



English at



Our Curriculum

We define 'curriculum' as the totality of a child's experience at Baildon Glen Primary School, ensuring they are secondary school ready when they leave Year 6, equipped with the right knowledge and the right skills for the next stage of their educational journey. Our children are at the heart of our curriculum and is underpinned by our Six Ways to Grow:



At Baildon Glen, we are committed to delivering a curriculum that provides our children with knowledge and skills across all primary subjects, with the aim of ensuring pupils are ready for the next stage of their learning. We do this by ensuring that core learning is embedded throughout our curriculum, providing pupils with opportunities to practise and refine the skills they have been taught across a range of contexts.

Intent

At Baildon Glen Primary School we believe that a quality English curriculum should develop children's love of reading, writing and discussion. We have developed a well organised English curriculum that provides many purposeful opportunities for reading, writing and discussion. Our curriculum closely follows the aims of the National Curriculum for English 2014 to enable all children to:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information.
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language.
- appreciate our rich and varied literary heritage.
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences.
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas.



These aims are embedded across our English lessons and the wider curriculum. We will provide the means for children to develop a secure knowledge-base, which follows a clear pathway of progression as they advance through the primary curriculum. Rigorous assessment and review will ensure that we are able to provide targeted support so that all children experience success. We believe that a secure basis in literacy skills is crucial to a high-quality

education and will give our children the tools they need to participate fully as a member of society.

Implementation

Early reading is supported through the Little Wandle scheme. Regular training materials available online ensure that staff are equipped to teach with the expertise and skills required to promote excellent progress, as well as a love of reading. In KS2, when children have completed the LW programme, they develop deeper reading skills using the Big Cat reading scheme which seamlessly follows on from LW in EY and KS1. Each class's timetable is organised to enable weekly access to the school library, with an up-to-date selection of books to provide quality reading materials for all children to promote reading for enjoyment. Further information on the teaching of phonics and reading is found in our phonics and reading long term plan.



When planning literacy lessons, teachers make links to other areas of the curriculum to ensure that cross curricular links provide further context for learning. Teaching blocks focus on fiction, non-fiction or poetry, in line with the 2014 National Curriculum and comprehension, grammar and writing are embedded in lessons. Lesson sequences themselves build progressively towards an extended piece of writing. VIPERS are used to ensure children have a deeper understanding of the text they are focusing on during their lesson. More information on Vipers can be found in our phonics and reading long term plan.

Assessment for Learning is embedded in literacy lessons and children are active in reviewing the successes in their work and identifying, with support from their teacher, target areas for development to ensure a continuous and individualised approach to improving their work.

Impact

The organisation of the English curriculum, is developing a community of enthusiastic readers and writers who enjoy showcasing their developing literacy knowledge and skills. Children are growing in confidence to take risks in their reading and writing and developing oracy skills through discussion. Assessment is showing that more children are achieving age related expectations year on year. We hope our new literacy initiative will help boost children learning and progress. As all aspects of English are an integral part of the curriculum, cross curricular writing standards have improved and skills taught in English lessons are transferred into other subjects. This shows a consolidation of skills and a deeper understanding of when to use specific grammar and punctuation.



Early Years

EY	Rainbow Fish Marcus Pfister Narrative Story	Goldilocks & The 3 Bears Narrative - Traditional tale	The Snowy Day Ezra Jack Keats Narrative	The snail and the Whale Julia Donaldson Rhyming narrative	Very Hungry Caterpillar Eric Carl Fiction	The Journey Neil Griffiths Rhyming narrative
		Little Red Hen Narrative - Traditional Tale	Here comes Jack Frost - Kazuno Kohara Narrative	Do you love bugs? Matt Robertson Non-fiction	Jack and the Beanstalk Mara Alperin Traditional Tale	Whatever Next Jill Murphy Narrative
	Ugly Duckling Narrative - Traditional Tale	Jolly Christmas Postman Janet & Alan Alhberg Rhyming Narrative	3 Little Pigs Narrative - Traditional Tale	Commotion in the Ocean Giles Andrea Rhyming non-fiction	Oliver's Vegetables Vivian French Fiction	The Train Ride June Crebbin Rhyming narrative

Communication and Language (C&L) In the Early Years Foundation Stage, Communication and Language is broken down into three aspects:

Listening and attention - these skills support language learning and include the ability to discriminate sounds and maintain attention.

Understanding - young children gradually develop the ability to understand words in context, beginning with single words and building on this with phrases and more and more complex sentences.

Speaking - this allows children to express their feelings, needs and wants, their thoughts and ideas and be able to talk about what has happened and about creative or imaginative events.

Physical Development (PD) Physical development focuses on how young children gain control of their bodies, as well as how children learn about keeping themselves active and healthy and how they learn to use equipment and materials successfully and safely. In the Early Years Foundation Stage, Physical Development is broken down into two aspects:

Gross Motor skills - Children will be able to negotiate space and obstacles safely, with consideration for themselves and others: demonstrate strength, balance and coordination when playing: move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

Fine Motor skills - Children will learn to hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases: use a range of small tools, including scissors, paint brushes and cutlery and begin to show accuracy and care when drawing.

Literacy in the Early Years includes talking about books, print in the environment, early mark making and writing, as well as sharing books and reading. In the Early Years Foundation Stage, Literacy is broken down into three aspects:

Comprehension - Children will be expected to demonstrate an understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary: anticipate key events in stories: use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.

