning, inventing and retelling parts of stories. Exploring new vocabulary	Developing our critical thinking skills – p4c. Firework safety. Mr Gumpy's story. Learning Nativity story. Interviewing characters from Mr Gumpy's story.	Developing our critical thinking skills – p4c. Learning enchanted tree story. Hot seating characters. Puppet shows.	Developing our critical thinking skills – p4c. Learning pirate adventure story. Exploring story through drama. Hot seating – becoming more independent with questioning	Developing our critical thinking skills – p4c. Learning/retelling story. Exploring characters. Recreating story. Hot seating.	Developing our critical thinking skills – p4c. Learning/retelling story. Exploring characters. Recreating story. Hot seating.
	Writing	Beginning to segment sounds in simple words. Write own name.	 Writing around Diwali, bonfire night and story. Sharing books as group.  Present labelling.	 Writing linked to story. Exploring fantasy words. Beginning to use interesting adjectives.	 Writing linked to story. Beginning to write short sentences/captions. Describing pirate ships and countries.. Inventing and writing own stories.  Making and labelling maps Writing letters.	 Writing letter. Writing facts. Invitation writing.	 Describe characters. Invent own stories. Role play. Write sentences and captions.

English Curriculum Overview

(Reviewed Jan 2023)




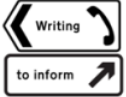

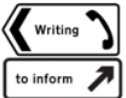

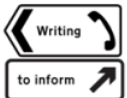






Year 1	<p>Pie Corbet Reading Spine: Books children will experience in Year 1 in addition to the studied texts</p> <div></div>																		
Reading (Cross Reference with Reading EYEs/National Curriculum)	<table><tr><th>Term 1</th><th>Term 2</th><th>Term 3</th><th>Term 4</th><th>Term 5</th><th>Term 6</th></tr><tr><td><p>Core Book: Elmer</p><p>Phonics (Phase 3-4: RWIN Set 2-3 Sounds)</p><p>Consolidate all Set 1 sounds- teach set 2</p></td><td><p>Core Book: Peace at last</p><p>Phonics (Phase 4-5): RWIN Set 2-3 Sounds)</p><p>Consolidate all Set 2 sounds- introduce Set 3</p></td><td><p>Core Book: Where the Wild Things Are</p><p>Phonics (Phase 4-5: RWIN Set 2-3 Sounds)</p></td><td><p>Core Book: The Hat Maker and the Monkeys</p><p>Phonics (Phase 5: RWIN Set 2-3 Sounds)</p></td><td><p>Core Book: Grandpa by John Burningham</p><p>Phonics (Phase 5: RWIN Set 2-3 Sounds)</p></td><td><p>Core Book: The Sea Saw by Tom Percival</p><p>Phonics (Phase 5: RWIN Set 2-3 Sounds)</p></td></tr></table>	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6	<p>Core Book: Elmer</p> <p>Phonics (Phase 3-4: RWIN Set 2-3 Sounds)</p> <p>Consolidate all Set 1 sounds- teach set 2</p>	<p>Core Book: Peace at last</p> <p>Phonics (Phase 4-5): RWIN Set 2-3 Sounds)</p> <p>Consolidate all Set 2 sounds- introduce Set 3</p>	<p>Core Book: Where the Wild Things Are</p> <p>Phonics (Phase 4-5: RWIN Set 2-3 Sounds)</p>	<p>Core Book: The Hat Maker and the Monkeys</p> <p>Phonics (Phase 5: RWIN Set 2-3 Sounds)</p>	<p>Core Book: Grandpa by John Burningham</p> <p>Phonics (Phase 5: RWIN Set 2-3 Sounds)</p>	<p>Core Book: The Sea Saw by Tom Percival</p> <p>Phonics (Phase 5: RWIN Set 2-3 Sounds)</p>	<p>Word Reading</p> <ul style="list-style-type: none">• 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 books aloud, accurately, that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words• reread these books to build up their fluency and confidence in word reading <p>Reading - comprehension</p> <ul style="list-style-type: none">• 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					
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6													
<p>Core Book: Elmer</p> <p>Phonics (Phase 3-4: RWIN Set 2-3 Sounds)</p> <p>Consolidate all Set 1 sounds- teach set 2</p>	<p>Core Book: Peace at last</p> <p>Phonics (Phase 4-5): RWIN Set 2-3 Sounds)</p> <p>Consolidate all Set 2 sounds- introduce Set 3</p>	<p>Core Book: Where the Wild Things Are</p> <p>Phonics (Phase 4-5: RWIN Set 2-3 Sounds)</p>	<p>Core Book: The Hat Maker and the Monkeys</p> <p>Phonics (Phase 5: RWIN Set 2-3 Sounds)</p>	<p>Core Book: Grandpa by John Burningham</p> <p>Phonics (Phase 5: RWIN Set 2-3 Sounds)</p>	<p>Core Book: The Sea Saw by Tom Percival</p> <p>Phonics (Phase 5: RWIN Set 2-3 Sounds)</p>														

English Curriculum Overview

(Reviewed Jan 2023)




		<ul style="list-style-type: none">• being encouraged to link what they read or hear 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	<div><p>Poetry: Onomatopoeia Narrative Warning Story: Traditional Tale- Rumpelstiltskin</p><div><p>Non-Fiction: Diary entries</p></div></div>	<div><p>Quest Story: Linked to Peace at Last Poetry: Night Visitors</p><div><p>Non-Fiction: Instructions</p></div></div>	<div><p>Poetry: Fire Poem Narrative: Portal Story- Where the wild things are</p><div><p>Non-Fiction: Recount using Where the wild things are</p></div></div>	<div><p>Narrative-Moral Story: The Hat Maker and the Monkeys</p><div><p>Non-Fiction: Fact Files</p></div></div>	<div><p>Poetry: 5 Senses Narrative: A Victorian Seaside</p><div><p>Non-Fiction-Recount: Postcards</p></div></div>	<div><p>Poetry: Minibeast Poem Narrative: Ants in Your Pants</p><div><p>Non-Fiction: Letter writing</p></div></div>
Text Features. Grammar and Punctuation Progression:	Text Structure	Sentence Construction	Word Structure/Language	Punctuation	Terminology		
	Consolidate Reception list Introduce: Fiction: Planning Tools: Story map / story mountain (Refer to Story-Type grids)	Consolidate Reception list (See Connectives and Sentence Signposts doc.) Introduce: Types of sentences: Statements Questions Exclamations	Consolidate Reception list Introduce: Prepositions: inside outside towards across under	Consolidate Reception list Introduce: Capital Letters: Capital letter for names Capital letter for the personal pronoun I	Consolidate: Finger spaces Letter Word Sentence Full stops Capital letter Simile – ‘like’ Introduce:		

