

Northwood Primary School English
Policy



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Date Created	September 2017
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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

Drama

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 improve 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

Writing

- 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 Curriculum Overview Map – Year 1

Spoken Word	Word Reading	Comprehension	Writing – transcription	Writing – Handwriting	Writing – Composition	Writing – Grammar, Vocabulary and Punctuation
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ 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, 	<p>to:</p> <ul style="list-style-type: none"> ▪ apply phonic knowledge and skills as the route to decode words ▪ respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes ▪ read accurately by blending sounds in unfamiliar words containing GPCs that have been taught ▪ read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word ▪ read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ develop pleasure in reading, motivation to read, vocabulary and understanding by: <ul style="list-style-type: none"> ▪ listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently ▪ being encouraged to link what they read or hear read to their own experiences ▪ becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics ▪ recognising and joining in with predictable phrases ▪ learning to appreciate rhymes and poems, and to recite some by heart ▪ discussing word meanings, linking new meanings to those already known ▪ understand both the books they can already read accurately and fluently and those they listen to by: 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ 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 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ 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. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ write sentences by: <ul style="list-style-type: none"> ▪ 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. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ develop their understanding of the concepts set out in English Appendix 2 by: <ul style="list-style-type: none"> ▪ leaving spaces between words ▪ joining words and joining clauses using and ▪ beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark ▪ using a capital letter for names of people, places, the days of the week, and the personal pronoun ‘I’ ▪ learning the grammar for year 1 in English Appendix 2 ▪ use the grammatical terminology in English Appendix 2 in discussing their writing.

