

# Reffley English Curriculum

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The English curriculum, at Reffley Academy, has been planned as follows:

- A broad range of vocabulary is modelled and explicitly taught.
- Children's spoken language is corrected when it is not grammatically correct.
- Children are taught to read quickly using a phonetic approach so that they can access books.
- We focus on reading for pleasure: teaching the children the way to read and the value of it for their own entertainment.
- An exposure to a range of texts that are discussed and analysed to give children a bank of ideas and vocabulary for them to draw upon.
- Focus on a wide range of writing genres to ensure children can write for a range of purposes.
- Spelling, grammar, handwriting and punctuation are taught discreetly and embedded so they can be applied correctly to formal / informal writing across the curriculum.

Intent - Reading	Implementation	Impact
<p><b>The intention of the reading curriculum is to ensure all children:</b></p> <ul style="list-style-type: none"> <li>• Have a broad and rich vocabulary.</li> <li>• Are able to read as quickly as possible.</li> <li>• Are fluent readers</li> <li>• Have a love of books and reading.</li> <li>• Have age appropriate reading skills to be able to access the curriculum.</li> <li>• Understand the structure of writing – stories, reports etc.</li> <li>• Are able to use reading to acquire knowledge.</li> <li>• Have exposure and appreciation to a wide and rich literary heritage.</li> </ul>	<p><b>Implementation:</b></p> <ul style="list-style-type: none"> <li>• Reading is promoted in each year group through a class book area.</li> <li>• Reading is taught in the following ways: -</li> </ul> <p><u>Phonics</u> – a daily phonics session takes place in Reception and KS1 – typically lasting 20 minutes. In nursery phase 1 is taught. Phonics skills are reinforced throughout the day through all subject areas and continuous provision in the early years. We have written our own phonics scheme which incorporates Letters and Sounds and other resources (e.g., Phonics Play, jolly phonic, Mr. Thorne does phonics) Children are taught in groups based on the phase that they are working on.</p> <p><u>Reading skills</u> – a daily reading lesson takes place, based on the relevant year group National Curriculum objectives and a chosen text. Texts are selected from a range of genres, cultures eras.</p> <p><u>Early reading</u> EYFS – children are heard to read weekly. Grouping takes place towards the end of the year when children have basic decoding and blending skills. KS1 – all children read to a teacher weekly during Guided Reading. Additional reads take place with a Teaching Assistant to increase reading practice. Intervention groups are in place for any children not reading regularly at home, these take place three times per week. Children have their own levelled reading book, pitched at their reading ability. Benchmarking takes place to ensure books are at the correct level. Children take their reading book home and are taught to change them. KS2 – children continue with banded books until they are confident to access free reading books from the library.</p> <p><u>Guided reading</u> - is taught daily across the academy, from year 1. VIPERS (vocabulary, inference, prediction, explain, retrieve and summarise /sequence) is used to teach and reinforce key reading skills. Reading material is selected to be a band/level above the children's independent reading ability.</p> <p><u>Reading for pleasure</u> – a daily story session takes place using a text selected by the class and teacher from a year group range. There are daily opportunities for children to read independently.</p>	<p><b>Know more</b></p> <ul style="list-style-type: none"> <li>• Teachers use age appropriate resources ('Literacy leaves' and 'Literacy Shed+').</li> <li>• VIPERS is taught and children use these skills to read.</li> <li>• Pre and post teaching groups are used for pupils who struggle to retain age appropriate content.</li> <li>• Working walls showcase worked examples so that children can refer to them in their independent work.</li> <li>• Relevant vocabulary is explicitly taught.</li> <li>• Progression maps are used to ensure children are taught the right things, at the right time.</li> <li>• End of term assessments are used to ascertain what children know and inform next steps/groupings.</li> <li>• Guided reading is assessed each week</li> <li>• Children's individual reading is assessed and books changed to reflect current ability.</li> </ul> <p><b>Do more</b></p> <ul style="list-style-type: none"> <li>• VIPERS is explicitly taught and children expected to apply their knowledge.</li> <li>• Lessons incorporate challenge to give children the opportunity to practice/use the skills they have been taught.</li> <li>• There is a specific focus on Inference and vocabulary</li> <li>• Test papers are analysed to ascertain gaps in children's knowledge, intervention is delivered to address these gaps.</li> </ul> <p><b>Remember more</b></p> <ul style="list-style-type: none"> <li>• Story sessions and independent reading gives children the opportunity to practice what they have been taught.</li> <li>• Children are taught to use the working wall and VIPERS displays to jog their memory when they are stuck.</li> <li>• Reading is an integral part of the day – there are lots of opportunities to read. Activities that take place frequently are more likely to be remembered.</li> <li>• End of Key Stage assessments are used to inform what children have remembered from their learning across the key stage.</li> </ul>