		<p>Plan opening around character(s), setting, time of day and type of weather</p> <p>Understanding - beginning /middle /end to a story</p> <p>Understanding - 5 parts to a story:</p> <p>Opening <i>Once upon a time...</i></p> <p>Build-up <i>One day...</i></p> <p>Problem / Dilemma <i>Suddenly,.../ Unfortunately,...</i></p> <p>Resolution <i>Fortunately,...</i></p> <p>Ending <i>Finally,....</i></p> <p>Non-fiction: (Refer to Connectives and Sentence Signposts document for Introduction and Endings)</p> <p>Planning tools: text map / washing line</p> <p>Heading</p> <p>Introduction Opening factual statement</p> <p>Middle section(s) Simple factual sentences around a <i>them</i></p> <p>Bullet points for instructions</p> <p>Labelled diagrams</p> <p>Ending Concluding sentence</p>	<p>Simple Connectives: <i>and</i> <i>or</i> <i>but</i> <i>so</i> <i>because</i> <i>so that</i> <i>then</i> <i>that</i> <i>while</i> <i>when</i> <i>where</i></p> <p>Also as openers: <i>While...</i> <i>When...</i> <i>Where...</i></p> <p>-'ly' openers <i>Fortunately,...Unfortunately,</i> <i>Sadly,...</i></p> <p>Simple sentences e.g. <i>I went to the park.</i> <i>The castle is haunted.</i></p> <p>Embellished simple sentences using adjectives e.g. <i>The giant had an enormous beard.</i> <i>Red squirrels enjoy eating delicious nuts.</i></p> <p>Compound sentences using connectives (coordinating conjunctions) <i>and/or/ but/so</i> e.g. <i>The children played on the swings and slid down the slide.</i> <i>Spiders can be small or they can be large.</i> <i>Charlie hid but Sally found him.</i> <i>It was raining so they put on their coats.</i></p> <p>Complex sentences: Use of 'who' (relative clause) e.g. <i>Once upon a time there was a little old woman who lived in a forest.</i></p>	<p>Determiners: <i>the a my your an this that his her their some all lots of many more those these</i></p> <p>Adjectives to describe e.g. <i>The old house...</i> <i>The huge elephant...</i></p> <p>Alliteration e.g. <i>dangerous dragon</i> <i>slimy snake</i></p> <p>Similes using as....as... e.g. <i>as tall as a house</i> <i>as red as a radish</i></p> <p>Precise, clear language to give information e.g. <i>First, switch on the red button.</i> <i>Next, wait for the green light to flash...</i></p> <p>Regular plural noun suffixes -s or -es (e.g. <i>dog, dogs; wish, wishes</i>)</p> <p>Suffixes that can be added to verbs (e.g. <i>helping, helped, helper</i>)</p> <p>How the prefix un- changes the meaning of verbs and adjectives (negation, e.g. <i>unkind, or undoing, e.g. untie the boat</i>)</p>	<p>Full stops Question marks Exclamation marks Speech bubble Bullet points</p> <p>Punctuation Question mark Exclamation mark Speech bubble Bullet points</p> <p>Singular/ plural Adjective Verbs Connective Alliteration Simile – 'as'</p>
--	--	--	---	---	---

English Curriculum Overview

(Reviewed Jan 2023)



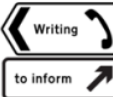










			<p>There are many children who like to eat ice cream.</p> <p>'Run' - Repetition for rhythm e.g. He walked and he walked and he walked.</p> <p>Repetition for description e.g. a lean cat, a mean cat a green dragon, a fiery dragon</p>			
Year 2	<p>Pie Corbet Reading Spine:</p> 					
<p>Reading (Cross Reference with Reading EYEs/National Curriculum) Using Reciprocal Reading Techniques Predict, Question, Clarify and Summarise)</p>	<p>Term 1</p> <p>Core Book: Amazing Grace</p>	<p>Term 2</p> <p>Core Book: Terror on the Train</p>	<p>Term 3</p> <p>Core Book: Flat Stanley</p>	<p>Term 4</p> <p>Core Book: The Owl Who Was afraid of the Dark</p>	<p>Term 5</p> <p>Core Book: Picture Books/ Reading Interviews Gorillas/Squash and a Squeeze</p>	<p>Term 6</p> <p>Core Book: Fantastic Mrs Fox</p>
	<p>Word Reading:</p> <ul style="list-style-type: none"> continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes read accurately words of two or more syllables that contain the same graphemes as above read words containing common suffixes read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered 					

English Curriculum Overview

(Reviewed Jan 2023)




		<ul style="list-style-type: none">• read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation• re-read these books to build up their fluency and confidence in word reading <p>Comprehension:</p> <ul style="list-style-type: none">• develop pleasure in reading, motivation to read, vocabulary and understanding by doing the following:• 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 the following:• 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	<div><p>Poetry Fiction: Focus Text – George and the Dragon (Overcoming an enemy)</p></div>	<div><p>Poetry Fiction: Traditional Tale-Cinderella</p><div></div><p>Non-Fiction: Letters</p></div>	<div><p>Poetry Fiction: Finding Story Narrative</p><div></div><p>Non-Fiction: Non-Chronological Report</p></div>	<div><p>Poetry Fiction: Setting Description</p><div></div><p>Non-fiction: Recount</p></div>	<div><p>Poetry Fiction: One good turn deserves another</p><div></div><p>Non-Fiction: Diary</p></div>	<div><p>Poetry Fiction: Narrative – Fairy Tales</p><div></div><p>Non-Fiction: Invitations</p></div>