Word Reading - All EYFS children have the opportunity to talk about books as well as sharing books and reading. Nursery children learn to discriminate between various sounds, develop their knowledge of how words are used and built, by rhyme, hearing initial sounds and words and by sound talk. By the end of Reception children learn to read and understand simple sentences. They use their phonic knowledge to decode regular words and read aloud simple sentences and books that are consistent with

their phonic knowledge, including some common exception words. Children at Baildon Glen learn phonics through Little Wandle Letter and Sounds. Children begin formal learning graphemes in Reception class beginning with phase 2 sounds in the autumn term. In spring, the children then learn phase 3 sounds which include diagraphs and trigraphs. The summer term (phase 4) is then consolidation of phase 2 and 3 and the development of reading more complex words using the sounds they have learned so far.

Writing - In Nursery, children learn to write their name and mark-make. In Reception, children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly, and others are phonetically plausible. Every three weeks we focus on a core book linked to our topic. We will read this book in class and base our activities around themes from the book. The core books will include a variety of fiction and non-fiction texts. Children are taught Phase 2 sounds, how to orally blend these sounds and how to read words containing these simple sounds. Once children can read words containing these taught sounds, they start to read LW books which match their phonic knowledge. In Nursery, we focus on fostering a love of reading: In Reception, in addition to completing daily child-initiated writing opportunities in both the inside and outside environment, children will also learn to write recounts, make their own books, make whole class books, and write invitations. Children will develop their skills of segmenting for writing, listening to the first, middle and final sounds. They will also be applying their knowledge of LW to link the letters to the sounds they can hear. When attempting to write a sentence, the children learn to break the flow of speech into words. They will be encouraged to read back what they have written. In Reception, they will also begin to learn which letters represent which letter sounds during their daily LW lessons. In Nursery, children will be encouraged to mark-make and to write their name.

Nursery
Grammar and Punctuation

Word Structure	Sentence Structure	Text structure	Punctuation	Vocabulary
Beginning to be aware of the way stories are structured.				Book Pages Words Sentence Story
Knows information can be relayed in the form or print.	Knows that print carries meaning and, in English is read from left to right and top to bottom.	Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories		

Reception
Grammar and Punctuation

Word structure	Sentence Structure	Text structure	Punctuation	Vocabulary
Read and write words phonetically.	To use finger spaces between words.	Sequencing words to form short sentences.	Separation of words with spaces.	Sound Letter
Read the first 50 high frequency	To begin to use and to join two sentences together.		Introduction to the use of capital letters and full stops.	Word Sentence Capital letter Full stop



Year 1

1	Little Red Narrative - Traditional Tale	A walk in London Non Fiction Write an non chronological report on a walk around Saltaire	Tidy Narrative	Malala's Magic Pencil	Lost and Found Narrative Recount.	Where Going on a Bear Hunt. Poetry Write we're going on a Bear (include 4 seasons)
	The Sound Collector Poem Roger McGough Write own poem of sounds heard at school.	Paddington's Post Write a Letter from Great Fire of London	Giraffes Can't dance Non chronological report on an animal.	The Rainbow Fish and the Big Blue Whale. To write a recount of the rainbow fish's journey	Jack and the Beanstalk Write a play for Jack and the Beanstalk	

Reading	Writing
<ul style="list-style-type: none"> Secure with Phase 2 & 3 sounds and phase 4 building of words and develop a sound phonic knowledge to be able to decode and understand age-appropriate texts. Identify which words appear again and again (high frequency words). Recognise and join in with predictable phrases. Relate reading to own experiences. Re-read if reading does not make sense. Re-tell with considerable accuracy. Discuss significance of title and events. Make predictions on the basis of what has been read. Make inferences on the basis of what is being said and done. Read aloud with pace, fluency and expression, i.e. pause at full stop; raise voice for question. Recognise capital letters, full stops, question marks and exclamation marks Know why the writer has used the above punctuation in a text. 	<ul style="list-style-type: none"> Spells words containing some of the 40+ phonemes already taught. Spells some common exception words and days of the week. Begins to form lower case letters in the correct direction, understanding which letters belong to which handwriting families, and forms capital letters and digits 0-9. Names the letters of the alphabet in order and uses letter names to distinguish between alternative spellings of the same sound. Uses and understands plural noun suffixes -s and -es (dog, dogs, wish, wishes). Knows that suffixes can be added to verbs (helping, helped, helper) and how the prefix un- changes the meaning of words (unkind). Knows words combine to make sentences and can sequence sentences to form short narratives. Joins words and clauses using and. Uses capital letter for: names, places, days of week and personal pronoun I. Separates words with spaces. Begins to use capital letters, full stops, question marks and exclamation marks to demarcate sentences. Says out loud what they are going to write about. Composes a sentence orally before writing it.

<ul style="list-style-type: none"> Know the difference between fiction and non-fiction texts. 	<ul style="list-style-type: none"> Writes from memory simple sentences dictated by teacher inc. GPCs and common exception words. Sequence sentences to form short narratives. Drafts ideas before writing. Re-read what they have written to check it makes sense. Makes improvements to their own writing based on feedback. Discusses own writing with teacher and other pupils. Reads aloud writing clearly enough to be heard. Listens & responds using appropriate register, asks & answers questions, maintains attention.
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Grammar and Punctuation