Intent - Writing	Implementation	Impact
<p><b>The intention of the writing curriculum is to ensure all children:</b></p> <ul style="list-style-type: none"> <li>• Have a broad and rich vocabulary.</li> <li>• Become fluent and competent writers.</li> <li>• To use writing to communicate effectively</li> <li>• To write for a sustained period of time.</li> <li>• To have an age appropriate understanding and useage of English grammar.</li> </ul>	<p><b>Implementation:</b></p> <ul style="list-style-type: none"> <li>• In order to raise the profile of writing, equal teaching time has been allocated to reading, writing and maths.</li> <li>• Writing is promoted in each year group through a writing wall.</li> <li>• Writing is taught in the following ways: -</li> </ul> <p><u>Early writing</u> - in the early years there is an emphasis on purposeful symbols, progressing onto letters as symbols, segmenting to create words and then build sentences. Mark marking in every form is encouraged. There is an emphasis on developing gross and fine motor skills in a variety of planned ways. In reception, children are encouraged to write for purpose at every opportunity – this includes self-registration and name writing as an example.</p> <p><u>Writing skills</u> - the skills of writing are taught in line with the requirements of the National Curriculum for each year group and are made of: context for writing, planning for writing, drafting writing, editing writing and performing writing Writing is assessed using a ‘end of unit task’. Teachers assess this writing, using the outcomes to personalise next steps and any support/challenge groups.</p> <p><u>Writing for a sustained period</u> Being able to write for a sustained period is important:</p> <ul style="list-style-type: none"> <li>• Teachers use ongoing tasks as evidence of sustained writing in a range of curriculum areas.</li> <li>• In KS1 children are given the opportunity to write for 20 minutes (KS1) each day. In KS2 it is for 40 minutes (KS2) every day.</li> <li>• Monitoring and moderation takes place in year groups, key stage teams and whole school to ensure progression across the year groups.</li> </ul> <p><u>Guided writing</u> - provides opportunities to observe and teach writing intensively, using a framework of:</p> <ul style="list-style-type: none"> <li>• engagement in a linguistic and information rich activity (TA intervention)</li> <li>• discussion of strategic learning behaviours and skills</li> <li>• directed adult (teacher/ TA) support for a child or small group</li> <li>• independent writing.</li> </ul>	<p><b>Know more</b></p> <ul style="list-style-type: none"> <li>• Planning using literacy shed and literacy resources ensures that all children are taught age related content.</li> <li>• Work is differentiated so that children can access the concept at their ability.</li> <li>• Working walls showcase worked examples so that children can refer to them in their independent work.</li> <li>• Relevant vocabulary is explicitly taught</li> <li>• Children are able to show case what they know in their ‘end of unit writing task’.</li> </ul> <p><b>Do more</b></p> <ul style="list-style-type: none"> <li>• Within every lesson, there is an activity that gives children the opportunity to practice/use their acquired skills.</li> <li>• Children are practicing writing each day – 20 minutes a day for KS1 children and 40 minutes a day for KS2.</li> </ul> <p><b>Remember more</b></p> <ul style="list-style-type: none"> <li>• Editing and peer assessment gives children time to relook at and improve their work.</li> <li>• Re-teaching of key concepts/skills takes place to build on what is already known.</li> <li>• Stem sentences are taught and used to enable children to articulate their knowledge.</li> <li>• Children are taught to use working walls to jog their memory when they are stuck.</li> <li>• PIXL and end of key stage tests are used to inform leaders and the wider audience what children have remembered from their learning across the key stage.</li> </ul>