		<div><div><div><div><div></div><div>Writing</div></div><div><div>to inform</div><div></div></div></div></div><div>Non-Fiction: Instructions</div></div>					Personal Reflections
Text Features. Grammar and Punctuation Progression:	Text Structure	Sentence Construction	Word Structure/Language	Punctuation	Terminology		
	<p>Consolidate Year 1 list</p> <p>Introduce:</p> <p>Fiction</p> <p>Secure use of planning tools: Story map / story mountain / story grids/ 'Boxing-up' grid (Refer to Story Types grids)</p> <p>Plan opening around character(s), setting, time of day and type of weather</p> <p>Understanding 5 parts to a story with more complex vocabulary</p> <p>Opening e.g. <i>In a land far away....</i> <i>One cold but bright morning.....</i></p> <p>Build-up e.g. <i>Later that day</i></p> <p>Problem / Dilemma e.g. <i>To his amazement</i></p> <p>Resolution e.g. <i>As soon as</i></p> <p>Ending e.g. <i>Luckily, Fortunately,</i></p> <p>Ending should be a section rather than one final sentence e.g. suggest how the main character is feeling in the final situation.</p> <p>Non-Fiction (Refer to Connectives and Sentence Signposts document for Introduction and Endings)</p>	<p>Consolidate Year 1 list</p> <p>Introduce: (See Connectives and Sentence Signposts doc.)</p> <p>Types of sentences: Statements Questions Exclamations Commands</p> <p>-ly' starters e.g. <i>Usually, Eventually, Finally, Carefully, Slowly, ...</i></p> <p>Vary openers to sentences</p> <p>Embellished simple sentences using: adjectives e.g. <i>The boys peeped inside the dark cave.</i> adverbs e.g. <i>Tom ran quickly down the hill.</i></p> <p>Secure use of compound sentences (Coordination) using connectives: <i>and/ or / but / so</i> (coordinating conjunctions)</p> <p>Complex sentences (Subordination) using: Drop in a relative clause: who/which e.g. Sam, who was lost, sat down and cried.</p> <p>The Vikings, who came from Scandinavia, invaded Scotland.</p>	<p>Consolidate Year 1 list</p> <p>Introduce:</p> <p>Prepositions: <i>behind above along before between after</i></p> <p>Alliteration e.g. <i>wicked witch</i> <i>slimy slugs</i></p> <p>Similes using...like... e.g. <i>... like sizzling sausages</i> <i>...hot like a fire</i></p> <p>Two adjectives to describe the noun e.g. <i>The scary, old woman...</i> <i>Squirrels have long, bushy tails.</i></p> <p>Adverbs for description e.g. <i>Snow fell gently and covered the cottage in the wood.</i></p> <p>Adverbs for information e.g. Lift the pot carefully onto the tray. The river quickly flooded the town.</p> <p>Generalisers for information, e.g. Most dogs.... Some cats....</p> <p>Formation of nouns using suffixes such as -ness, -er</p> <p>Formation of adjectives</p>	<p>Consolidate Year 1 list</p> <p>Introduce:</p> <p>Demarcate sentences: Capital letters</p> <p>Full stops</p> <p>Question marks</p> <p>Exclamation marks</p> <p>Commas to separate items in a list e.g. <i>Fortunately,....Slowly,....</i></p> <p>Comma after -ly opener e.g. <i>Fortunately,....Slowly,....</i></p> <p>Speech bubbles /speech marks for direct speech</p> <p>Apostrophes to mark contracted forms in spelling e.g. <i>don't, can't</i></p> <p>Apostrophes to mark singular possession e.g. <i>the cat's name</i></p>	<p><u>Consolidate:</u></p> <p>Punctuation</p> <ul style="list-style-type: none">• Finger spaces• Letter• Word• Sentence• Full stops• Capital letter• Question mark• Exclamation mark• Speech bubble• Bullet points <p>Singular/ plural</p> <p>Adjective Verb Connective Alliteration Simile – 'as' / 'like'</p> <p><u>Introduce:</u></p> <p>Apostrophe (contractions and singular possession)</p> <p>Commas for description</p> <p>'Speech marks'</p> <p>Suffix</p> <p>Verb / adverb</p>		

English Curriculum Overview

(Reviewed Jan 2023)


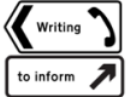






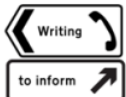




		<p>Introduce: Secure use of planning tools: Text map / washing line / 'Boxing –up' grid Introduction: Heading Hook to engage reader Factual statement / definition Opening question</p> <p>Middle section(s) Group related ideas / facts into sections Sub headings to introduce sentences /sections Use of lists – what is needed / lists of steps to be taken Bullet points for facts Diagrams Ending Make final comment to reader Extra tips! / Did-you-know? facts / True or false? The consistent use of present tense versus past tense throughout texts</p> <p>Use of the continuous form of verbs in the present and past tense to mark actions in progress (e.g. <i>she is drumming, he was shouting</i>)</p>	<p>The Fire of London, which started in Pudding Lane, spread quickly.</p> <p>Additional subordinating conjunctions: <i>what/while/when/where/ because/ then/so that/ if/to/until</i> e.g. While the animals were munching breakfast, two visitors arrived <i>During the Autumn, when the weather is cold, the leaves fall off the trees.</i></p> <p>Use long and short sentences: Long sentences to add description or information. Use short sentences for emphasis.</p> <p>Expanded noun phrases e.g. <i>lots of people, plenty of food</i></p> <p>List of 3 for description e.g. <i>He wore old shoes, a dark cloak and a red hat.</i></p> <p><i>African elephants have long trunks, curly tusks and large ears.</i></p>	<p>using suffixes such as –ful, –less</p> <p>(A fuller list of suffixes can be found in the spelling appendix.)</p> <p>Use of the suffixes –er and –est to form comparisons of adjectives and adverbs</p>		<p>Statement question exclamation Command (Bossy verbs)</p> <p>Tense (past, present, future) ie not in bold</p> <p>Adjective / noun</p> <p>Noun phrases</p> <p>Generalisers</p>
Year 3	<p>Pie Corbet Reading Spine:</p> 					

English Curriculum Overview

(Reviewed Jan 2023)