<ul style="list-style-type: none"> ▪ imagining and exploring ideas ▪ speak audibly and fluently with an increasing command of Standard English ▪ participate in discussions, presentations, performances, role play, improvisations and debates ▪ gain, maintain and monitor the interest of the listener(s) ▪ consider and evaluate different viewpoints, attending to and building on the contributions of others ▪ select and use appropriate registers for effective communication. 	<ul style="list-style-type: none"> ▪ read other words of more than one syllable that contain taught GPCs ▪ read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s) ▪ read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words ▪ re-read these books to build up their fluency and confidence in word reading. 	<ul style="list-style-type: none"> ▪ drawing on what they already know or on background information and vocabulary provided by the teacher ▪ checking that the text makes sense to them as they read and correcting inaccurate reading ▪ discussing the significance of the title and events ▪ making inferences on the basis of what is being said and done ▪ predicting what might happen on the basis of what has been read so far <p>participate in discussion about what is read to them, taking turns and listening to what others say</p> <p>explain clearly their understanding of what is read to them.</p>	<ul style="list-style-type: none"> ▪ using letter names to distinguish between alternative spellings of the same sound <p>add prefixes and suffixes:</p> <ul style="list-style-type: none"> ▪ using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs ▪ using the prefix un– ▪ using –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest] <p>apply simple spelling rules and guidance, as listed in English Appendix 1</p> <p>write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.</p>			
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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
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<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> listen and respond appropriately to adults and their peers ask relevant questions to extend their understanding and knowledge use relevant strategies to build their vocabulary articulate and justify answers, arguments and opinions give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas speak audibly and fluently with an increasing command of Standard English participate in discussions, presentations, performances, role play, improvisations and debates gain, maintain and monitor the interest of the listener(s) consider and evaluate different viewpoints, attending to and building on the contributions of others 	<p>to:</p> <ul style="list-style-type: none"> continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes read accurately words of two or more syllables that contain the same graphemes as above read words containing common suffixes read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word read most words quickly and accurately, without overt 	<p>Pupils should be taught</p> <ul style="list-style-type: none"> reading accurately reading words containing common suffixes reading further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word reading most words quickly and accurately, without overt 	<p>Pupils should be taught to:</p> <p>develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and nonfiction at a level beyond that at which they can read independently discussing the sequence of events in books and how items of information are related becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales being introduced to nonfiction books that are structured in different ways recognising simple recurring literary language in stories and poetry discussing and clarifying the meanings of words, linking new meanings to known vocabulary discussing their favourite words and phrases continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear <p>understand both the books that they can already read accurately and</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> spell by: segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> form lower-case letters of the correct size relative to one another start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters use spacing between words that reflects the size of the letters. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> develop positive attitudes towards and stamina for writing by: writing narratives about personal experiences and those of others (real and fictional) writing about real events writing poetry writing for different purposes consider what they are going to write before beginning by: planning or saying out loud what they are going to write about writing down ideas and/or key words, including new vocabulary encapsulating what they want to say, sentence by sentence make simple additions, revisions and corrections to their own writing by: evaluating their writing with the 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> develop their understanding of the concepts set out in English Appendix 2 by: <ul style="list-style-type: none"> learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular) learn how to use: <ul style="list-style-type: none"> sentences with different forms: statement, question, exclamation, command expanded noun phrases to describe and specify [for example, the blue butterfly] the present and past tenses correctly and consistently including the progressive form subordination (using
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					<p>teacher and other pupils</p> <ul style="list-style-type: none">▪ re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form▪ proof-reading to check for errors in spelling, grammar and punctuation (for example, ends of	<p>when, if, that, or because) and coordination (using or, and, or but)</p> <ul style="list-style-type: none">▪ the grammar for year 2 in English Appendix 2▪ some features of written Standard English
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<ul style="list-style-type: none"> select and use appropriate registers for effective communication. 	<ul style="list-style-type: none"> sounding and blending, when they have been frequently encountered read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation re-read these books to build up their fluency and confidence in word reading. 	<p>fluently and those that they listen to by:</p> <ul style="list-style-type: none"> drawing on what they already know or on background information and vocabulary provided by the teacher checking that the text makes sense to them as they read and correcting inaccurate reading making inferences on the basis of what is being said and done answering and asking questions predicting what might happen on the basis of what has been read so far <p>participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say</p> <p>explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.</p>	<ul style="list-style-type: none"> learning to spell common exception words learning to spell more words with contracted forms learning the possessive apostrophe (singular) [for example, the girl's book] distinguishing between homophones and near-homophones add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly apply spelling rules and guidance, as listed in English Appendix 1 write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far. 		<ul style="list-style-type: none"> sentences punctuated correctly] read aloud what they have written with appropriate intonation to make the meaning clear. 	<ul style="list-style-type: none"> use and understand the grammatical terminology in English Appendix 2 in discussing their writing.
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ENGLISH Curriculum Overview Map – Year 3

Spoken Word	Word Reading	Comprehension	Writing – transcription	Writing – Handwriting	Writing – Composition	Writing – Grammar, Vocabulary and Punctuation
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ 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 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet ▪ read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ develop positive attitudes to reading and understanding of what they read by: <ul style="list-style-type: none"> ▪ listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks ▪ reading books that are structured in different ways and reading for a range of purposes ▪ using dictionaries to check the meaning of words that they have read ▪ increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally ▪ identifying themes and conventions in a wide range of books preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action ▪ discussing words and phrases that capture the reader's interest and imagination ▪ recognising some different forms of 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ 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 <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ 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 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ 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]. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ plan their writing by: <ul style="list-style-type: none"> ▪ 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: <ul style="list-style-type: none"> ▪ composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ develop their understanding of the concepts set out in English Appendix 2 by: <ul style="list-style-type: none"> ▪ 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: <ul style="list-style-type: none"> ▪ 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

