Northwood Primary School English Policy



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Policy Creator	Northwood Primary School

Rationale

Our school's philosophy is that the teaching of English has a crucial role to play in equipping learners with the language skills they need to become effective members of their own communities, the world of work and of society in general. English underpins the school curriculum by developing a child's ability to speak, listen, read and write for a wide range of purposes. Helping children to express themselves clearly orally and in writing enhances and enriches teaching and learning in all subjects.

English Entitlement at Northwood

At Northwood, we believe that our English curriculum reflects the benefits of our cultural and linguistic diversity and provides learners with positive images through their reading and discussion of literature.

Each learner in our school is entitled to an experience of English that supports their development in areas of educational experience.

All our pupils, irrespective of age, ability, gender and ethnic origin are entitled to participate fully in, and benefit from a broad range of appropriate English teaching and learning activities at every stage of their education. They are entitled to experience success and enjoyment from their English learning activities.

Key English Experiences at Northwood

We guarantee to provide all pupils of our school with the following key experiences:

- access to a Book Fair each year
- the opportunity to purchase books from the school's weekly book club
- access to a wide range of fiction, non-fiction and multi-media based materials from the school's library and classroom stocks
- free access to choose, browse and read from a range of texts housed in an attractive and welcoming class book area
- access to a wide range of writing materials and implements, including ICT, for selfmotivated and teacher directed writing
- opportunities to present writing in a variety of formats each year e.g. plays, posters, information leaflets, menus, comic strips etc.
- to engage in whole class, guided, paired and individual reading activities
- the opportunity to engage in various forms of drama and role play as a tool for learning and for presentation to a wider audience
- the opportunity to perform in a play for parents and the rest of the school
- access to displays of reading material in classrooms relevant to current topics
- access to relevant reading material in classrooms at appropriate levels of interest and difficulty and from a range of text types
- access to reading material of high quality which is up to date, relevant, and balanced in its presentation of ethnicity, culture and gender
- classroom environments which are conducive to good English practice
- classrooms all have working wall displays
- opportunities to transfer and consolidate writing skills taught in English in other subjects

Special Educational Needs

Once identified, pupils with special educational needs in speaking and listening, reading or writing will have their needs assessed and appropriate action taken in line with Northwood's special needs policy.

Whole Class English

At Northwood children are taught in year group classes where all children achieve in a supportive and focused environment. Lessons are differentiated and adapted to suit the needs of our pupils. Children have the opportunity to practice their English skills throughout other areas of the curriculum.

SPAG

Each day our English lesson begins with a spelling, punctuation or grammar activity. The expectations for each year group are reinforced and consolidated throughout English lessons and extended writing sessions, during English and in other subjects during the week. Children are exposed to age-appropriate spellings during SPAG to enable children to reach end of year expectations. At Northwood children will develop a technical understanding of how the English language works and are given a wealth of opportunities to practice these.

Speaking and Listening (Oracy)

Speech is our prime means of communication in everyday life and is fundamental to the development of understanding. We expect our children to develop increasing confidence and competence in speaking and listening so that they are able to:

- clarify and express their ideas and explain their thinking
- adapt their speech to a widening range of circumstances including paired and group discussions and speaking to a larger audience
- use varied and specialised vocabulary
- speak for a range of purposes e.g. to narrate, to analyse, to explain, to reflect and evaluate
- listen with understanding and respond sensitively and appropriately

Reading

At Northwood we endeavour to promote enjoyment of reading in all our children. We encourage them to use their reading skills to assist them to develop a love of learning so that they are able to:

- read fluently, accurately and with good understanding
- become independent and critical readers and make informed and appropriate choices
- select information from a wide range of texts and sources including print, media and ICT and to evaluate those sources
- apply techniques such as skimming, scanning, and text-marking effectively in order to research and appraise texts

Our school reading policy provides more detail of how we teach reading and encourage children to read for pleasure to ensure they become life-long readers and learners.

Writing

Many lessons include and depend on written communication. We want our students to develop increasing confidence and competence in writing so that they are able to:

- write in a variety of different forms for different purposes e.g. to interpret, evaluate, explain, analyse and explore
- develop ideas and communicate meaning to a reader using wide-ranging and technical vocabulary and an effective style, organising and structuring sentences grammatically and whole texts coherently
- present their writing clearly using accurate punctuation, correct spelling and legible, joined handwriting from the line
- apply word-processing conventions and understand the principles of authoring multimedia text
- use dictionaries, glossaries and thesauruses to increase vocabulary choices
- use a range of strategies to learn spellings including:
 - look say cover write check
 - making connections between words with the same visual spelling pattern
 - exploring families of words

<u>Drama</u>

Drama is a form of communication that combines unique visual elements alongside that of speaking and listening. It is important that children have access and experience of this method of communication because:

- it enhances and develops children's self-esteem and appreciation of self-worth
- it breaks down social and cultural barriers
- it allows children to experiment with everyday issues in a safe secure
- environment
- it allows children of all abilities to experience a level of success and achievement despite their level of participation
- it encourages children to explore different styles of speaking, singing, gesture and mime

Assessing English across the Curriculum

All children produce an extended piece of writing at least fortnightly. Additionally, teachers plan opportunities across the curriculum to enable children to apply their skills in a range of situations for a range of purposes. At the end of each half-term children's written work from the whole half-term is used for assessment purposes. This may be evidence from English, Writing, Topic, Science or RE books. Using writing from across the curriculum, rather than one off pieces in English, enables teachers to see if they are using and transferring their skills. This information is shared with children and used to guide planning, teaching and therefore future learning.