	Reading (Cross Reference with Reading EYEs)	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
		Core Book: Non-Fiction-Stone Age to Celts	Core Book: Esio Trot	Core Book: Romans on the Rampage	Core Book: The Butterfly Lion	Core Book: The Iron Man	Core Book: The Sheep-Pig
	Using Reciprocal Reading Techniques Predict, Question, Clarify and Summarise)	<p>I can read with sustained interest, a wide range of books for my own enjoyment and to support my learning.</p> <p>I can reflect on what I have read and think about the deeper meaning and subtle implications. (2d)</p> <p>I can appreciate the techniques and language the writer has used and the effect it has on the reader. (2g)</p> <p>I can apply my knowledge of root words, prefixes and suffixes to read aloud and understand the meaning of unfamiliar words. (2a)</p> <p>I can read further exception words, spotting the differences between spelling and sound.</p> <p>I can read aloud and independently a range of fiction, poetry, plays and non-fiction texts.</p> <p>I check that texts make sense to me and can discuss the meaning of words in context. (2a)</p> <p>I can retrieve information and key details from the text. (2b)</p> <p>I can make predictions from what has been read. (2e)</p> <p>I can identify words and phrases which help to capture the reader's interest and imagination. (2g)</p> <p>I can think about a character's actions and infer their feelings, thoughts and motives. (2d)</p> <p>I can take an active part in discussions about books that are read to me and ones I have read myself.</p> <p>I can talk about several books that I have finished.</p> <p>I can retell stories such as fairy tales, folktales or myths and legends.</p> <p>I use the blurb to help me select a good book.</p> <p>I can explain the features of a non-fiction book and how they are structured differently from fiction books. (2f)</p> <p>I can explain how the layout of a text contributes to the meaning. (2f)</p> <p>I can use non-fiction books to find information. (2b)</p>					
	Writing	 Poetry: Motivational Poetry Narrative: Portal Story  Non-Fiction: Instructional Writing	 Poetry: Descriptive Poetry Narrative: Quest Stories	 Narrative: Wish Stories (Roman Myths)  Non-Fiction: Persuasive Writing- Advert	 Poetry: Narrative: Warning Story  Non-Fiction: Non-chronological report	 Poetry: 'Imagine' Narrative: Defeat and enemy/monster story  Non-Fiction: Recount/Newspaper	 Poetry: Seasons Narrative: Traditional Tale  Non-Fiction: Persuasive Writing- Letter

English Curriculum Overview

(Reviewed Jan 2023)

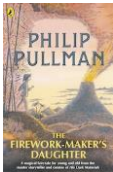
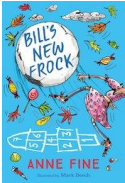
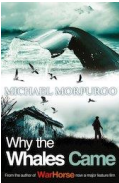

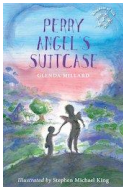
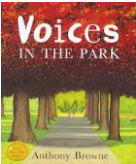
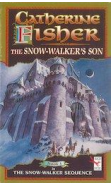


Text Features. Grammar and Punctuation Progression:	Text Structure	Sentence Construction	Word Structure/Language	Punctuation	Terminology
	<p>Consolidate Year 2 list Introduce:</p> <p>Fiction Secure use of planning tools: Story map /story mountain / story grids / 'Boxing-up' grid (Refer to Story-Type grids)</p> <p>Plan opening around character(s), setting, time of day and type of weather</p> <p>Paragraphs to organise ideas into each story part</p> <p>Extended vocabulary to introduce 5 story parts: Introduction –should include detailed description of setting or characters Build-up –build in some suspense towards the problem or dilemma Problem / Dilemma –include detail of actions / dialogue Resolution - should link with the problem Ending – clear ending should link back to the start, show how the character is feeling, how the character or situation has changed from the beginning.</p> <p>Non-Fiction (Refer to Connectives and Sentence Signposts document for Introduction and Endings)</p> <p>Introduce: Secure use of planning tools: e.g. Text map, washing line, 'Boxing –up' grid, story grids Paragraphs to organise ideas around a theme Introduction Develop hook to introduce and</p>	<p>Consolidate Year 2 list Introduce:</p> <p>Vary long and short sentences: Long sentences to add description or information. Short sentences for emphasis and making key points e.g. <i>Sam was really unhappy.</i> <i>Visit the farm now.</i></p> <p>Embellished simple sentences: Adverb starters to add detail e.g. <i>Carefully, she crawled along the floor of the cave....</i> Amazingly, small insects can.... Adverbial phrases used as a 'where', 'when' or 'how' starter (fronted adverbials) <i>A few days ago, we discovered a hidden box.</i> <i>At the back of the eye, is the retina.</i> <i>In a strange way, he looked at me.</i> Prepositional phrases to place the action: <i>on the mat; behind the tree, in the air</i></p> <p>Compound sentences (Coordination) using connectives: <i>and/ or / but / so / for /nor / yet</i> (coordinating conjunctions)</p> <p>Develop complex sentences (Subordination) with range of subordinating conjunctions (See Connectives and Sentence Signposts doc.) -'ing' clauses as starters e.g. <i>Sighing, the boy finished his homework.</i> <i>Grunting, the pig lay down to sleep.</i></p>	<p>Consolidate Year 2 list Introduce:</p> <p>Prepositions <i>Next to by the side of</i> <i>In front of during through throughout because of</i></p> <p>Powerful verbs e.g. <i>stare, tremble, slither</i></p> <p>Boastful Language e.g. <i>magnificent, unbelievable, exciting!</i></p> <p>More specific / technical vocabulary to add detail e.g. <i>A few dragons of this variety can breathe on any creature and turn it to stone immediately.</i></p> <p><i>Drops of rain pounded on the corrugated, tin roof.</i></p> <p>Nouns formed from prefixes e.g. <i>auto... super...anti...</i></p> <p>Word Families based on common words e.g. <i>teacher –teach, beauty – beautiful</i></p> <p>Use of determiners a or an according to whether next word begins with a vowel e.g. <i>a rock, an open box</i></p>	<p>Consolidate Year 2 list Introduce:</p> <p>Colon before a list e.g. <i>What you need:</i></p> <p>Ellipses to keep the reader hanging on</p> <p>Secure use of inverted commas for direct speech</p> <p>Use of commas after fronted adverbials (e.g. <i>Later that day, I heard the bad news.</i>)</p>	<p>Consolidate:</p> <p>Punctuation</p> <ul style="list-style-type: none"> • Finger spaces • Letter • Word • Sentence • Statement question exclamation Command • Full stops • Capital letter • Question mark • Exclamation mark • Speech bubble • 'Speech marks' • Bullet points • Apostrophe (contractions only) • Commas for sentence of 3 - description <p>Singular/ plural Suffix</p> <p>Adjective / noun / Noun phrases Verb / adverb</p> <p>Bossy verbs Tense (past, present, future) Connective Generalisers</p> <p>Alliteration Simile – 'as' / 'like'</p> <p>Introduce:</p> <ul style="list-style-type: none"> • Word family • Conjunction • Adverb • Preposition • Direct speech

English Curriculum Overview

(Reviewed Jan 2023)