		poetry [for example, free verse, narrative poetry]				English Appendix 2 accurately and appropriately when discussing their writing and reading.
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<ul style="list-style-type: none"> ▪ participate in discussions, presentations, performances, role play, improvisations and debates ▪ gain, maintain and monitor the interest of the listener(s) ▪ consider and evaluate different viewpoints, attending to and building on the contributions of others ▪ select and use appropriate registers for effective communication. 		<ul style="list-style-type: none"> ▪ understand what they read, in books they can read independently, by: <ul style="list-style-type: none"> ▪ checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context ▪ asking questions to improve their understanding of a text ▪ drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence ▪ predicting what might happen from details stated and implied ▪ identifying main ideas drawn from more than one paragraph and summarising these ▪ identifying how language, structure, and presentation contribute to meaning ▪ retrieve and record information from non-fiction <ul style="list-style-type: none"> ▪ participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say. 	<p>teacher, that include words and punctuation taught so far.</p>		<ul style="list-style-type: none"> ▪ sentence structures (English Appendix 2) <ul style="list-style-type: none"> ▪ organising paragraphs around a theme ▪ in narratives, creating settings, characters and plot ▪ in non-narrative material, using simple organisational devices [for example, headings and sub-headings] ▪ evaluate and edit by: <ul style="list-style-type: none"> ▪ assessing the effectiveness of their own and others' writing and suggesting improvements ▪ proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences ▪ proof-read for spelling and punctuation errors ▪ read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. 	
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ENGLISH Curriculum Overview Map – YEAR 4

Spoken Word	Word Reading	Comprehension	Writing – transcription	Writing – Handwriting	Writing – Composition	Writing – Grammar, Vocabulary and Punctuation
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<p>to:</p> <ul style="list-style-type: none"> 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 wellstructured 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, 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> develop positive attitudes to reading and understanding of what they read by: <ul style="list-style-type: none"> listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks reading books that are structured in different ways and reading for a range of purposes using dictionaries to check the meaning of words that they have read increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally identifying themes and conventions in a wide range of books preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action discussing words and phrases that capture the reader's interest and imagination recognising some different forms of poetry [for example, 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> 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 teacher, that include words and punctuation taught so far. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> 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]. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> plan their writing by: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> develop their understanding of the concepts set out in English Appendix 2 by: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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 English Appendix 2 accurately and
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		free verse, narrative poetry]				appropriately when discussing their writing and reading.
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<ul style="list-style-type: none"> ▪ imagining and exploring ideas ▪ speak audibly and fluently with an increasing command of Standard English ▪ participate in discussions, presentations, performances, role play, improvisations and debates ▪ gain, maintain and monitor the interest of the listener(s) ▪ consider and evaluate different viewpoints, attending to and building on the contributions of others ▪ select and use appropriate registers for effective communication. 		<ul style="list-style-type: none"> ▪ understand what they read, in books they can read independently, by: <ul style="list-style-type: none"> ▪ checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context ▪ asking questions to improve their understanding of a text ▪ drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence ▪ predicting what might happen from details stated and implied ▪ identifying main ideas drawn from more than one paragraph and summarising these ▪ identifying how language, structure, and presentation contribute to meaning ▪ retrieve and record information from non-fiction <ul style="list-style-type: none"> ▪ participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say. 			<ul style="list-style-type: none"> ▪ sentence structures (English Appendix 2) <ul style="list-style-type: none"> ▪ organising paragraphs around a theme ▪ in narratives, creating settings, characters and plot ▪ in non-narrative material, using simple organisational devices [for example, headings and sub-headings] ▪ evaluate and edit by: <ul style="list-style-type: none"> ▪ assessing the effectiveness of their own and others' writing and suggesting improvements ▪ proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences ▪ proof-read for spelling and punctuation errors ▪ read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. 	
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ENGLISH Curriculum Overview Map – YEAR 5