Intent - Spelling	Implementation	Impact
<p><b>The intention of the spelling curriculum is to ensure all children:</b></p> <ul style="list-style-type: none"> <li>• Can spell accurately (in line with their age related spellings).</li> <li>• Can use what they know about spelling rules to spell unfamiliar words.</li> </ul>	<p><b>Implementation:</b></p> <ul style="list-style-type: none"> <li>• Spelling is taught using the TWINKL scheme which is based on the National Curriculum age appropriate words.</li> <li>• Spelling is taught explicitly every day in KS1 and at least once per week in KS2.</li> <li>• Spelling is taught through spelling rules and exceptions.</li> <li>• Children are taught how to use dictionaries and thesauruses to check their independent work.</li> </ul>	<p><b>Know more</b></p> <ul style="list-style-type: none"> <li>• Children are explicitly taught how to spell relevant vocabulary.</li> <li>• Phonics is reinforced to enable pupils to draw upon what they know, to spell words.</li> </ul> <p><b>Do more</b></p> <ul style="list-style-type: none"> <li>• Marking allows children to self-correct and improve.</li> <li>• Teachers model correct spelling</li> <li>• Intervention is targeted to address individual weaknesses in spelling.</li> </ul> <p><b>Remember more</b></p> <ul style="list-style-type: none"> <li>• Spelling is reinforced throughout the curriculum.</li> <li>• Key words are displayed on working walls to be used as an aide memoire for children.</li> <li>• All adults take every opportunity to model spelling and strategies to remember i.e. acronyms, rhymes, acrostics etc.</li> <li>• PIXL and end of key stage tests are used to inform leaders and the wider audience what children have remembered from their learning across the key stage.</li> </ul>
Intent - Handwriting	Implementation	Impact
<p><b>The intention of the handwriting curriculum is to ensure all children:</b></p> <ul style="list-style-type: none"> <li>• Can write fluently and quickly with correct letter formation.</li> </ul>	<p><b>Implementation:</b></p> <ul style="list-style-type: none"> <li>• Handwriting is taught discreetly using the Nelson handwriting scheme.</li> <li>• Handwriting is taught every day in Reception (after baseline is completed) and KS1. It is taught at least once per week in KS2.</li> <li>• Correct letter formation is reinforced in all curriculum areas.</li> </ul>	<p><b>Know more</b></p> <ul style="list-style-type: none"> <li>• Handwriting is taught by adults modelling correct letter formation and joins.</li> <li>• Handwriting is modelled through displays, labels and marking across the learning environment.</li> <li>• Handwriting practice is differentiated so that children are working on their next steps.</li> <li>• Working walls showcase good handwriting examples to refer to.</li> </ul> <p><b>Do more</b></p> <ul style="list-style-type: none"> <li>• Marking identifies what is needed for improvement.</li> <li>• Teachers check handwriting in children's work across the curriculum and give regular feedback and expectations.</li> </ul> <p><b>Remember more</b></p> <ul style="list-style-type: none"> <li>• Children are taught to use the working wall to jog their memory when they are stuck.</li> <li>• All adults take every opportunity to model and correct handwriting.</li> </ul>