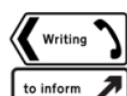





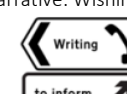

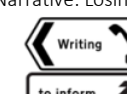


		<p>tempt reader in e.g. <i>Who.....? What.....? Where.....?</i> <i>Why.....? When.....? How.....?</i></p> <p>Middle Section(s) Group related ideas /facts into paragraphs Sub headings to introduce sections / paragraphs Topic sentences to introduce paragraphs Lists of steps to be taken Bullet points for facts Flow diagram</p> <p>Develop Ending Personal response Extra information / reminders e.g. Information boxes/ Five Amazing Facts Wow comment</p> <p>Use of the perfect form of verbs to mark relationships of time and cause e.g. <i>I have written it down so I can check what it said.</i> Use of present perfect instead of simple past. <i>He has left his hat behind, as opposed to He left his hat behind.</i></p>	<p>Drop in a relative clause using: who/whom/which/whose/that e.g. <i>The girl, whom I remember, had long black hair.</i> <i>The boy, whose name is George, thinks he is very brave.</i> <i>The Clifton Suspension bridge, which was finished in 1864, is a popular tourist attraction.</i></p> <p>Sentence of 3 for description e.g. <i>The cottage was almost invisible, hiding under a thick layer of snow and glistening in the sunlight.</i> <i>Rainbow dragons are covered with many different coloured scales, have enormous, red eyes and swim on the surface of the water.</i></p> <p>Pattern of 3 for persuasion e.g. <i>Visit, Swim, Enjoy!</i></p> <p>Topic sentences to introduce non-fiction paragraphs e.g. <i>Dragons are found across the world.</i></p> <p>Dialogue –powerful speech verb e.g. <i>“Hello,” she whispered.</i></p>		<ul style="list-style-type: none">• Inverted commas• Prefix• Consonant/Vowel• Clause• Subordinate clause• <u>Determiner</u>• <u>Synonyms</u>• <u>Relative clause</u>• <u>Relative pronoun</u>• <u>Imperative</u>• Colon for instructions		
Year 4	<p>Pie Corbet Reading Spine:</p> <div></div>						
	<p>Reading (Cross Reference with Reading EYES)</p> <p>Using Reciprocal Reading Techniques</p>	<p>Term 1</p> <p>Core Text:</p> <p>The Vikings by Ladybird Histories</p> <p>The Dragon's Hoard by Lari Don</p>	<p>Term 2</p> <p>Core Text:</p> <p>Why the Wales Came- Michael Morpurgo</p>	<p>Term 3</p> <p>Core Text:</p> <p>Perry Angel's Suitcase by Glenda Millard</p>	<p>Term 4</p> <p>Core Text:</p> <p>Usborne History of Britain: Kings and Queens</p>	<p>Term 5</p> <p>Core Text:</p> <p>The Firework Maker's Daughter by Phillip Pullman</p>	<p>Term 6</p> <p>Core Text:</p> <p>Charlotte's Web by E. B. White</p>

English Curriculum Overview

(Reviewed Jan 2023)




	Predict, Question. Clarify and Summarise)						
	<p>I can read with sustained interest, a wide range of books for my own enjoyment and to support my learning.</p> <p>I can reflect on what I have read and think about the deeper meaning and subtle implications. (2d)</p> <p>I can appreciate the techniques and language the writer has used and the effect it has on the reader. (2g)</p> <p>I check that texts make sense to me and can discuss the meaning of words in context. (2a)</p> <p>I can retrieve information and key details from the text. (2b)</p> <p>I can make predictions from details that have been stated and implied. (2e)</p> <p>I can identify simple themes in a wide range of books (e.g. the triumph of good over evil or use of magical devices in fairy stories).</p> <p>I can identify key conventions used in texts (e.g. the greetings used in letters, a diary written in the first person or the use of headings/sub-headings and numbered steps in instructions).</p> <p>I can identify where a writer has used precise word choices for effect to impact on the reader. (2g)</p> <p>I can make inferences and begin to justify them with evidence from the text (e.g. infer characters’ feelings, thoughts and motives from their actions.) (2d)</p> <p>I can take an active part in discussions about books that I have read independently or shared with the class/group.</p> <p>I can talk about several books that I have finished.</p> <p>I can retell stories such as fairy tales, folktales or myths and legends.</p> <p>I can prepare poems or plays to be read aloud and to perform, showing understanding through intonation, tone, volume and action.</p> <p>I can use a range of strategies to help me select a book (e.g. blurb, read first page, favourite genre/author).</p> <p>I can use a dictionary to check the meaning of words I have read.</p> <p>I can use contents pages and indexes to locate information. (2b)</p> <p>I can use the structure and presentational features of a text to find key information (e.g. headings, sub-headings, bullet points, introductory paragraph) (2b)</p>						
	Writing	<div><p>Poetry: The Viking Longboat</p><p>Narrative: Conquering the monster</p><div></div><p>Non-Fiction Biography: Made up Viking</p></div>	<div><p>Poetry Narrative: Finding Story</p><div></div><p>Non-Fiction Explanation: Digestive system of a robot/creature</p></div>	<div><p>Poetry Narrative: Rags to Riches Tale</p><div></div><p>Non-Fiction Letter: Persuading to come to our school</p></div>	<div><p>Poetry Narrative: Warning Tale</p><div></div><p>Non-Fiction Advert: for a new ruler</p></div>	<div><p>Poetry Narrative: Wishing Tale</p><div></div><p>Non-Fiction Recount: Day in a life of a made-up village/place</p></div>	<div><p>Poetry Narrative: Losing Tale</p><div></div><p>Non-Fiction Newspaper: Event in a Rainforest</p></div>
		Text Structure	Sentence Construction	Word Structure/Language	Punctuation	Terminology	