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Definition of a verb. Capital letters and full stops and finger spaces. Using capital letters for names and the personal pronoun. Putting words together to make a sentence.</p>	<p>Definition of a conjunction. Adding punctuation (question and exclamation marks) Adjectives - definition, use and to find one in a sentence. Introduction to question marks and exclamation marks.</p>	<p>Definition of a noun. Adding joining (conjunctions) words (and, but, so, because) Adding the appropriate missing joining word into sections of text.</p>	<p>Suffixes (adding ed, er and ing) Regular plural noun suffixes (adding s or es) How it changes the meaning of the noun. e.g. dog- dogs wish-wishes Question marks and exclamation marks</p>	<p>Prefix (Adding 'un' in front of a word) How it changes the meaning of verbs and adjectives. e.g. unkind, untie</p>	<p>Adding the correct word to make sentences grammatically correct. e.g. The use of: was, were Choosing grammatically correct sentences</p>



Year 2

2	Little Red Beth Woolvin Narrative - Traditional Tale	Poetry: Learn and perform a significant poem. (Bonfire night. Remembrance day, Christmas) Fireworks Crackle Spit By Marie Thorn (2 weeks)	Narrative The Rainbow Bear Michael Morpurgo (Polar Bear) Fantasy	Narrative Text - Roald Dahl James and the Giant Peach Write an alternative ending	Non Fiction Recount Tropical World Visit/YWP Exemplification Texts - WAGOLL of Recounts	Narrative Space The Smeds and The Smoos Julia Donaldson Write a sequel to this book? What might happen to the Smeds and the Smoos (and their new baby) next?
		Non Fiction Text The Jolly Christmas Postman Letter Writing (3 weeks) Text The Jolly Christmas Postman Instructions Recipe (Linked to JCP) Gingerbread Boy Following instructions to make Gingerbread Writing instructions to make a Christmas card (2 weeks)	Non Fiction Text - Polar Animals by Wade Cooper Write a Non Chronological Report polar animals	Narrative Text - Old Bear by Jane Hessay (has an aeroplane and parachute) Adventure Retell	Poetry National Geographic Animal Riddle Book Animal Riddles What am I? African Animals	Non Fiction Space One Giant Leap The Story of Neil Armstrong By Don Brown Newspaper report -using the factual information in the text
Reading		Writing				
<ul style="list-style-type: none"> Secure with year group phonic expectations. Recognise simple recurring story language. Read ahead, noticing punctuation, to help with fluency and expression. Comment on plot, setting and characters in familiar & unfamiliar stories. Recount main themes and events. Comment on structure of the text. Use commas, question marks and exclamation marks to vary expression. Read aloud with expression and intonation. Recognise: commas in lists, apostrophe for omission and possession (singular noun) Identify past/present tense. 		<ul style="list-style-type: none"> Spells words with alternative graphemes for known phonemes (English appendix 1). Including common homophones. Spells common exception words. Forms lower case and capital letters of the correct size, orientation and relationship to one another. Uses the possessive apostrophe with singular nouns and spells words with contracted forms. Adds suffixes -ed, -er, -est & -ing to words ending in y and suffixes -ment, -ness, -ful, -less & -ly to root words. Uses expanded noun phrases to expand and specify. Uses subordination (when, if, that, because) and coordination (or, and, but) Uses the present and past tenses correctly and consistently including progressive form. Uses full stops, capital letters and exclamation marks to demarcate sentences. Uses commas to separate items in a list. Says out loud what they are going to write about. 				

<ul style="list-style-type: none"> • Use content and index to locate information 	<ul style="list-style-type: none"> • Writes down ideas and/or key ideas including new vocabulary. • Draws on ideas and vocabulary from books they have read and have had read to them. • Writes from memory simple sentences dictated by teacher inc. GPCs, common exception words & punctuation. • Writes sentences with different forms: statement, question, exclamation, command. • Use think aloud before each sentence. • Re-reading to check writing makes sense and that verbs to indicate time are used correctly. • Evaluates and makes improvements to their own writing based on feedback. • Reads aloud what they have written with appropriate intonation. • Shows positive attitude & stamina for writing through: narratives about own & others experiences, real events, poetry & different purposes. • Listens & responds using appropriate register, asks & answers questions, maintains attention. • Articulates & justifies answers, arguments and opinions, speaking audibly and fluently. • Considers different viewpoints, attending to and building on contributions of others. • Gives well structured descriptions, explanations & narratives including expressing feelings. • Develops understanding through speculating, hypothesising, imagining and exploring ideas.
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Grammar and Punctuation

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Questions, statements, exclamations and commands. Using capital letters for names and the personal pronoun, full stops, exclamation marks and question marks. Expanded noun phrases (for description and specification)	exclamations and commands. Using capital letters for names and the personal pronoun, full stops, exclamation marks and question marks. Expanded noun phrases (for description and specification) Verbs - progressive verbs in the past and present tense. Use of suffixes 'er' and 'est' in adjectives. Use of 'ly' to turn adjective into adverbs. Forming nouns using suffixes ('ness' and 'er') and by compounding (e.g; cupcake, superman).	subordination (using when, if, that, because) and Co-ordination (using or, and, but)	Apostrophes To mark where letters are missing e.g. you're or to mark possession. Use of commas in a list. Present and past tense Forming adjectives using suffixes ('ful' and 'less').	Embedding all Year 2 EGPS objectives	



Year 3

3	Stig of the dump Diary recount	The Great Kapok Tree Lynne Cherry Narrative- environmental- persuasive writing	Escape from Pompeii Christina Balit Narrative- write a letter to others there were not in Pompeii	Tudor tales: The actor, the rebel and the wrinkled queen. Terry Deary Narrative- historical story	The Lonely Planet travel kids book Maps Aleksandra Mizielińska Non fiction- non chronological report about a country in Europe.	Greek Myths Marcia Williams Historical story- myths and legends
		Newspaper report- destruction of the rainforest	Explanation about volcanos	Instructions- for making a Tudor house	Information- Tourist leaflet	Greek poetry