Intent – Speaking & Listening	Implementation	Impact
<p><b>The intention of the speaking and listening curriculum is to ensure all children:</b></p> <ul style="list-style-type: none"> <li>• To develop as confident and articulate communicators</li> <li>• Have grammatically correct spoken language.</li> <li>• To be effective listeners and respond appropriately.</li> <li>• To be able to confidently discuss and debate.</li> </ul>	<p><b>Implementation:</b></p> <ul style="list-style-type: none"> <li>• Children are taught speaking and listening techniques in English lessons and across the curriculum, as set out in the National Curriculum in the following ways: <ul style="list-style-type: none"> <li>○ effective questioning,</li> <li>○ communicating ideas and thoughts about a question/ task,</li> <li>○ communicating with others as part of a team,</li> <li>○ listening for specific information to form a response that is valid,</li> <li>○ using the appropriate language to specific audiences (formal and informal)</li> <li>○ developing effective presentation skills.</li> </ul> </li> <li>• Whilst we respect and value children’s local dialect, we model and correct spoken language that is not grammatically correct.</li> <li>• Children have access to a trained speech and language professional on site to assist with early skills development, where teachers have identified additional and targeted support is required.</li> </ul>	<p><b>Know more</b></p> <ul style="list-style-type: none"> <li>• Planning ensures children are taught age related speaking and listening content.</li> <li>• Additional support and modelling is given to those children who struggle to articulate and/or listen and follow speaking.</li> <li>• PSHE/ THRIVE /Restorative approach/ Speech and Language are used to support children who require additional skills development.</li> </ul> <p><b>Do more</b></p> <p><b>Remember more</b></p> <ul style="list-style-type: none"> <li>• All adults take every opportunity to model how to speak, listen and respond appropriately to others.</li> <li>• This is reinforced in every curriculum area.</li> </ul>

### Autumn term Teaching sequences for writing

#### Proposes 4 writing - entertain, inform, persuade, discuss

How many weeks for unit of work	Two week unit	Two week unit	Two week unit	Three week unit	One week unit	
Year 1	Letter	Non-Fiction - seasons	Poetry – Guy Faulkes	Narrative	Letters	
	Text - Beegu	Text – The Tree	Text - Range of poetry	Text – Hibernation hotel by John Kelly	Text – The Jolly Postman	
	Writing outcome – writing a persuasive letter	Writing outcome – Non-fiction report	Writing outcome – acrostic poem	Writing outcome - story	Writing outcome - letter	
Reading for pleasure texts	Where the Wild things are Owl babies Tidy – Emily Gravett Not Now Bernard Mr Grumpy’s Rhino If all the world were					
How many weeks for unit of work	Three week unit	Two week unit	Two week unit	Three week unit	Two week unit	Two week unit
Year 2	Character description	Non-chronological report	Diary	Narrative	Poetry	Letter
	Text - Traction Man	Text – The Great Fire of London	Text – Toby and The Great Fire of London	Text – Jim and the Beanstalk	Text – a range of rhyming and non-rhyming poems	Text – The Polar Express
	Writing outcome – a character description	Writing outcome – non-chronological report	Writing outcome – a diary	Writing outcome - story	Writing outcome – a poem about winter	Writing outcome - letter
Reading for pleasure texts	Hodgeheg Fantastic Mr Fox					