When responding to children's extended writing, we make comments which are positive and supportive. Specific areas are highlighted where appropriate to guide children and enable them to improvement their work. Next steps are used to provide children with

guidance on the something they can do to make their writing even better next time. Opportunities are created for students to reflect on the quality of their own work and for peer assessment

Monitoring and Evaluation

Monitoring and evaluation will take place through:

- data analysis focussing on progress made by individual children
- whole school book scrutiny
- English learning walks
- identifying training needs of teachers and teaching assistants

Age Expectations for English

Early Years

Reading

Look at books and listen to stories

- Use phonic knowledge to decode regular words
- Be secure at Phase 4 phonics
- Read Phase 2, Phase 3 and Phase 4 tricky words
- Identify rhymes and alliteration
- Join in with rhyming patterns
- Read and understand simple sentences
- Demonstrate understanding when talking with others about what they have read
- Make basic predictions
- Identify the start and end of a sentence
- Know the alphabet and link letter names to the sound they make
- Know the difference between a capital and lower case letter
- Learn some simple rhymes and poems by heart

Speaking and Listening

- Use complete sentences to explain or describe things
- Listen carefully to what is being said and repeat this if needed
- · Know not to interrupt when someone else is saying something
- Stand up in front of others and re-tell something that has happened to them

<u>Writing</u>

- Use phonic knowledge to write simple sentences which can be read by themselves and others
- Write name (correct capital and lower case)
- Write clearly demarcated sentences
- Use a correct pencil grip
- Correct formation of all letters

		ENGLISH C	urriculum Overvie	ew Map – Year	1	
Spoken Word	Word Reading	Comprehension	Writing – transcription	Writing – Handwriting	Writing – Composition	Writing – Grammar, Vocabulary and Punctuation
Pupils should be taught to: listen and respond appropriately to adults and their peers ask relevant questions to extend their understanding and knowledge use relevant strategies to build their vocabulary articulate and justify answers, arguments and opinions give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments use spoken language to develop understanding through speculating, hypothesising,	to: Pupils should be taught 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	Pupils should be taught to: develop pleasure in reading, motivation to read, vocabulary and understanding by: listening to and discussing a wide range of poems, stories and nonfiction at a level beyond that at which they can read independently being encouraged to link what they read or hear read to their own experiences becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics recognising and joining in with predictable phrases learning to appreciate rhymes and poems, and to recite some by heart discussing word meanings, linking new meanings to those already known understand both the books they can already read accurately and fluently and those they listen to by:	Pupils should be taught to: spell: words containing each of the 40+ phonemes already taught common exception words the days of the week name the letters of the alphabet: naming the letters of the alphabet in order	Pupils should be taught to: sit correctly at a table, holding a pencil comfortably and correctly begin to form lower-case letters in the correct direction, starting and finishing in the right place form capital letters form digits 0-9 understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.	Pupils should be taught to: write sentences by: saying out loud what they are going to write about composing a sentence orally before writing it sequencing sentences to form short narratives re-reading what they have written to check that it makes sense discuss what they have written with the teacher or other pupils read aloud their writing clearly enough to be heard by their peers and the teacher.	Pupils should be taught to: develop their understanding of the concepts set out in English Appendix 2 by: leaving spaces between words ipining words and joining clauses using and beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' learning the grammar for year 1 in English Appendix 2 use the grammatical terminology in English Appendix 2 in discussing their writing.

	imagining and	read other words	 drawing on what 	 using letter 		
	exploring ideas	of more than one	they already know or	names to		
		syllable that	on background	distinguish		
	speak audibly	contain taught	information and	between		
	and fluently	GPCs	vocabulary provided	alternative		
	with an	GFCs	by the teacher	spellings		
	increasing	read words with	by the teacher	of the		
	command of	contractions [for	 checking that the 	same		
		example, I'm, I'll,	text makes sense to	sound		
	Standard		them as they read	Sound		
	English	we'll], and	and correcting	add suffices and		
	nautiainata in	understand that	inaccurate reading	add prefixes and		
	participate in	the apostrophe	inaccurate reading	suffixes:		
	discussions,	represents the	 discussing the 	 using the 		
	presentations,	omitted letter(s)	significance of the	spelling		
	performances,		title and events	rule for		
	role play,	read aloud		adding -s		
•	improvisations	accurately books	 making inferences 	or –es as		
	and debates	that are	on	•		
		consistent with	the basis of what is	the plural		
	gain, maintain	their developing	being said and done	marker for		
	and monitor the			nouns and		
•	interest of the	phonic knowledge	 predicting what 	the third		
	listener(s)	and that do not	might happen on the	person		
	listerior(s)	require them to	basis of what has	singular		
	consider and	use other	been read so	marker for		
	evaluate	strategies to work	far	verbs		
		out words				
	different		participate in discussion about	 using the 		
	viewpoints,	re-read these	what is read to them, taking	prefix un-		
	attending to	books to build up	turns and listening to what	 using –ing, 		
	and building on	their fluency and	others say	-ed, -er		
_	the	confidence in	others say	and –est		
	contributions of	word reading.	explain clearly their	where no		
	others	word reading.	understanding of what is read			
			to them.	change is		
	select and use		to them.	needed in		
	appropriate			the		
	registers for			spelling of		
	effective			root words		
	communication.			[for		
	communication.			example,		
				helping,		
				helped,		
				helper,		
				eating,		
				quicker,		
				quickest]		
				analy simula "		
				apply simple spelling		
				rules and guidance,		
				as listed in <u>English</u>		
				Appendix 1		
				write from memory		
				simple sentences		
			•	dictated by the		
				teacher that include		
				words using the		
				GPCs and common		
				exception words		
			•	taught so far.		
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ENGLISH Curriculum Overview Map – Year 2							
Spoken Word	Word Reading	Comprehension	Writing – transcription	Writing – Handwriting	Writing – Composition	Writing – Grammar, Vocabulary and Punctuation	