Reading	Writing
<ul style="list-style-type: none"> • Comment on the way characters relate to one another. • Listen to, discuss and express views about a wide range of fiction. • Read common exception words by sight. • Know which words are essential in a sentence to retain meaning. • Check the text makes sense using punctuation, re-reading and self-checking to assist. • Draw inferences such as inferring characters' feelings, thoughts and motives from their actions. • Recognise how commas are used to give more meaning. • Recognise inverted commas. • Recognise: plurals, pronouns and how used, collective nouns, adverbs. • Explain the difference that the precise choice of adjectives and verbs make. 	<ul style="list-style-type: none"> • Spells >50/100 of the commonly misspelt words (Year 3/4 English Appendix 1). • Spell words ending -sion, -ure and ei (-eigh/-ey), words with 'y' within them & with ou (-uh). • Uses the diagonal and horizontal strokes that are needed to join letters & knows which letters, when adjacent to one another, are best left unjoined. Places the possessive apostrophe accurately in words with regular and irregular plurals. • Adds suffixes (ing, er, en, ed) to words with >1 syllable & uses and understands the suffixes -ation, -ly and -ous. • Uses and understands prefixes un-, dis-, mis- and in-. • Uses articles a and an correctly. • Expresses time, place and cause using conjunctions, adverbs and prepositions. • Extends sentences with more than one clause by using a wide range of conjunctions. • Uses present perfect form of verbs. • Uses inverted commas to punctuate direct speech. • Draws on shared models of writing when planning, discussing & recording ideas. • Identifies audience & purpose. Composes & rehearses sentences orally. Uses paragraphs to group related ideas (and headings/subheading for non fiction). • Creates characters, setting and plots in narrative writing. Proof reads for errors. • Makes/suggests ideas & improvements to own and others' writing. • Makes changes to pronouns and nouns to avoid repetition. • Reads aloud own writing using intonation, tone and volume. • Identifies grammatical concepts in their own writing and books they are reading.

- Listens & responds using appropriate register, asks & answers questions, maintains attention.
- Articulates & justifies answers, arguments and opinions, speaking audibly and fluently.
- Considers different viewpoints, attending to and building on contributions of others.
- Gives well structured descriptions, explanations & narratives including expressing feelings.
- Develops understanding through speculating, hypothesising, imagining and exploring ideas.

Grammar and Punctuation

Word Structure	Sentence Structure	Text Structure	Punctuation	Vocabulary
<p>Formation of nouns using a range of prefixes, such as super-, anti-, auto</p> <p>Word families based on common words - to consolidate the understanding of adding suffixes to root words</p> <p>Use of the determiners a or an according to whether the next word begins with a consonant or vowel (e.g. a rock, an open box)</p> <p>To learn irregular tense changes e.g.; go, went</p> <p>Embed the use of the suffixes - est to form comparison of adjectives and adverbs</p>	<p>Expressing time and cause using conjunctions (e.g. when, before, after, while, because), adverbs (e.g. then, next, soon, so) or prepositions (e.g. before, after, during, in, because of)</p>	<p>Introduction to paragraphs as a way to group related material.</p> <p>Headings and sub-headings to aid presentation.</p> <p>Embed commas to separate items in a list.</p> <p>Use of the perfect form of verbs to mark relationships of time and cause (e.g. I have written it down so we can check what he said.)</p>	<p>To use inverted commas to punctuate direct speech.</p> <p>Embed apostrophes to mark contracted forms in spelling.</p>	<p>word family</p> <p>conjunction</p> <p>adverb</p> <p>preposition</p> <p>direct speech</p> <p>speech marks</p> <p>prefix</p> <p>consonant</p> <p>vowel</p> <p>clause</p> <p>suffixes</p> <p>subordinate clause</p> <p>pronouns</p>



Year 4

4		<p>What a waste Jess French</p> <p>-Persuasive text</p>	<p>Romans on the rampage Jeremy Strong - Newspaper report</p>	<p>Online texts</p> <p>-Non chronological report</p>	<p>Wave me goodbye Jacqueline Wilson</p> <p>-letter</p>	<p>Tourist leaflet</p> <p>-Non chronological report</p>
	<p>Secrets of a son king Diary entry</p>	<p>Recycling poems</p> <p>-Poetry</p>	<p>A Roman Story Leila Rasheed</p> <p>-Narrative</p>	<p>Until I met Dudley</p> <p>-Explanation text</p>	<p>The diary of Anne Frank</p> <p>-Narrative</p>	<p>- Comparative description</p>