Spoken Word	Word Reading	Comprehension	Writing – transcription	Writing – Handwriting	Writing – Composition	Writing – Grammar, Vocabulary and Punctuation
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<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> 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 	<p>Pupils should be taught to:</p> <p>apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet.</p>	<ul style="list-style-type: none"> <p>Pupils should be taught to:</p> <p>maintain positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks reading books that are structured in different ways and reading for a range of purposes increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions recommending books that they have read to their peers, giving reasons for their choices identifying and discussing themes and conventions in and across a wide range of writing making comparisons within and across books learning a wider range of poetry by heart preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience <p>understand what they read by:</p> <ul style="list-style-type: none"> checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> use further prefixes and suffixes and understand the guidance for adding them spell some words with 'silent' letters [for example, knight, psalm, solemn] continue to distinguish between homophones and other words which are often confused use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1 use dictionaries to check the spelling and meaning of words use the first three or four letters of a word to check spelling, 	<p>Pupils should be taught to:</p> <p>write legibly, fluently and with increasing speed by:</p> <p>choosing which shape of a letter to use when given choices and deciding whether or not to join specific little</p> <p>choosing the writing implement that is best suited for a task.</p>	<ul style="list-style-type: none"> <p>Pupils should be taught to:</p> <p>plan their writing by:</p> <ul style="list-style-type: none"> identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own noting and developing initial ideas, drawing on reading and research where necessary in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed <p>draft and write by:</p> <ul style="list-style-type: none"> selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action precising longer passages using a wide range of devices to build cohesion within and across paragraphs using further organisational and presentational devices to structure text and to guide the reader [for example, headings, 	<ul style="list-style-type: none"> <p>Pupils should be taught to:</p> <p>develop their understanding of the concepts set out in English Appendix 2 by:</p> <ul style="list-style-type: none"> recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms using passive verbs to affect the presentation of information in a sentence using the perfect form of verbs to mark relationships of time and cause using expanded noun phrases to convey complicated information concisely using modal verbs or adverbs to indicate degrees of possibility using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun learning the grammar for years 5 and 6 in English Appendix 2 <p>indicate grammatical and other features by:</p> <ul style="list-style-type: none"> using commas to clarify meaning or avoid ambiguity in writing using hyphens to avoid ambiguity using brackets, dashes
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		<ul style="list-style-type: none">▪ asking questions to improve their understanding▪ drawing inferences such as inferring characters' feelings, thoughts and motives from their				<ul style="list-style-type: none">▪ or commas to indicate parenthesis using semi-colons, colons or dashes to
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<ul style="list-style-type: none"> ▪ understanding through speculating, hypothesising, imagining and exploring ideas ▪ speak audibly and fluently with an increasing command of Standard English ▪ participate in discussions, presentations, performances, role play, improvisations and debates ▪ gain, maintain and monitor the interest of the listener(s) ▪ consider and evaluate different viewpoints, attending to and building on the contributions of others ▪ select and use appropriate registers for effective communication ▪ 		<ul style="list-style-type: none"> ▪ actions, and justifying inferences with evidence <ul style="list-style-type: none"> ▪ predicting what might happen from details stated and implied ▪ summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas ▪ identifying how language, structure and presentation contribute to meaning ▪ discuss and evaluate how authors use language, including figurative language, considering the impact on the reader ▪ distinguish between statements of fact and opinion ▪ retrieve, record and present information from non-fiction ▪ participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously ▪ explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary <ul style="list-style-type: none"> ▪ provide reasoned justifications for their views. 	<ul style="list-style-type: none"> ▪ meaning or both of these in a dictionary use a thesaurus. 		<ul style="list-style-type: none"> ▪ bullet points, underlining] ▪ evaluate and edit by: <ul style="list-style-type: none"> ▪ assessing the effectiveness of their own and others' writing ▪ proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning ▪ ensuring the consistent and correct use of tense throughout a piece of writing ▪ ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register ▪ proof-read for spelling and punctuation errors ▪ perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear. 	<ul style="list-style-type: none"> ▪ mark boundaries between independent clauses using a colon to introduce a list punctuating bullet points consistently ▪ use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading.
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ENGLISH Curriculum Overview Map – YEAR 6