Pupils should be taught to:	to:	Pupils should be	Pupils should be taught to:		Pupils should be taught	Pupils should be taught to:	Pupils should be taught
 listen and respond appropriate 	oriately to	taught	develop pleasure in reading,		to:	 develop 	• to:
adults and their peers	priately to		motivation to read, vocabulary		 form lower-case 	positive	develop their
addits and their peers		continue to apply	and understanding by:		letters of the	attitudes	understanding of the
 ask relevant questions to 	extend their	phonic	• •		correct size	towards and	concepts set out in
understanding and knowl		knowledge and	 listening to, discussing 		relative to one	stamina for	English Appendix 2 by:
	9-	skills as the route	and expressing views		another	writing by:	
 use relevant strategies to 	build their	to decode words	about a wide range of			witting by.	 learning how
vocabulary		until automatic	contemporary and		 start using some 	writing	to use both
,		decoding has	classic poetry, stories		of the diagonal	narratives	familiar and
 articulate and justify answ 	vers,	become	and nonfiction at a		and horizontal	about	new
arguments and opinions		embedded and	level beyond that at		strokes needed to	personal	punctuation
		reading is fluent	which they can read		join letters and	experiences	correctly
 give well-structured description 	riptions,	reading is ildent	independently		understand which	and those of	(see English
explanations and narrativ	es for •	read accurately	 discussing the 		letters, when	others	Appendix 2),
different purposes, includ	ing for	by blending the	seguence of events in		adjacent to one	(real and	including full
expressing feelings		sounds in words	books and how items		another, are best	fictional)	stops, capital
		that contain the			left unjoined	 writing about 	letters,
 maintain attention and 		graphemes	of information are			real events	exclamation
participate actively in colla		taught so far,	related		 write capital 	rear events	marks,
conversations, staying on	topic and	especially	 becoming increasingly 		letters and digits	writing poetry	 question
initiating and responding	to comments	recognising	familiar with and		of the correct	 writing for 	marks,
		alternative	retelling a wider range		size, orientation	different	commas for
 use spoken language to d 	·	sounds for	of stories, fairy stories		and relationship	purposes	lists and
understanding through sp	eculating,		and traditional tales		to one another	pulposes	apostrophes
hypothesising, imagining	and	graphemes			and to lower case	 consider what 	for contracted
exploring ideas		read accurately	 being introduced to 	Pupils should be taught to:	letters	they are going	forms and the
		words of two or	nonfiction books that	spell by:	lowers	to write before	possessive
 speak audibly and fluently 		more syllables	are	- speli by.	 use spacing 	beginning by:	(singular)
increasing command of S	standard	that contain the	structured in different		between	beginning by.	(oniguial)
English		same graphemes	ways	segmenting	words that	planning or	learn how to use:
		as above	 recognising simple 	spoken	reflects the size	saying out	sentences
 participate in discussions 		as above	recurring literary	words into	of the letters.	loud what they	sentences with
presentations, performan		read words	language in stories	phonemes		are going to	different
play, improvisations and	debates	containing	and poetry	and		write about	forms:
		common suffixes	and poetry	representing		 writing down 	statement,
gain, maintain and monito			 discussing and 	these by		ideas	question,
the interest of the listener	(S)	read further	clarifying the	graphemes,		and/or key	exclamation,
 consider and evaluate dif 	forent	common	meanings of words,	spelling many		words,	•
viewpoints, attending to a		exception words,	linking new meanings	correctly		including new	command
on the contributions of oth		noting unusual	to known vocabulary			vocabulary	expanded
		correspondences	- discussing their	- learning secu		ŕ	noun
1		between spelling	 discussing their favourite words and 	 learning new 		 encapsulating 	phrases to
		and sound and		ways of		what they	describe and
		where these	phrases	spelling		want to say,	specify [for
		occur in the word	 continuing to build up 	phonemes for		sentence by	example, the
1			a repertoire of poems	which one or		sentence	blue butterfly]
		read most words	learnt by heart,	more			the present
		quickly and	appreciating these and	spellings are		 make simple 	 the present and past
		accurately,	reciting some, with	already		additions,	tenses
		without overt	appropriate intonation	known, and		revisions and	correctly and
			to make the meaning	learn some		corrections to	consistently
			clear	words with		their own	•
1			0.00.	each		writing by:	including the
1			understand both the books that	spelling,		 evaluating 	progressive
			they can already read accurately	including a		their writing	form
			and	few common		with the	 subordination
				homophones		with the	(using

				icher and	when, if, that,
			oth	er pupils	or because)
			• re-	reading to	and
				eck that	coordination
				er writing	(using or, and,
				ikes sense	or but)
				d that verbs	the grammar for year
				indicate	2 in English
				e are used	2 in English Appendix
				rectly and	2
				nsistently,	
				luding	 some features
				bs in the	of
				ntinuous	written
			for	m	Standard
			■ pro	oof-reading	English
			- pro	check	
				errors in	
				elling,	
			ara	ammar and	
			pur	nctuation	
			101	r example, ds of	
			end	as or	
1		l			

 select and use appropr 	riate sounding and	fluently and those that they listen	learning to	 sentences 	 use and
registers for effective	blending, when	·	spell common		understand
communication.	they have been	,	exception	correctly]	the
communication.	frequently	drawing on what they	words	Correctly	grammatical
	encountered	already know or on	Words	read aloud wha	
	encountered	background		they have	in
	read aloud boo	ks information and	learning to	written with	
	closely matche		spell more	appropriate	English Appendix 2 in
	to their improvi		words with	intonation to	discussing
	phonic	checking that the text	contracted	make the	their writing.
	knowledge,	makes sense to them	forms	meaning clear.	their writing.
	sounding out	as they read and			
	unfamiliar word		•		
	accurately,	reading	learning the		
	automatically	reading	possessive		
	and without	 making inferences on 	apostrophe		
	undue hesitatio	the	(singular)		
	anado Hoshano	basis of what is being	[for example,		
	re-read these	said and done	the girl's		
	books to build	answering and asking	book]		
	their fluency ar	d questions	-		
	confidence in	,	diationsishing		
	word reading.	 predicting what might 	distinguishing between		
		happen on the basis of			
		what has been read so	homophones and near-		
		far	•		
			homophones		
		participate in discussion about			
		books, poems and other works	add suffixes		
		that are read to them and those	to spell		
		that they can read for	longer words,		
		themselves, taking turns and	including –		
		listening to what others say	ment, - ness,		
		explain and discuss their	-ful, -less, -		
		understanding of books, poems	ly		
		and other material, both those	•		
		that they listen to and those that			
			apply spelling		
		they read for themselves.	 rules and 		
			guidance, as		
			listed in		
			<u>English</u>		
			Appendix 1		
			write from		
			write from		
			memory		
			simple sentences		
			dictated by		
			the teacher		
			that include		
			words using		
			the GPCs,		
			common		
			exception		
			words and		
			punctuation		
		•	taught so far.		
			taugiit 50 lai.		