Reading	Writing
<ul style="list-style-type: none"> • Give a personal point of view on a text and explain a text with confidence. • Justify inferences with evidence, predicting what might happen from details stated or implied. • Use appropriate voices for characters within a story. • Recognise apostrophe of possession (plural). • Identify how sentence type can be changed by altering word order, tenses, adding/deleting words or amending punctuation. • Explain why a writer has used different sentence types or a particular word order and comment on the effect it has created. • Check the text makes sense, reading to the punctuation and habitually re-reading. • Identify and summarise main ideas drawn from more than one paragraph. • Skim & scan to locate information and/or answer a question. 	<ul style="list-style-type: none"> • Spells all of the commonly misspelt words (English Appendix 1). • Spells words with ch, -gue/-que, sc (with Greek, French & Latin roots) & words with the sound spelt ei, eigh or ey. • Down strokes of letters are parallel and equidistant & lines of writing are sufficiently spaced so that ascenders & descenders do not touch. • Accurately use homophones and near homophones knowing the difference in meaning. (Examples are age appropriate and found in Appendix 1 of English curriculum). • Uses and understands prefixes before root words starting with l, m, p or r & prefixes: re-, sub-, inter-, super-, anti-, auto- & uses & spells suffixes which end -ion & -ian (spelt -tion, -sion, -ssion, -cian). • Uses present perfect form of verbs. • Expands noun phrases by adding modifying adjectives, nouns and preposition phrases. • Uses fronted adverbials followed by commas. • Uses standard English forms of verb inflections rather than local spoken forms. • Use inverted commas and other punctuation to indicate direct speech. • Draws on shared models of writing when planning, discussing & recording ideas. Identifies audience and purpose. • Composes & rehearses sentences orally. • Uses paragraphs to organise ideas around a theme. • Creates characters, setting & plots in narrative writing. • Proof reads for errors. • Makes/suggests ideas & improvements to own & others writing.

- Makes changes to grammar & vocabulary to improve consistency.
- Reads aloud own writing using intonation, tone and volume.
- Identifies grammatical concepts in their own writing & books they are reading. Listens & responds using appropriate register, asks & answers questions, maintains attention.
- Articulates & justifies answers, arguments and opinions, speaking audibly and fluently.
- Considers different viewpoints, attending to and building on contributions of others.
- Gives well structured descriptions, explanations & narratives including expressing feelings.
- Develops understanding through speculating, hypothesising, imagining and exploring ideas.

Grammar and Punctuation

Word Structure	Sentence Structure	Text Structure	Punctuation	Vocabulary
<p>The grammatical difference between plurals and possessive -s . e.g. The cows in the field -plural. The cow's nose-possessive.</p> <p>Standard English forms for verb inflections instead of local spoken forms (e.g. He was instead of He were or I did instead of I done).</p>	<p>Appropriate choice of pronoun or noun within a sentence to avoid ambiguity and repetition (e.g. The car was red. It was also very shiny).</p> <p>Fronted adverbials (e.g., Next to the kitchen is a small store room; In the middle of the bed sat a large white cat; Quickly, he opened the door).</p> <p>Use noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases e.g. the teacher expanded to: the strict maths</p>	<p>Use of paragraphs to organise ideas around a theme.</p> <p>Appropriate choice of pronoun or noun across sentences.</p>	<p>Use of inverted commas and other speech punctuation to punctuate direct speech.</p> <p>Embed apostrophes to mark contracted forms and introduce apostrophes for possession (including plural nouns).</p> <p>Use of commas after fronted adverbials (e.g. Later that day, Jack went to the park; Slowly, I ambled down the road).</p>	<p>Pronoun</p> <p>Possessive</p> <p>Pronoun (fronted) adverbials</p> <p>Possession</p> <p>contraction</p>

	teacher with curly hair.			
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Year 5

5	None specific text - non chron report	Room 13 class reader Cosmic- diary entry of journey into space	Street Child	Street Child narrative	Holes Persuasive writing Balanced argument	The highway man-poetry
	Room 13 class reader	None specific text- biography- Captain Cook	Newspaper report Balanced argument	Non-chronological report - Saltaire		Narrative (focusing on descriptive writing)

Reading	Writing
<ul style="list-style-type: none"> Summarise main points of an argument or discussion within their reading and make up their own mind about issues. Compare between two texts and comment on the differences in writing and form Appreciate that people use bias in persuasive writing. Appreciate how two people may have a different view on the same event. Draw inferences and justify with evidence from the text. Vary voice for direct or indirect speech. Recognise clauses within sentences. 	<ul style="list-style-type: none"> Spells >50/100 of the commonly misspelt words (Year 5/6 English appendix 1). Spells words with ei after c, -ough & words with silent letters. Writes legibly, fluently and with increasing speed varying style depending on piece i.e. note taking or published piece. Accurately uses word pairs with -ce and -se (advice/advise). Uses and understands suffixes -cious or -tious and suffixes -cial and -tial & uses and understands suffixes -ant, -ance or -ancy and suffixes -ent, -ence and -ency. Uses the perfect form of verbs to mark relationships of time & cause. Uses modal verbs or adverbs to indicate degrees of possibility.



<ul style="list-style-type: none"> • Explain how and why a writer has used clauses to add information to a sentence. • Participate in discussion about books, expressing and justifying opinions, building on ideas, and challenging others' views. • Use more than one source when carrying out research. • Create a set of notes to summarise what has been read. 	<ul style="list-style-type: none"> • Uses relative clauses beginning with the 5Ws, that or with an implied (i.e. omitted) relative pronoun. • Converts nouns or adjectives into verbs using suffixes (-ate, -ise, -ify) and uses verb prefixes dis-, de-, mis-, over-, reUses brackets, dashes or commas to indicate parenthesis and uses commas to clarify meaning or avoid ambiguity. Identifies audience and purpose using similar writing and research as models for their own. Considers how authors develop character and setting & uses this to plan own ideas. Uses devices to build cohesion within a paragraph (then, after that, this, firstly). Links ideas across paragraphs using adverbials of time (later), place (nearby) & number (secondly). • Creates atmosphere and integrates dialogue to convey character and advance action. • Uses a thesaurus to understand synonyms and antonyms & a dictionary for spellings & meanings. • Ensures consistent use of tense throughout. • Proof reads, proposes changes to vocabulary, grammar and punctuation and assesses effectiveness of own and others writing. • Performs own compositions using appropriate intonation, volume & movement. Identifies grammatical concepts in their own writing and books they are reading. Listens & responds using appropriate register, asks & answers questions, maintains attention. • Articulates & justifies answers, arguments and opinions, speaking audibly and fluently. • Considers different viewpoints, attending to and building on contributions of others. • Gives well structured descriptions, explanations & narratives including expressing feelings. • Develops understanding through speculating, hypothesising, imagining and exploring ideas
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Grammar and Punctuation