	<p>Text Features. Grammar and Punctuation Progression:</p>	<p>Consolidate Year 3 list Introduce: Secure use of planning tools: e.g. story map /story mountain /story grids /'Boxing-up' grids (Refer to Story Types grids)</p> <p>Plan opening using: Description /action</p> <p>Paragraphs: to organise each part of story to indicate a change in place or jump in time Build in suspense writing to introduce the dilemma</p> <p>Developed 5 parts to story Introduction Build-up Problem / Dilemma Resolution Ending Clear distinction between resolution and ending. Ending should include reflection on events or the characters.</p> <p>Non-Fiction (Refer to Connectives and Sentence Signposts document for Introduction and Endings) Introduce: Secure use of planning tools: Text map/ washing line/ 'Boxing –up' grid</p> <p>Paragraphs to organise ideas around a theme Logical organisation Group related paragraphs Develop use of a topic sentence Link information within paragraphs with a range of connectives. Use of bullet points, diagrams</p> <p>Introduction Middle section(s) Ending</p>	<p>Consolidate Year 3 list Introduce: Standard English for verb inflections instead of local spoken forms</p> <p>Long and short sentences: Long sentences to enhance description or information</p> <p>Short sentences to move events on quickly e.g. <i>It was midnight.</i> <i>It's great fun.</i></p> <p>Start with a simile e.g. <i>As curved as a ball, the moon shone brightly in the night sky.</i> <i>Like a wailing cat, the ambulance screamed down the road.</i></p> <p>Secure use of simple / embellished simple sentences</p> <p>Secure use of compound sentences (Coordination) using coordinating conjunction <i>and / or / but / so / for / nor / yet</i> (<i>coordinating conjunctions</i>)</p> <p>Develop complex sentences: (Subordination) Main and subordinate clauses with range of subordinating conjunctions. (See Connectives and Sentence Signposts doc.)</p> <p>-'ed' clauses as starters e.g. <i>Frightened, Tom ran straight home to avoid being caught.</i> <i>Exhausted, the Roman soldier collapsed at his post.</i></p> <p>Expanded -'ing' clauses as starters e.g.</p>	<p>Consolidate Year 3 list Introduce: Prepositions <i>at underneath since towards beneath beyond</i></p> <p>Conditionals - <i>could, should, would</i></p> <p>Comparative and superlative adjectives e.g. <i>small...smaller...smallest good...better...best</i></p> <p>Proper nouns-refers to a particular person or thing e.g. <i>Monday, Jessica, October, England</i></p> <p>The grammatical difference between plural and possessive –s</p> <p>Standard English forms for verb inflections instead of local spoken forms (e.g. <i>we were instead of we was, or I did instead of I done</i>)</p>	<p>Consolidate Year 3 list Introduce: Commas to mark clauses and to mark off fronted adverbials</p> <p>Full punctuation for direct speech: Each new speaker on a new line Comma between direct speech and reporting clause e.g. <i>"It's late," gasped Cinderella!</i></p> <p>Apostrophes to mark singular and plural possession (e.g. <i>the girl's name, the boys' boots</i>) as opposed to s to mark a plural</p>	<p>Consolidate:</p> <p>Punctuation</p> <ul style="list-style-type: none"> • Finger spaces • Letter • Word • Sentence • Statement question exclamation Command • Full stops • Capital letter • Question mark • Exclamation mark • Speech bubble • 'Speech marks' • Direct speech • Inverted commas • Bullet points • Apostrophe (contractions only) • Commas for sentence of 3 – description, action • Colon - instructions <p>Singular/ plural Suffix/ Prefix Word family Consonant/Vowel</p> <p>Adjective / noun / noun phrase Verb / Adverb Bossy verbs - imperative Tense (past, present, future) Connective Conjunction Preposition Determiner/ generaliser Clause Subordinate clause Relative clause Relative pronoun</p> <p>Alliteration Simile – 'as' / 'like'</p>
--	---	--	---	--	--	---

English Curriculum Overview

(Reviewed Jan 2023)




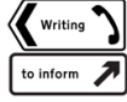





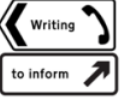

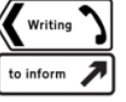


		<p>Ending could Include personal opinion, response, extra information, reminders, question, warning, encouragement to the reader</p> <p>Appropriate choice of pronoun or noun across sentences to aid cohesion</p>	<p><i>Grinning menacingly, he slipped the treasure into his rucksack.</i> <i>Hopping speedily towards the pool, the frog dived underneath the leaves.</i></p> <p>Drop in –'ing' clause e.g. <i>Jane, laughing at the teacher, fell off her chair.</i> <i>The tornado, sweeping across the city, destroyed the houses.</i></p> <p>Sentence of 3 for action e.g. <i>Sam rushed down the road, jumped on the bus and sank into his seat.</i> <i>The Romans enjoyed food, loved marching but hated the weather.</i></p> <p>Repetition to persuade e.g. <i>Find us to find the fun</i></p> <p>Dialogue - verb + adverb - "Hello," she whispered, shyly.</p> <p>Appropriate choice of pronoun or noun within a sentence to avoid ambiguity and repetition</p>			<p>Synonyms</p> <p>Introduce:</p> <ul style="list-style-type: none"> • Pronoun • Possessive pronoun • Adverbial • Fronted adverbial • Apostrophe – plural possession
Year 5	<p>Pie Corbet Reading Spine:</p> 					

English Curriculum Overview

(Reviewed Jan 2023)



	<p>Reading (Cross Reference with Reading EYEs)</p> <p>Using Reciprocal Reading Techniques Predict, Question, Clarify and Summarise)</p>	<p>Core Text: Stig of the Dump by Clive King</p>	<p>Core Text: Planets (Non-fiction) plus Greek Myths</p>	<p>Core Text: Letters from the Lighthouse By Emma Carroll</p>	<p>Core Text: Wonder by RJ Palacio</p>	<p>Core Text: Clean Getaway By Nic Stone</p>	<p>Core Text: Ancient Egyptians (non-fiction)</p>
		<p>I can read with sustained interest, an increasingly challenging range of books for my own enjoyment and to support my learning.</p> <p>I am a reflective reader who can use inference and deduction skills to gain and demonstrate a deeper understanding of the texts I read. (2d)</p> <p>I can show awareness and comment on the writer's craft (including language, grammatical features and structure) and give examples and explanation. (2g)</p> <p>I check that texts make sense to me and can explain the meaning of words in context. (2a)</p> <p>I can retrieve information and key details from the text. (2b)</p> <p>I can make predictions from details that have been stated and implied. (2e)</p> <p>I can summarise the main idea from a text, using quotations for illustration. (2c)</p> <p>I can identify and comment on a writer's use of language for effect (e.g. precisely chosen adjectives, similes and personification). (2g)</p> <p>I can make simple inferences from the text (e.g. infer characters' feelings, thoughts and motives from their actions) and can find evidence in the text to support these inferences. (2d)</p> <p>I can take an active part in discussions about books that I have shared with the class/group or ones that I have read myself.</p> <p>I can talk about several books that I have finished and select some to write book reviews about.</p> <p>I can make comparisons within and across texts. (2h)</p> <p>I can use a range of strategies to help me select both fiction and non-fiction books.</p> <p>I can compare the structures and layout of different non-fiction texts and comment on which features are most useful and why.</p> <p>I know the difference between fact and opinion.</p>					
	<p>Writing</p>	 Poetry – Finding a Feast Narrative- Suspense Stories  Non-Fiction – Hybrid	 Poetry – Moon Narrative –In Space  Non-Fiction – Newspaper Reports	 Narrative – Adventure Stories  Non-Fiction – Persuasive	 Narrative Poetry – Passion Play  Non-Fiction – Letter Writing	 Narrative – Fables/Morals  Non-Fiction – Non-chronological report	 Poetry – Narrative  Non-Fiction – Explanations of Shaduf