	ENGLISH Curriculum Overview Map – Year 3							
Spoken Word	Word Reading	Comprehension	Writing – transcription	Writing – Handwriting	Writing – Composition	Writing – Grammar, Vocabulary and Punctuation		
Pupils should be taught to: I listen and respond appropriately to adults and their peers ask relevant questions to extend their understanding and knowledge use relevant strategies to build their vocabulary articulate and justify answers, arguments and opinions give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas speak audibly and fluently with an increasing command of Standard English	Pupils should be taught to: apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet read further exception words, noting the unusual correspondenc es between spelling and sound, and where these occur in the word.	Pupils should be taught to: develop positive attitudes to reading and understanding of what they read by: Istening to and discussing a wide range of fiction, poetry, plays, non- fiction and reference books or textbooks reading books that are structured in different ways and reading for a range of purposes using dictionaries to check the meaning of words that they have read increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally identifying themes and conventions in a wide range of books preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action discussing words and phrases that capture the reader's interest and imagination recognising some different forms of	Pupils should be taught to: use further prefixes and suffixes and understand how to add them (English Appendix 1) spell further homophones spell words that are often misspelt (English Appendix 1) place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's] use the first two or three letters of a word to check its spelling in a dictionary write from memory simple sentences, dictated by the	Pupils should be taught to: use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].	Pupils should be taught to: I plan their writing by: discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar discussing and recording ideas draft and write by: composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of	Pupils should be taught to: develop their understanding of the concepts set out in English Appendix 2 by: • extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although • using the present perfect form of verbs in contrast to the past tense • choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition • using conjunctions, adverbs and prepositions to express time and cause • using fronted adverbials • learning the grammar for years 3 and 4 in English Appendix 2 indicate grammatical and other features by: • using commas after fronted adverbials • indicating possession by using the possessive apostrophe with plural nouns • using and punctuating direct speech • use and understand the grammatical terminology in		

		T		
	poetry [for example, free verse, narrative			English Appendix 2
	free verse, narrative			accurately and
	poetry]			appropriately when discussing their writing and reading.
				discussing their
				writing and reading.
	l			

	participate in	understand what they read, in	teacher, that include		sentence structures	
•	discussions,	books they can read	words and punctuation		(English Appendix	
	presentations,	independently, by:	taught so far.		<u>2</u>)	
	performances, role	, , ,	3			
	play,	 checking that the 			 organising 	
		text makes sense to			paragraphs around	
	improvisations and	them, discussing			a theme	
	debates	their understanding				
		and explaining the			 in narratives, 	
	gain, maintain and	meaning of words			creating	
_	monitor the	_			settings, characters	
	interest of the	in context			and plot	
	listener(s)	 asking questions to 			in non-narrative	
	` '	improve their			- III Hon-Handuve	
	consider and	understanding of a			material, using	
•	evaluate different	_			simple	
	viewpoints,	text			organisational	
	attending to and	 drawing inferences 			devices [for	
	•	such as inferring			example, headings	
	building on the	characters' feelings,			and sub-headings]	
	contributions of	thoughts and			a	
	others				evaluate and edit by:	
		motives from their			•	
	select and use	actions, and			 assessing the 	
	appropriate	justifying inferences			effectiveness of	
	registers for	with evidence			their own and	
	effective	 predicting what 			others' writing and	
	communication.				suggesting	
		might happen from			improvements	
		details stated and			·	
		implied			 proposing changes 	
		 identifying main 			to grammar and	
		ideas drawn from			vocabulary to	
					improve	
		more than one			consistency,	
		paragraph and			including the	
		summarising these			accurate use of	
		 identifying how 				
					pronouns in	
1		language, structure,			sentences	
		and presentation			number and the smalling and	
		contribute to			proof-read for spelling and	
		meaning			punctuation errors	
					and should their some uniti-	
		retrieve and record information			read aloud their own writing,	
		from non-fiction			to a group or the whole class,	
					using appropriate intonation	
		 participate in 			and controlling the tone and	
		discussion about			volume so that the meaning is	
		both books that are			clear.	
		read to them and				
		those they can read			•	
		for themselves,				
		taking turns and				
		listening to what				
		others say.			• Control of the cont	
		Oulers say.				