Word Structure	Sentence Structure	Text Structure	Punctuation	Vocabulary
Converting nouns or adjectives using suffixes (- ate, -ise, -ify) Verb prefixes (e.g. dis-, de-, mis-, over- and re-)	Relative clauses beginning with who, which, where, why, whose (e.g. Joe went to the park, where he saw lots of flowers). Indicating degrees of possibility using modal verbs (e.g. might, should, will, must) or adverbs (e.g. perhaps, surely).	Devices to build cohesion within a paragraph (e.g. then, after that, this, firstly). Linking ideas across paragraphs using adverbials of time (e.g. Later) place (e.g. Nearby) and number (e.g. Secondly).	Brackets, dashes or commas to indicate parenthesis. Use of commas to clarify meaning or avoid ambiguity (e.g. embedded clause, complex sentence).	relative clause modal verb relative pronoun parenthesis bracket dash determiner cohesion ambiguity



Year 6

6		AU2 - The Tale of Three Brothers (Narrative Poem/NC Report/Informal Letter)	SP1 - The Journey (Debate/Formal Letter/Balanced Argument/Adventure Story)	SP2 - Dracula (Flashback story/Explanation Text)	SU1 - Fearless Felix (Newspaper/Formal/Informal letter)	SU2 - Fearless Felix (Narrative)
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Reading	Writing
<ul style="list-style-type: none"> Fluently and effortlessly read the full range of age-appropriate texts. Determine the meaning of new words by applying morphological knowledge of root words. Refer to text to support opinions and predictions. Give a view about choice of vocabulary, structure, etc. Distinguish between fact and opinion. Retrieve, record and present information from non-fiction texts. Appreciate how a set of sentences has been arranged to create maximum effect. Recognise complex sentences with more than one subordinate clause and phrases which add detail to sentences. Explain how a writer has used sentences to create particular effects. Use appropriate intonation, tone and volume when reading aloud to an audience, to make the meaning clear. Skim and scan to aid note-taking. 	<ul style="list-style-type: none"> Spells all of the commonly misspelt words (English Appendix 1). Chooses handwriting for a particular task i.e. unjoined style for labelling, forms, emails etc. Accurately uses homophones and near homophones knowing the difference in meaning (found in Appendix 1 of English curriculum). Uses and understands suffixes -able or -ible and -ably or -ibly & adds suffixes beginning with vowel letters for words ending in -fer. Uses a hyphen to join a prefix to a root word. Recognises vocabulary and structures that are appropriate for formal speech and writing including subjunctive forms. Uses passive verbs to affect the presentation of information in a sentence. Uses expanded noun phrases to convey complicated information concisely. Uses the semi-colon and dash to mark the boundary between independent clauses & uses a colon to introduce a list (& semi-colons within list). Uses bullet points to list information and uses hyphens to avoid ambiguity. Identifies audience and purpose by considering range of examples & uses to plan own ideas. Uses organisation and presentational devices to structure text and guide the reader (headings, bullets, tables etc). Uses a range of cohesive devices including repetition of words/phrases, use of adverbials & ellipsis. Selects grammar & vocab to vary informal/ formal speech & writing depending on purpose. Precises longer passages into shorter text. Ensures correct subject & verb agreement when using the singular & plural. Distinguishes between the language of speech and writing.

- Chooses the appropriate register.
- Performs own compositions using appropriate intonation, volume & movement. Identifies grammatical concepts in their own writing and books they are reading. Listens & responds using appropriate register, asks & answers questions, maintains attention.
- Articulates & justifies answers, arguments and opinions, speaking audibly and fluently.
- Considers different viewpoints, attending to and building on contributions of others.
- Gives well structured descriptions, explanations & narratives including expressing feelings.
- Develops understanding through speculating, hypothesising, imagining and exploring ideas.

Grammar and Punctuation

Word Structure	Sentence Structure	Text Structure	Punctuation	Vocabulary
<p>The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (e.g. said versus reported, alleged, or claimed in formal speech or writing). Understand how words are related by meaning as synonyms and antonyms e.g. big, large, little. Perfect form of verbs to mark the relationship of time and cause.</p>	<p>Use of the passive voice to affect the presentation of information in a sentence (e.g. I broke the window in the greenhouse versus the window in the greenhouse was broken). Expanded noun phrases to convey complicated information concisely (e.g. The boy that jumped over the fence is over there, or The fact that it was raining meant the end of sports day). 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. He's your friend, isn't he? or the use of the subjunctive in some very formal writing and speech</p>	<p>Linking ideas across paragraphs using a wider range of cohesive devices; semantic cohesion (e.g. repetition of a word or phrase - He ran and ran and ran but it was no good) grammatical connections (e.g. the use of adverbials such as; on the other hand, in contrast, as a consequence) and contraction (e.g. I'm, can't, who'll). Layout devices, such as headings, sub-headings, columns, bullet points, or tables, to structure text. Manage shifts in formality by using a range of formal and informal vocabulary and grammatical structures consistently and effectively to match particular audiences and purposes.</p>	<p>Use of the semi-colon, colon and dash to indicate stronger subdivision of a sentence than a comma. Punctuation of bullet points to list information. How hyphens can be used to avoid ambiguity (e.g. man eating shark versus man-eating shark, or recover versus recover). Use the colon to introduce a list and semi-colons within lists.</p>	<p>Active and passive voice Subject and object Hyphen Colon, semi-colon Bullet points</p>