Spoken Word	Word Reading	Comprehension	Writing – transcription	Writing – Handwriting	Writing – Composition	Writing – Grammar, Vocabulary and Punctuation
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<p>to:</p> <ul style="list-style-type: none"> 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 wellstructured 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 	<p>Pupils should be taught to:</p> <p>apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet.</p>	<ul style="list-style-type: none"> maintain positive attitudes to reading and understanding of what they read continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks reading books that are structured in different ways and reading for a range of purposes increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions recommending books that they have read to their peers, giving reasons for their choices identifying and discussing themes and conventions in and across a wide range of writing making comparisons within and across books learning a wider range of poetry by heart preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> use further prefixes and suffixes and understand the guidance for adding them spell some words with 'silent' letters [for example, knight, psalm, solemn] continue to distinguish between homophones and other words which are often confused use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1 use dictionaries to check the spelling and meaning of words use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary use a thesaurus. 	<p>Pupils should be taught to:</p> <p>write legibly, fluently and with increasing speed by:</p> <ul style="list-style-type: none"> choosing which shape of a letter to use when given choices and deciding whether or not to join specific little choosing the writing implement that is best suited for a task. 	<p>Pupils should be taught to:</p> <p>plan their writing by:</p> <ul style="list-style-type: none"> identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own noting and developing initial ideas, drawing on reading and research where necessary in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed <p>draft and write by:</p> <ul style="list-style-type: none"> selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action precising longer passages using a wide range of devices to build cohesion within and across paragraphs 	<p>Pupils should be taught to:</p> <p>develop their understanding of the English Appendix</p> <p>concepts set out in 2 by:</p> <ul style="list-style-type: none"> recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms using passive verbs to affect the presentation of information in a sentence using the perfect form of verbs to mark relationships of time and cause using expanded noun phrases to convey complicated information concisely using modal verbs or adverbs to indicate degrees of possibility using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun learning the grammar for years 5 and 6 in English Appendix 2 indicate grammatical and other using commas to clarify meaning or avoid ambiguity in writing using hyphens to avoid ambiguity using brackets, dashes or commas to indicate parenthesis using semi-colons, colons or dashes to mark boundaries between independent clauses using a colon to introduce a list punctuating bullet points consistently use and understand the grammatical terminology in English Appendix 2
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<ul style="list-style-type: none"> ▪ speak audibly and fluently with an increasing 		<ul style="list-style-type: none"> ▪ that the meaning is clear to an audience ▪ understand what they read by: <ul style="list-style-type: none"> ▪ checking that the book makes sense to them, discussing their ▪ understanding and exploring the meaning of words in context asking questions to improve their understanding drawing inferences such as inferring characters' feelings, thoughts and motives from 			<ul style="list-style-type: none"> ▪ using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] <p>evaluate and edit by:</p> <ul style="list-style-type: none"> ▪ assessing the effectiveness of their own and others' writing 	<ul style="list-style-type: none"> ▪ ▪ ▪ ▪
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<ul style="list-style-type: none"> ▪ command of Standard English participate in discussions, presentations, performances, role play, improvisations and debates ▪ gain, maintain and monitor the interest of the listener(s) ▪ consider and evaluate different viewpoints, attending to and building on the contributions of others ▪ select and use appropriate registers for effective communication. 		<p>their actions, and justifying inferences with evidence</p> <ul style="list-style-type: none"> ▪ predicting what might happen from details stated and implied ▪ summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas ▪ identifying how language, structure and presentation contribute to meaning <p>discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</p> <p>distinguish between statements of fact and opinion</p> <ul style="list-style-type: none"> ▪ retrieve, record and present information from non-fiction ▪ participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously ▪ explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary ▪ provide reasoned justifications for their views. 			<ul style="list-style-type: none"> ▪ proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning ensuring the consistent and correct use of tense throughout a piece of writing ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register proof-read for spelling and punctuation errors ▪ perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear. 	<p>accurately and appropriately in discussing their writing and reading.</p>
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