	ENGLISH Curriculum Overview Map – YEAR 4							
Spoken Word	Word Reading	Comprehension	Writing – transcription	Writing – Handwriting	Writing – Composition	Writing – Grammar, Vocabulary and Punctuation		

to:	Pupils should be	Pupils should be taught	Pupils should be taught to:		Pupils should be	Pupils should be taught to:	Pupils should be taught to:
	taught	to:	develop positive attitudes		taught to:	a plan their writing by:	develop their understanding of
		 apply their 	to reading and		 use the diagonal 	plan their writing by:	the concepts set out in English
	listen and	growing	understanding of what		and horizontal	 discussing writing similar to that 	Appendix 2 by:
	respond	knowledge of	•		strokes that are	which they are planning to write in	Appendix 2 by.
	appropriately to	root words,	they read by:		needed to join	order to understand and learn	 extending the range
	adults and their	prefixes and	 listening to and 		letters and	from its structure,	of sentences with
	peers	suffixes	discussing a wide		understand	vocabulary and grammar	more than one
	p	(etymology and	range of fiction,		which letters,	- discussing and	clause by using a
	ask relevant	morphology) as	poetry, plays, non-		when adjacent	 discussing and recording ideas 	wider range of
	questions to	listed in English	fiction and		to one another,	recording ideas	conjunctions,
	extend their	Appendix 1, both	reference books or		are best left	draft and write by:	including when, if,
	understanding	to read aloud	textbooks			,	because, although
	and knowledge	and to	reading books that		unjoined	composing and	 using the present
	•		 reading books that are structured in 		 increase the 	rehearsing sentences	doing the predent
	use relevant	understand the			legibility,	orally (including	perfect form of verbs
•	strategies to	meaning of new	different ways and		consistency and	dialogue), progressively	in contrast to the
	build their	words they meet	reading for a range		quality of their	building a varied and rich	past tense
	vocabulary	read further	of purposes		handwriting [for	vocabulary and an	 choosing nouns or
	•	 read further exception 	 using dictionaries to 		example, by	increasing range of	pronouns
	articulate and	words, noting	check the meaning		example, by ensuring that		appropriately for
•	justify answers,	the unusual	of words that they		the		clarity and cohesion
	arguments and	correspondenc	have read		downstrokes of		and to avoid
	opinions	es between			letters are		repetition
		spelling and	 increasing their 		parallel and		
	give	sound, and	familiarity with a		equidistant; that		 using conjunctions,
	wellstructured	where these	wide range of				adverbs and
	descriptions,	occur in the	books, including		lines of writing		prepositions to
	explanations and	word.	fairy stories, myths	Pupils should be taught to:	are spaced		express time and
	narratives for	word.	and legends, and	 use further prefixes and 	sufficiently so		cause
	different		retelling some of	suffixes and understand	that the		 using fronted
	purposes,		these orally	how to add them	ascenders and		 adverbials
	including for		i de militario mentro de como a	(English Appendix 1)	descenders of		 learning the
	expressing		 identifying themes and 	(English Appendix 1)	letters do not		grammar for
	feelings		conventions in a	 spell further homophones 	touch].		years 3 and 4 in
			wide range of				English Appendix 2
	maintain		books preparing	 spell words that are often 			2.1gilott / ipportail / 2
	attention and		poems and play	misspelt (English			indicate grammatical and other
	participate		scripts to read	Appendix 1)			features by:
	actively in		aloud and to	 place the possessive 			
	collaborative		perform, showing	apostrophe accurately in			 using commas after
	conversations,		perform, snowing understanding	' ' /			fronted adverbials
	staying on topic		through intonation,	words with regular plurals [for example, girls', boys']			 indicating
	and initiating and		tone, volume and	and in words with			possession by using
	responding to		action				the possessive
	comments		action	irregular plurals			apostrophe with
	,		 discussing words 	[for example, children's]			plural nouns
	use spoken		and	 use the first two or three 			 using and
	language to		phrases that	letters of a word to check			punctuating direct
	develop		capture the	its spelling in a dictionary			speech
	understanding		reader's interest	its spening in a dictionally			Specui
	through		and imagination	 write from memory simple 			 use and understand
	speculating,		 recognising some 	sentences, dictated by the			the grammatical
	hypothesising,		different forms of	teacher, that include			terminology in
			poetry [for example,	words and punctuation			English Appendix 2
			policy (i.e. oxampio)	taught so far.			accurately and
							assurator, and
1							

	free verse, narrative		1	appropriately when
	poetry]			discussing their
				writing and reading.

	imagining and	understand what they read, in	sentence structures
1.0		_	
_	exploring ideas	books they can read	(English Appendix
		independently, by:	<u>2</u>)
	speak audibly		
	and fluently with	 checking that the 	organising
	an increasing	text makes sense to	paragraphs around
	command of	them, discussing	a theme
		their understanding	
	Standard English	and explaining the	in narratives,
		meaning of words	creating
	participate in		settings, characters
	discussions,	in context	and plot
	presentations,	 asking questions to 	
	performances,		 in non-narrative
	role play,	improve their	material, using
	improvisations	understanding of a	simple
	·	text	organisational
	and debates	drawing inferences	devices [for
Ι.		drawing interestoes	<u>-</u>
1 -	gain, maintain	such as inferring	example, headings
1	and monitor the	characters' feelings,	and sub-headings]
1	interest of the	thoughts and	
1	listener(s)	motives from their	evaluate and edit by:
1		actions, and	 assessing the
1	consider and	justifying inferences	effectiveness of
	evaluate		
		with evidence	their own and
	different	 predicting what 	others' writing and
	viewpoints,	might happen from	suggesting
	attending to and	•	improvements
	building on the	details stated and	·
	contributions of	implied	 proposing changes
	others	 identifying main 	to grammar and
	others		vocabulary to
	and and an element	ideas drawn from	improve
	select and use	more than one	consistency,
	appropriate	paragraph and	
	registers for	summarising these	including the
	effective	_	accurate use of
1	communication.	 identifying how 	pronouns in
1		language, structure,	sentences
		and presentation	
1		contribute to	proof-read for spelling and
		meaning	punctuation errors
İ		meaning	F
İ		retrieve and record information	read aloud their own writing,
1			to a group or the whole class,
1		from non-fiction	
İ			using appropriate intonation
		 participate in 	and controlling the tone and
1		discussion about	volume so that the meaning is
1		both books that are	clear.
		read to them and	
		those they can read	
İ		for themselves,	
		·	
		taking turns and	
1		listening to what	
1		others say.	