	(e.g. John asked that Mark submit his research paper before the end of the month; It is important she attend the meeting.			
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Spelling

Year Group	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Year 2 follow Little Wandle Teaching of Spelling						
Year 2						
Key Stage 2 following Spelling Shed						
Year 3	The /ow/ sound spelled 'ou.' Found often in the middle of words, sometimes at the beginning and very rarely at the end of words. The /u/ sound spelled 'ou.'	Words with the prefix 're-' 're-' means 'again' or 'back.' The prefix 'dis-' which has a negative meaning. It often means 'does not' as in does not agree = disagree. The prefix 'mis-' This is another prefix with negative meanings.	The long vowel /a/ sound spelled 'ai'. The long /a/ vowel sound spelled 'ei.' The long /a/ vowel sound spelled 'ey.' Adding the suffix -ly. Adding the -ly suffix to an adjective turns it into an adverb. Homophones - words which have the same pronunciation but	The /l/ sound spelled '-al' at the end of words. The /l/ sound spelled '-le' at the end of words. Adding the suffix '-ly' when the root word ends in '-le' then the '-le' is changed to '-ly.' Adding the suffix '-ally' which is used instead of '-ly' when the root word ends in '-ic.'	Words ending in '-er' when the root word ends in (t)ch. Words with the /k/ sound spelled 'ch.' These words have their origins in the Greek language. Words ending with the /g/ sound spelled '-gue' and the /k/ sound spelled '-que.'	The suffix '-sion' pronounced /ʒən/ Revision - spelling rules we have learned in Stage 3. Revision - spelling rules we have learned in Stage 3. Revision - spelling rules we have learned in Stage 3.



	<p>This digraph is only found in the middle of words. Spelling Rule: The /i/ sound spelled with a 'y.'</p> <p>Words with endings that sound like /ze/ as in measure are always spelled with '-sure.'</p> <p>Words with endings that sound like /ch/ is often spelled '-ture' unless the root word ends in (t)ch. Challenge words</p>	<p>Adding suffixes beginning with vowel letters to words of more than one syllable. The consonant letter is not doubled if the syllable is unstressed.</p> <p>Adding suffixes beginning with vowel letters to words of more than one syllable. If the last syllable of a word is stressed and ends with one consonant letter which has just one vowel letter before it, the final consonant letter is doubled. Challenge words</p>	<p>different meanings and/or spellings. Challenge Words</p>	<p>Words which do not follow the rules. Challenge Words</p>	<p>These words are French in origin. Words with the /s/ sound spelled 'sc' which is Latin in its origin. Homophones: Words which have the same pronunciation but different meanings and/or spellings. Challenge Words</p>	<p>Revision - spelling rules we have learned in Stage 3. Revision - spelling rules we have learned in Stage 3.</p>
<p>Year 4</p>	<p>1. These words are homophones or near homophones. They have the same pronunciation but different spellings and/or meanings. .The prefix 'in-' can mean both 'not' and</p>	<p>The suffix '-ation' is added to verbs to form nouns. The suffix '-ation' is added to verbs to form nouns. Adding -ly to adverbs. Remembering words ending in '-y' become '-ily' and words ending in '-le' become '-ly.' Adding '-ly' to to turn an adjective into an adverb when the final letter is 'l.'</p>	<p>Adding the suffix '-ion.' When the root word ends in 'd,' 'de' or 'se' then the suffix '-ion' needs to be '-sion.' Adding the suffix '-ous.' Sometimes the root word is obvious and the usual rules apply for adding suffixes beginning with vowel letters.</p>	<p>The 'au' digraph The suffix '-ion' when the root word ends in 't' or 'te' then the suffix becomes '-tion.' The suffix '-ion' becomes '-ssion' when the root word ends in 'ss' or 'mit.' The suffix '-cian' used instead of '-sion' when the root word ends in 'c' or 'cs' Adding '-ly' to create adverbs of manner. These adverbs describe how the verb is occurring. Challenge Words</p>	<p>Homophones - words which have the same pronunciation but different meanings and/or spellings. The /s/ sound spelled c before 'i' and 'e'. Some words have similar spellings, root words and meanings. We call these word families. 'sol word family' and 'real word family'</p>	<p>Plural possessive apostrophes. Revision - spelling rules we have learned in Stage 4. Revision - spelling rules we have learned in Stage 4. Revision - spelling rules we have learned in Stage 4. Revision - spelling rules we have learned in Stage 4.</p>