English Curriculum Overview

(Reviewed Jan 2023)




	Text Features. Grammar and Punctuation Progression:	Instructions	Writing			
		Text Structure	Sentence Construction	Word Structure/Language	Punctuation	Terminology
		<p>Consolidate Year 4 list</p> <p>Introduce: Secure independent use of planning tools Story mountain /grids/flow diagrams (Refer to Story Types grids)</p> <p>Plan opening using: Description /action/dialogue</p> <p>Paragraphs: Vary connectives within paragraphs to build cohesion into a paragraph Use change of place, time and action to link ideas across paragraphs.</p> <p>Use 5 part story structure Writing could start at any of the 5 points. This may include flashbacks Introduction –should include action / description -character or setting / dialogue Build-up –develop suspense techniques Problem / Dilemma –may be more than one problem to be resolved Resolution –clear links with dilemma Ending –character could reflect on events, any changes or lessons, look forward to the future ask a question.</p> <p>Non-Fiction (Refer to Connectives and Sentence Signposts document for Introduction and Endings)</p> <p>Introduce: Independent planning across all genres and application</p>	<p>Consolidate Year 4 list</p> <p>Introduce: Relative clauses beginning with <i>who, which, that, where, when, whose</i> or an omitted relative pronoun.</p> <p>Secure use of simple / embellished simple sentences</p> <p>Secure use of compound sentences</p> <p>Develop complex sentences: (Subordination) Main and subordinate clauses with full range of conjunctions: (See Connectives and Sentence Signposts doc.)</p> <p>Expanded –ed clauses as starters e.g. <i>Encouraged by the bright weather, Jane set out for a long walk.</i> <i>Terrified by the dragon, George fell to his knees.</i></p> <p>Elaboration of starters using adverbial phrases e.g. <i>Beyond the dark gloom of the cave, Zach saw the wizard move.</i> <i>Throughout the night, the wind howled like an injured creature.</i></p> <p>Drop in –‘ed’ clause e.g. <i>Poor Tim, exhausted by so much effort, ran home.</i> <i>The lesser known Bristol dragon, recognised by purple spots, is rarely seen.</i></p> <p>Sentence reshaping techniques e.g. lengthening or shortening sentence for meaning and /or effect</p>	<p>Consolidate Year 4 list</p> <p>Introduce: Metaphor</p> <p>Personification</p> <p>Onomatopoeia</p> <p>Empty words e.g. <i>someone, somewhere was out to get him</i></p> <p>Developed use of technical language</p> <p>Converting nouns or adjectives into verbs using suffixes (e.g. <i>–ate; –ise; –ify</i>)</p> <p>Verb prefixes (e.g. <i>dis–, de–, mis–, over– and re–</i>)</p>	<p>Consolidate Year 4 list</p> <p>Introduce: Rhetorical question</p> <p>Dashes</p> <p>Brackets/dashes/commas for parenthesis</p> <p>Colons</p> <p>Use of commas to clarify meaning or avoid ambiguity</p>	<p>Consolidate:</p> <p>Punctuation</p> <ul style="list-style-type: none"> Letter/ Word Sentence Statement question exclamation Command Full stops/ Capitals Question mark Exclamation mark ‘Speech marks’ Direct speech Inverted commas Bullet points Apostrophe contractions/ possession Commas for sentence of 3 – description, action Colon – instructions Parenthesis / bracket / dash <p>Singular/ plural Suffix/ Prefix Word family Consonant/Vowel</p> <p>Adjective / noun / noun phrase Verb / Adverb Bossy verbs - imperative Tense (past, present, future) Conjunction / Connective Preposition Determiner/ generaliser Pronoun – relative/ possessive Clause Subordinate/ relative clause Adverbial Fronted adverbial</p> <p>Alliteration</p>

English Curriculum Overview

(Reviewed Jan 2023)








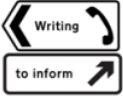
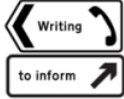




		<p>Secure use of range of layouts suitable to text.</p> <p>Structure: Introduction / Middle / Ending</p> <p>Secure use of paragraphs: Use a variety of ways to open texts and draw reader in and make the purpose clear</p> <p>Link ideas within and across paragraphs using a full range of connectives and signposts Use rhetorical questions to draw reader in</p> <p>Express own opinions clearly</p> <p>Consistently maintain viewpoint</p> <p>Summary clear at the end to appeal directly to the reader</p>	<p>Moving sentence chunks (how, when, where) around for different effects e.g. <i>The siren echoed loudlythrough the lonely streetsat midnight</i></p> <p>Use of rhetorical questions</p> <p>Stage directions in speech (speech + verb + action) e.g. <i>“Stop!” he shouted, picking up the stick and running after the thief.</i></p> <p>Indicating degrees of possibility using modal verbs (e.g. might, should, will, must) or adverbs (perhaps, surely)</p>		<p>Simile – ‘as’/ ‘like’</p> <p>Synonyms</p> <p><u>Introduce:</u></p> <ul style="list-style-type: none">• Relative clause/ pronoun• Modal verb• Parenthesis• Bracket- dash• Determiner• Cohesion• Ambiguity• Metaphor• Personification• Onomatopoeia <p>Rhetorical question</p>		
Year 6	Pie Corbet Reading Spine:						
							
	<p>Reading (Cross Reference with Reading EYEs)</p> <p>Using Reciprocal Reading Techniques Predict, Question. Clarify and Summarise)</p>	<p>Term 1</p> <p>Core Book: Foodland-Marcus Sedgwick</p>	<p>Term 2</p> <p>Core Book: There’s No Such Things as Dragons-Philip Reeve</p>	<p>Term 3</p> <p>Core Book: 1001 Inventions and Awesome Facts from Muslim Civilization- National Geographic</p>	<p>Term 4</p> <p>Core Book: Holes-Lois Sachar Cruel Crime-Terry Deary</p>	<p>Term 5</p> <p>Core Book: Pig Heart Boy-Malorie Blackman</p>	<p>Term 6</p> <p>Core Book: TBC</p>
		<p>I can read with sustained interest, an increasingly challenging range of books for my own enjoyment and to support my learning.</p> <p>I am a reflective reader who can use inference and deduction skills to gain and demonstrate a deeper understanding of the texts I read. (2d)</p> <p>I can show awareness and comment on the writer’s craft (including language, grammatical features and structure) and give examples and explanation. (2g)</p> <p>I can give the meaning of words in context. (2a)</p> <p>I can retrieve information and key details from the text. (2b)</p> <p>I can refer to the text to make predictions from details that have been stated or implied. (2e)</p>					