ENGLISH Curriculum Overview Map – YEAR 5									
Spoken Word	Word Reading	Comprehension	Writing – transcription	Writing – Handwriting	Writing – Composition	Writing – Grammar, Vocabulary and Punctuation			

Pupils should be taught to:	Pupils should be	Don't should be toucht to		Pupils should be taught	Pupils should be taught to:	Pupils should be taught to:
Estan and same a	taught to:	Pupils should be taught to:		to:	plan their writing by:	develop their understanding of
 listen and respond 	apply their	maintain positive attitudes to		write legibly, fluently and	1 7 7	the concepts set out in English
appropriately to	growing	reading and understanding of what			identifying the	Appendix 2 by:
adults and their peers	knowledge of	they read by:		with increasing speed by:	audience for and	 •
	root words,	, ,		choosing which shape of	purpose of the	 recognising
 ask relevant 	prefixes and	 continuing to read and 		a letter to use when given	writing, selecting	vocabulary
questions to extend	suffixes	discuss an increasingly		•	the appropriate form	and structures that
their understanding	(morphology	wide range of fiction,		choices and deciding	and using other	are appropriate for
and knowledge	and etymology),	poetry, plays, non-fiction		whether or not to join	similar writing as	formal speech and
	as listed in	and reference books or		specific little	models for their own	writing, including
 use relevant 	<u>English</u>	textbooks			 noting and 	subjunctive forms
strategies to build	Appendix 1,			choosing the writing	developing	 using passive verbs
their vocabulary	both to read	 reading books that are 		implement that is best	initial ideas, drawing	to
	aloud and to	structured in different		suited for a task.	on reading and	affect the
 articulate and 	understand the	ways and reading for a			•	presentation
justify	meaning of new	range of purposes			research where	of information in a
answers, arguments	words that they				necessary	sentence
and opinions	meet.	 increasing their familiarity 			 in writing narratives, 	Sentence
1		with a wide range of			considering how	 using the perfect
 give well- 		books, including myths,			authors have	form of verbs to
structured		legends and traditional			developed	mark
descriptions,		stories, modern			characters and	relationships of time
explanations and		fiction, fiction from our			settings in what	and cause
narratives		literary heritage, and			pupils have read,	
for different		books from other cultures			listened to or seen	 using expanded
purposes, including		and traditions				noun
for expressing					performed	phrases to convey
feelings		recommending books			draft and write by:	complicated
leelings		that they have read to			selecting	information
maintain		their peers, giving	Pupils should be taught to:		•	concisely
attention and		reasons for their choices	to the second		appropriate	 using modal verbs
		 identifying and 	use further prefixes and		grammar and	or adverbs to
participate actively in		discussing themes and	suffixes and understand		vocabulary,	indicate degrees of
collaborative		conventions in and	the guidance for adding		understanding how	possibility
conversations,		across a wide range of	them		such choices can	' '
staying on topic and		9			change and	 using relative
initiating and		writing	 spell some words with 		enhance meaning	clauses beginning
responding to		 making comparisons 	'silent' letters [for example,		 in narratives, 	with who, which,
comments		within and across books	knight, psalm, solemn]		describing settings,	where, when,
					characters and	whose, that or with
 use spoken 		 learning a wider range of 	 continue to distinguish 		atmosphere and	an implied (i.e.
language to develop		poetry by heart	between homophones and		integrating dialogue	omitted) relative
		 preparing poems and 	other words which are		0 0 0	pronoun
		plays to read aloud and	often confused		to convey character	·
1		to perform, showing			and advance the	 learning the grammar
		understanding through	 use knowledge of 		action	ŭ
		ů ů	morphology and etymology		 précising longer 	for years 5 and 6 in
		intonation, tone and	in spelling and understand		passages	English Appendix 2
		volume so that the	that the spelling of some		, ,	indicate grammatical and other
1		meaning is clear to an	words needs to be learnt		using a wide range	features by:
		audience	specifically, as listed in		of devices to build	
		and denote the first of the fir	English Appendix 1		cohesion within and	 using commas to
		understand what they read by:			across paragraphs	clarify meaning or
		 checking that the book 	 use dictionaries to check 		 using further 	avoid ambiguity in
		makes sense to them,	the spelling and meaning		organisational and	writing
		discussing their	of words		presentational	 using hyphens to
		understanding and	oi words		devices to structure	avoid ambiguity
		exploring the meaning of	 use the first three or four 		text and to guide	• •
		words in context	letters of a word to check		the reader [for	 using brackets,
1		words in context	spelling,		example, headings,	dashes
			spelling,		example, neadings,	

 asking questions to 		or commas to
improve their		indicate parenthesis
understanding		
		 using semi-colons,
 drawing inferences such 		colons or dashes to
as		
inferring characters'		
feelings thoughts and		
feelings, thoughts and		
motives from their		