	<p>'in'/'into.' In these spellings the prefix 'in-' means 'not.' Before a root word starting with l, the 'in-' prefix becomes 'il-'. Before a root word starting with r the prefix 'in-' becomes 'ir-' The prefix 'sub-' which means under or below. The prefix 'inter-' means between, amongst or during. Challenge Words</p>	<p>Word with the 'sh' sound spelled ch. These words are French in origin. Challenge Words</p>	<p>Sometimes there is no obvious root word though. The suffix '-ous.' The final 'e' of the root word must be kept if the sound of 'g' is to be kept. The 'ee' sound spelled with an 'i.' The suffix '-ous.' If there is an 'ee' sound before the '-ous' ending, it is usually spelled as i, but a few words have e. Challenge Words</p>		<p>Some words have similar spellings, root words and meanings. We call these word families. 'phon word family' and 'sign word family' Prefixes - 'super-' 'anti' and 'auto.' The prefix bi- meaning two. Challenge Words</p>	
<p>Year 5</p>	<p>1. Words ending in '-ious.'</p> <p>2. Words ending in '-cious.' If the root word ends in -ce the sound is usually spelled '-cious.'</p> <p>3. Ending '-cial' and '-tial.'</p> <p>After a vowel '-cial' is most common and '-itial' after a</p>	<p>1. Words ending in '-ant.' '-ant' Is used if there is an 'a' or 'ay' sound in the right place.</p> <p>2. Words ending in '-ance.' '-ance' Is used if there is an 'a' or 'ay' sound in the right place.</p> <p>3. Use -ent and -ence after soft c (/s/ sound), soft g (/j/ sound) and qu. There</p>	<p>1. Words ending in '-able.' If this is being added to a root word ending in -ce or -ge then the e after the c or g is kept otherwise they would be said with their hard sounds as in cap and gap. 2. Adverbs of time (temporal adverbs) these are words to develop chronology in writing.</p>	<p>1. Words with the 'ee' sound spelled ei after c. The 'i' before e except after c' rule applies to words where the sound spelled by ei is /ee/ However there are exceptions like those in the spellings.</p> <p>2. Words containing the letter string 'ough' where the sound is /aw/.</p> <p>3. Words containing the letter string 'ough' where the sound is /o/ as in boat or 'ow' as in cow. 4. Adverbs</p>	<p>1. These words are homophones or near homophones. They have the same pronunciation but different spellings and/or meanings.</p> <p>2. These words are homophones or near homophones. They have the same pronunciation but different spellings and/or meanings.</p>	<p>1. Hyphens can be used to join a prefix to a root word, especially if the prefix ends in a vowel letter and the root word also begins with one.</p> <p>2. Challenge Words</p> <p>3. Revision: Year 5 words</p> <p>4. Revision: Year 5 words</p> <p>5. Revision: Year 5 words</p> <p>6. Revision: Year 5 words</p>

	<p>consonant. But there are many exceptions. 4.Ending ‘-cial’ and ‘-tial.’ After a vowel ‘-cial’ is most common and ‘-itial’ after a consonant. But there are many exceptions. 5.Ending ‘-cial’ and ‘-tial.’ After a vowel ‘-cial’ is most common and ‘-itial’ after a consonant. But there are many exceptions. 6.Challenge words</p>	<p>many exceptions to this rule. 4. Words ending in ‘-able’ and ‘-ible.’ ‘-able’ is used where there is a related word ending ‘-ation.’ 5. Words ending in ‘-ably’ and ‘-ibly.’ The ‘-able’ ending is usually but not always used if a complete root word can be heard before it. ‘y’ endings comply with previously learned rules and is replaced with ‘i’ as in rely > reliably 6.Challenge Words</p>	<p>3. Adding suffixes beginning with vowel letters to words ending in -fer. The r is doubled if the -fer is still stressed when the ending is added. If the -fer is not stressed then the r isn’t doubled. 4. Words with ‘silent’ letters at the start. 5. Words with ‘silent’ letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word) 6.Challenge Words</p>	<p>of possibility. These words show the possibility that something has of occurring. 5.Challenge Words</p>	<p>3. These words are homophones or near homophones. They have the same pronunciation but different spellings and/or meanings. 4. These words are homophones or near homophones. They have the same pronunciation but different spellings and/or meanings. 5. These words are homophones or near homophones. They have the same pronunciation but different spellings and/or meanings. 6.Challenge Words</p>	
<p>Year 6</p>	<p>Challenge Words</p>	<p>1. Spelling Rules: Words with the short vowel sound /i/ spelled y 2. Spelling Rules: Words with the long vowel sound /i/ spelled with a y. 3. Spelling Rules: Adding the prefix ‘-over’ to verbs. 4. Spelling Rules: Convert nouns or verbs into adjectives using suffix ‘-ful.’ 5. Spelling Rules: Words which can be</p>	<p>1. Spelling Rules: Words with a ‘soft c’ spelled /ce/. 2. Spelling Rules: Prefix dis, un, over, im. Each have a particular meaning: dis - reverse; un - not; over - above/more; im - opposite 3. Spelling Rules: Words with the /f/ sound spelled ph. 4. Spelling Rules: Words with origins in other countries.</p>	<p>1. Spelling Rules: Words with endings /shuhl/ after a consonant letter. 2. Spelling Rules: Words with the common letter string ‘acc’ at the beginning of words. 3. Spelling Rules: Words ending in ‘-ably.’ 4. Spelling Rules: Words ending in ‘-ible’ 5. Spelling Rules: Adding the suffix ‘-ibly’ to create an adverb. 6. Spelling Rules: Changing ‘-ent’ to ‘-ence.’</p>	<p>1. Spelling Rules: -er, -or, -ar at the end of words. 2. Spelling Rules: Adverbs synonymous with determination. 3. Spelling Rules: Adjectives to describe settings 4. Spelling Rules: Vocabulary to describe feelings. 5. Spelling Rules: Adjectives to describe character</p>	<p>1. Grammar Vocabulary 2. Mathematical Vocabulary</p>

		nouns and verbs. 6.Spelling Rules: Words with an /o/ sound spelled 'ou' or 'ow.'	5. Spelling Rules: Words with unstressed vowel sounds. 6.Spelling Rules: Words with endings /shuhl/ after a vowel letter.			
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