English Curriculum Overview

(Reviewed Jan 2023)



		<p>I can identify implicit meanings in texts, explain the writer’s intentions and justify my view with evidence from the text. (2d)</p> <p>I can identify grammatical features used by the writer (e.g. rhetorical questions, varied sentence lengths, varied sentence starters, empty words) and discuss the impact on the reader. (2g)</p> <p>I can identify the conventions of non-fiction texts (layout and language features) used for different text types (e.g. news report, encyclopedia page, balanced argument). (2f)</p> <p>I can explain how a narrative text is structured and how this helps the reader. (E.g. setting, shifts in time, speech to convey character and advance the action.) (2f)</p> <p>I can summarise main ideas, identify key details and use quotations for illustration from more than one paragraph of a text (2c):</p> <p> a) in fiction texts</p> <p> b) in non-fiction texts</p> <p>I can make comparisons within and across books. (2h)</p> <p>I can recommend books I have read to my peers, referring to the text to give reasons for my choice.</p> <p>I can recite, with appropriate intonation, a range of poems by heart, e.g. narrative verse, sonnet.</p> <p>I can find information using skimming to establish the main idea. (2c)</p> <p>I can use scanning to find specific information. (2b)</p> <p>I can text mark to make research efficient and fast. (2b)</p>					
Writing	<div><p>Motivational Poetry</p><p>Narrative-Quest/Journey</p><div><p>Writing to discuss</p></div><p>Balanced arguments</p></div>	<div><p><i>Tell me a dragon-</i> Descriptive writing</p><div><p>Writing to inform</p></div><p>Book reviews.</p></div>	<div><p>Developing characters within stories.</p><div><p>Writing to inform</p></div><p>Non chronological reports.</p></div>	<div><p>Description of settings linked to topic. Use of figurative language. And a range of other descriptive writing features.</p><div><p>Writing to inform</p></div><p>Recount Writing</p></div>	<div><div><p>Writing to inform</p></div><p>Newspaper reports</p><div><p>Writing to persuade</p></div><p>Persuasive letter writing</p></div>	<div><p>Transfer project to key stage 3:</p></div>	
Text Features. Grammar and Punctuation Progression:	Text Structure		Sentence Construction		Word Structure/Language	Punctuation	Terminology
	Consolidate Year 5 list		Consolidate Year 5 list		Consolidate Year 5 list	Consolidate Year 5 list	<u>Consolidate:</u>

		<p>Secure independent planning across story types using 5 part story structure. Include suspense, cliff hangers, flashbacks/forwards, time slips Start story at any point of the 5 part structure Maintain plot consistently working from plan</p> <p>Paragraphs -Secure use of linking ideas within and across paragraphs</p> <p>Secure development of characterisation</p> <p>Non-fiction:</p> <p>Secure planning across non-fiction genres and application</p> <p>Use a variety of text layouts appropriate to purpose</p> <p>Use range of techniques to involve the reader –comments, questions, observations, rhetorical questions Express balanced coverage of a topic</p> <p>Use different techniques to conclude texts</p> <p>Use appropriate formal and informal styles of writing Choose or create publishing format to enhance text type and engage the reader</p> <p>Linking ideas across paragraphs using a wider range of cohesive devices: semantic cohesion (e.g. repetition of a word or phrase),</p>	<p>Secure use of simple / embellished simple sentences</p> <p>Secure use of compound sentences</p> <p>Secure use of complex sentences: (Subordination) Main and subordinate clauses with full range of conjunctions: (See Connectives and Sentence Signposts doc.)</p> <p>Active and passive verbs to create effect and to affect presentation of information e.g. Active: <i>Tom accidentally dropped the glass.</i> Passive: <i>The glass was accidentally dropped by Tom.</i> Active: <i>The class heated the water.</i> Passive: <i>The water was heated.</i></p> <p>Developed use of rhetorical questions for persuasion</p> <p>Expanded noun phrases to convey complicated information concisely (e.g. <i>the boy that jumped over the fence is over there, or the fact that it was raining meant the end of sports day</i>)</p> <p>The difference between structures typical of informal speech and structures appropriate for formal speech and writing (such as the use of question tags, e.g. <i>He's your friend, isn't he?</i>, or the use of the subjunctive in some very formal writing and speech) as in <i>If I were you.</i></p>	<p>Build in literary feature to create effects e.g. alliteration, onomatopoeia, similes, metaphors</p> <p>The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (e.g. <i>said versus reported, alleged, or claimed in formal speech or writing</i>)</p> <p>How words are related as synonyms and antonyms e.g. <i>big/ large / little</i></p>	<p>Use of the semi-colon, colon and dash to indicate a stronger subdivision of a sentence than a comma. Use of colon to introduce a list and semi-colons within lists.</p> <p>Punctuation of bullet points to list information.</p> <p>How hyphens can be used to avoid ambiguity (e.g. <i>man eating shark versus man-eating shark, or recover versus re-cover</i>)</p>	<p>Punctuation</p> <ul style="list-style-type: none"> • Letter/ Word • Sentence • Statement question exclamation Command • Full stops/ Capitals • Question mark • Exclamation mark • 'Speech marks' • Direct speech • Inverted commas • Bullet points • Apostrophe contractions/ possession • Commas for sentence of 3 – description, action, views/opinions, facts • Colon – instructions • Parenthesis • Bracket- dash <p>Singular/ plural Suffix/ Prefix Word family Consonant/Vowel</p> <p>Adjective / noun / noun phrase Verb / Adverb Bossy verbs - imperative Tense (past, present, future) modal verb Conjunction / Connective Preposition Determiner/ generaliser Pronoun – relative/ possessive Clause Subordinate / relative clause Adverbial Fronted adverbial Rhetorical question</p> <p>Cohesion Ambiguity</p>
--	--	---	--	---	--	--

English Curriculum Overview

(Reviewed Jan 2023)



		<p>grammatical connections (e.g. the use of adverbials such as on the other hand, in contrast, or as a consequence), and elision</p> <p>Layout devices, such as headings, sub-headings, columns, bullets, or tables, to structure text</p>				<p>Alliteration Simile – ‘as’ / ‘like’ Synonyms Metaphor Personification Onomatopoeia</p> <p><u>Introduce:</u></p> <ul style="list-style-type: none"> • Active and passive voice • Subject and object • Hyphen • Synonym, antonym • Colon/ semi-colon • Bullet points • Ellipsis
--	--	--	--	--	--	--