	understanding		actions, and justifying		meaning or both of		hulla	et points,		mark boundaries
	through		inferences with evidence	-	these in a dictionary	-		erlining]		
	•		interences with evidence		use a thesaurus.		unde	emmy		between independent
	speculating,		 predicting what might 		use a lilesaulus.	eva	luate and e	edit by:		clauses using a colon
	hypothesising,		happen					essing the		to introduce a list
	imagining and		from details stated and					ctiveness of	_	punctuating bullet
	exploring ideas		implied							points consistently
	anada audibla		 summarising the main 					r own and		
	speak audibly		ideas drawn from more				otne	ers' writing		use and understand
	and fluently		than one paragraph,				prop	oosing changes		the grammatical
_	with an		identifying key details				to vo	ocabulary,		terminology in English
	increasing		that support the main				gran	mmar and		Appendix 2 accurately
	command of		ideas				pund	ctuation to		and appropriately in
	Standard						enha	ance effects and		discussing their writing
	English		 identifying how language, 				clari	ify meaning		and reading.
			structure and					uring the		
	participate in		presentation contribute to					uring the sistent and		
	discussions,		meaning							
	presentations,							ect use of tense		
1.	performances,	•	discuss and evaluate how authors					ughout a piece		
1	role play,		use language, including figurative				of w	riting		
	improvisations		language, considering the impact				ensu	uring correct		
	and debates	1.	on the reader				subj	ject and verb		
		1					agre	eement when		
	gain, maintain		distinguish between statements of				usin	ig singular and		
	and monitor		fact and opinion					al, distinguishing		
	the interest of							veen the		
	the listener(s)		retrieve, record and present				lang	guage of speech		
1.			information from non-fiction					writing and		
1	consider and							osing the		
	evaluate		participate in discussions about					ropriate register		
	different		books that are read to them and					.,		
	viewpoints,		those they can read for themselves,				proc	of-read for		
	attending to		building on their own and others'				spel			
	and building		ideas and challenging views				and	punctuation		
	on the		courteously				erro	irs		
	contributions									
	of others		explain and discuss their					orm their own		
			understanding of what they have					positions, using		
	select and use		read, including through formal					ropriate		
	appropriate		presentations and debates,					nation, volume,		
	registers for		maintaining a focus on the topic and					movement so		
	effective		using notes where necessary					meaning is		
	communication						clea	ır.		
			 provide reasoned 							
			justifications for their							
_			views.							

ENGLISH Curriculum Overview Map – YEAR 6								
Spoken Word	Word Reading	Comprehension	Writing – transcription	Writing – Handwriting	Writing – Composition	Writing – Grammar, Vocabulary and Punctuation		

to:	Pupils should be	Pupils should	Pupils should				Pupils should		Pupils sho	ould be taught to:		Pupils should	
	taught	be taught to:	be taught to:				be taught to:	•	nlan their	writing by:	•	be taught to:	
_		ammlu Almain					contracts and the		pian men				develop their understanding of
-	listen and	apply their growing		maintain positive			write legibly,		•	identifying the		concepts set	the English
		knowledge of		attitudes to reading			fluently and			audience for and			
	respond	root words,	by:	and understanding			with increasing			purpose of the		out in 2 by:	<u>Appendix</u>
	appropriately to	prefixes and		of what they read			speed by:			writing, selecting			
	adults and their	suffixes								the appropriate		•	recognising vocabulary and
	peers	(morphology					choosing which			form and using			structures that are appropriate for
		and		continuing to read			shape of a			other similar			formal speech and writing,
	ask relevant	etymology),		and discuss an			letter to use			writing as models			
	questions to	as listed in		increasingly wide			when given			for their own			including subjunctive forms using
	extend their	English		range of fiction,			choices and			ioi illeli owii			passive verbs to affect the
	understanding	Appendix 1,		poetry, plays, non-			deciding			noting and			presentation of information in a
	and knowledge	both to read		fiction and reference			whether or			developing			sentence using the perfect form
		aloud and to		books or textbooks						initial ideas,		•	of verbs to mark relationships of
	use relevant						not to join			drawing on			time and cause using expanded
	strategies to	understand		reading books that			specific little			reading and			noun phrases to convey
	build their	the meaning		are structured in			choosing the			research where			
		of new words		different ways and			writing			necessary			complicated information concisely
Ī	vocabulary	that they		reading for a range	1		implement that			•			using modal verbs or adverbs to
Ī	articulate and	meet.		of purposes	Pupi	Is should be taught to:	inplement that is best suited			in writing			indicate degrees of possibility
						use further prefixes				narratives,			using relative clauses beginning
	justify answers,			increasing their		and suffixes and	for a task.			considering how			with who, which, where, when,
	arguments and			familiarity with a		understand the				authors have		•	whose, that or with an implied
	opinions			wide range of books,		guidance for adding				developed			(i.e. omitted) relative pronoun
				•		them				characters and			
	give			including myths,						settings in what			learning the grammar for years 5
	wellstructured			legends and		spell some words				pupils have read,			and 6 in English
	descriptions,			traditional stories,		with 'silent' letters [for				listened to or seen			Appendix 2
	explanations			modern fiction,		example, knight,				performed		-	in direct annual time land other
	and narratives			fiction from our		psalm, solemn]				periorneu			indicate grammatical and other
	for different			literary heritage, and		psaini, soleninj			draft and	write by:			
	purposes,			books from other		continue to				selecting			
	including for		•	cultures and	_	distinguish between			-	· ·		•	using commas to clarify
	expressing					•				appropriate			meaning or avoid ambiguity in
	feelings			traditions		homophones and				grammar and			writing using hyphens to avoid
	recinigs			recommending		other words which				vocabulary,			ambiguity
	maintain			books that they have		are often confused				understanding			• •
	attention and			read to their peers,						how such choices			using brackets, dashes or
	participate		_	giving reasons for	•	use knowledge of				can change and			commas to indicate parenthesis
				their choices		morphology and				enhance meaning		•	using semi-colons, colons or
	actively in			identifying and		etymology in spelling				in narratives,			dashes to mark boundaries
	collaborative		•	discussing themes		and understand that				describing			between independent clauses
1	conversations,			-		the spelling of some				settings,			·
Ī	staying on topic			and conventions in	1	words needs to be				characters and		footures by::	using a colon to introduce a list
1	and initiating			and across a wide		learnt specifically, as				atmosphere and		features by:	punctuating bullet points
1	and responding		-	range of writing		listed in English				•			consistently
1	to comments			making comparisons		Appendix 1				integrating		•	ř
				within and across	1	100000				dialogue to			use and understand the
Ī	use spoken			books learning a		use dictionaries to				convey character			grammatical terminology in
1	language to			wider range of		check the spelling				and advance the			English Appendix 2
1	develop			Ü		and meaning of				action			· · ·
	understanding			poetry by heart		words				précising longer			
İ	through			preparing poems	1	words				passages			
	speculating,			and plays to read		use the first three or						_	
	hypothesising,			aloud and to	-	four letters of a word				using a wide		•	
				perform, showing	1					range of devices			
	imagining and			understanding	1	to check spelling,				to build cohesion			
	exploring ideas					meaning or both of		-		within and across			
1				through intonation,		these in a dictionary				paragraphs			
				tone and volume so						. • .			
					•	use a thesaurus.							

sent would'y and hummy with of investing understand what for your day checked by the the checked by the the checked by the the checked by the the checked by the the checked by the the checked by the the checked by the the checked by the the checked by the the checked by the the checked by the the checked by the the checked by the the checked by the the checked by the the checked by the the checked by the the checked by the the checked by the checked				
and fluently with an increasing understand what they read by: checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context asking questions to improve their understanding drawing inferences such as inferring characters' feelings, thoughts and	speak audibly	that the meaning is	 using further 	
an increasing understand what they read by: checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context asking questions to improve their understanding drawing inferences such as inferring characters' feelings, thoughts and				· ·
understand what they read by: checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context asking questions to improve their understanding drawing inferences such as inferring characters' feelings, thoughts and		cical to all addictice		
they read by: checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context asking questions to improve their understanding drawing inferences such as inferring characters' feelings, thoughts and	an increasing			
checking that the book makes sense to them, discussing their example, headings, headings, bullet points, understanding and exploring the meaning of words in context asking questions to improve their understanding drawing inferences such as inferring characters' feelings, thoughts and		understand what	devices to	
checking that the book makes sense to them, discussing their example, headings, headings, bullet points, understanding and exploring the meaning of words in context asking questions to improve their understanding drawing inferences such as inferring characters' feelings, thoughts and		they read by:	structure text and	
book makes sense to them, discussing their their headings, bullet points, understanding and exploring the meaning of words in context asking questions to improve their understanding drawing inferences such as inferring characters' feelings, thoughts and			structure text and	
to them, discussing their headings, bullet points, understanding and exploring the meaning of words in context asking questions to improve their understanding drawing inferences such as inferring characters' feelings, thoughts and				
to them, discussing their headings, bullet points, understanding and exploring the meaning of words in context asking questions to improve their understanding drawing inferences such as inferring characters' feelings, thoughts and		book makes sense	reader [for	•
their understanding and exploring the meaning of words in context asking questions to improve their understanding drawing inferences such as inferring characters' feelings, thoughts and				
understanding and exploring the meaning of words in context asking questions to improve their understanding drawing inferences such as inferring characters' feelings, thoughts and				
exploring the meaning of words in context asking questions to improve their understanding drawing inferences such as inferring characters' feelings, thoughts and		■ their		
exploring the meaning of words in context asking questions to improve their understanding drawing inferences such as inferring characters' feelings, thoughts and		understanding and	bullet points.	•
meaning of words in context asking questions to questions to improve their understanding drawing inferences such as inferring characters' feelings, thoughts and		ovaloring the	underlining	
context asking questions to improve their understanding drawing inferences such as inferring characters' feelings, thoughts and		exploiting the	undenimingj	
context asking questions to improve their understanding drawing inferences such as inferring characters' feelings, thoughts and		meaning of words in	1 4 1 1971	
questions to improve their understanding drawing inferences such as inferring characters' feelings, thoughts and	_	context asking	evaluate and edit by:	
improve their understanding drawing inferences such as inferring characters' feelings, thoughts and		questions to	 assessing the 	•
understanding drawing inferences such as inferring characters' feelings, thoughts and		questions to		
drawing inferences such as inferring characters' feelings, thoughts and		improve their		
drawing inferences such as inferring characters' feelings, thoughts and		understanding	their own and	
such as inferring characters' feelings, thoughts and		drawing inferences	others' writing	
characters' feelings, thoughts and			9	
thoughts and				
thoughts and		characters' feelings,		
Indicates from				
		motives from		

	command of	their actions, and		proposing changes to	accurately and appropriately in discussing
	Standard	justifying inferences with		vocabulary, grammar	their writing and reading.
	English	evidence			their writing and reading.
	2.1g.io.1	evidence		and punctuation to	
	participate in	 predicting what might 		enhance effects and	
	discussions,	happen from details		clarify meaning	
	presentations,	stated and implied		ensuring the	
	performances,	summarising the main		consistent and correct	
	role play,	cummanoning the main		use of tense	
	improvisations	ideas drawn from more		throughout a piece of	
-	and debates	than one paragraph,		writing ensuring	
		identifying key details		correct subject and	
	gain, maintain	that support the main		verb agreement when	
	and monitor the	ideas		using singular and	
	interest of the	 identifying how 		plural, distinguishing	
	listener(s)	language, structure and		between the language	
	\-/	presentation contribute		of speech and writing	
	consider and	to meaning		and choosing the	
	evaluate	to mouning		appropriate register	
	different	discuss and evaluate how authors		appropriate register	
	viewpoints,	use language, including figurative		proof-read for spelling	
	attending to and	language, considering the impact		and punctuation errors	
	building on the	on the reader		and panetaation errore	
	contributions of			perform their own	
	others	distinguish between statements of		compositions, using	
-	0111010	fact and opinion		appropriate intonation,	
	select and use	·		volume, and	
	appropriate	retrieve, record and present		movement so that	
	registers for	information from non-fiction	.	meaning is clear.	
	effective			3	
	communication.	participate in discussions about			
		books that are read to them and			
		those they can read for themselves,			
		building on their own and others'			
		ideas and challenging views			
		 courteously 			
		explain and discuss their			
		understanding of what they have			
		 read, including through formal 			
		presentations and debates,			
		maintaining a focus on the topic			
		and using notes where necessary			
		 provide reasoned 			
		justifications for their			
		views.			