How many weeks for unit of work	Two week unit	Two week unit	Two week unit	Three week unit		Two week unit
Year 3	Information text	Diary Entry	Persuasive Letter	Narrative		Non-chronological report
	Text – A Walk in London	Text – The Tin Forest	Text – Sparky	Text – Flotsam		Text - Various non-fiction texts about the Stone Age
	Writing outcome: an information text	Writing outcome: To write a diary entry about the forest changing	Writing outcome: to write a persuasive letter	Writing outcome: to write a narrative		Writing outcome: Non-chronological report on the Stone Age
Reading for pleasure texts	Famous Five – Enid Blyton Fortunately for the Milk – Neil Gaimon					
How many weeks for unit of work	Two week unit	Two week unit	Two week unit	Two week unit	Three week unit	Two week unit
Year 4	Narrative	Non-chronological report	Narrative - Myths and Legends	Persuasive advert	Narrative	Recount
	Text- Cinnamon	Text – Ancient Greece	Text – Orchard Greek Myths	Text – a planet full of plastic	Text – The Heart and the Bottle	Trip to London Theatre - Matilda
	Writing outcome: narrative	Writing outcome: Non-chronological on Ancient Greece	Writing outcome: descriptive narrative	Writing outcome: persuasive advert	Writing outcome: narrative	Writing outcome: a recount of the trip to London
Reading for pleasure texts	The boy at the back of the class The Borrowers					
How many weeks for unit of work	Three week unit		Three week unit	Two week unit		Three week unit
Year 5	Narrative		Biography/Autobiography	Non-Chronological report		Playscript –
	Text – Robot Girl		Text – The Man who walked between the Towers	Text - Climate Zones and Biomes		Text - Tempest (Shakespeare)
	Writing outcome: Science Fiction Narrative		Writing outcome: biography	Writing outcome: Non-Chronological report about Climate Zones and Biomes		Writing outcome: writing a playscript

Reading for pleasure texts	Journey to Jo'Burg (Beverley Naidoo) Kid Normal (Greg James & Chris Smith)			
How many weeks for unit of work	Three week unit	Three week unit	Two week unit	Three week unit
Year 6	Narrative  Text – The Arrival  Writing outcome: to write a narrative	Analytical Essay  Text – History based  Writing outcome: Analytical Essay about the Mayans Rain Player and History in Infographics the Mayans	Narrative  Text – The Promise  Writing outcome: to write a sequel to the story	Balanced discussion  Text – based on topical events i.e. –school uniform  Writing outcome: A Balanced argument
Reading for pleasure texts	Shaun Tann – Short stories George- Alex Gino			

### Spring term Teaching sequences for writing

How many weeks for unit of work	Two week unit	Two week unit	Two week unit	Two week unit	Three week unit	Three week unit
Year 1	Instructions  Text – Mr Wolf's pancakes  Writing outcome – Instructions	Narrative  Text – The Colour Monster  Writing outcome – a different version of the story	Non-chronological report  Text – range of non-fiction texts  Outcome – information text about toys	Character description  Text – The Gruffalo  Writing outcome – character description	Traditional tales  Text – The Three Little Pigs  Writing outcome – a different version of the story.	Traditional tales  Text – The Three Little Pigs  Writing outcome – a different version of the story.

Reading for pleasure texts	I want my hat back The Lion Inside Dogger The Day the Crayons quit The Snail and the Whale				
How many weeks for unit of work	Two week unit	Three week unit	Two week unit	Two week unit	Two week unit
Year 2	Non Chronological report  Text – Amazing Science – Plants  Writing outcome – information text about plants	Narrative  Text – The bear and the Piano  Writing outcome - Story	Settings description  Text – Billy and the Minpins  Writing outcome – setting description of a forest	Recount  Trip to Norton’s Dairy Farm  Writing outcome - Recount	Instructions  Text – How to Train a Dragon  Writing outcomes – Instructions
Reading for pleasure texts	Harry the Poisonous centipede Billy and the Minpins How to Train your dragon				
How many weeks for unit of work	One week unit	Three week unit	Three week unit	Two week unit	
Year 3	Instructions  Text – Instructions  Writing outcome: Instructions on how to make a moving monster	Narrative  Text – The Stone Age boy  Writing outcome: to write a story	Suspense Narrative  Text – Black Dog  Writing outcome: to write a narrative	Non-chronological report  Text – Earthquakes  Writing outcome: to write a non-chronological report on earthquakes	
Reading for pleasure texts	Stig of the dump – Clive King Firework makers daughter – Phillip Pullman				
How many weeks for unit of work	Two week unit	Two week unit	Two week unit	Two week unit	Three week unit
Year 4	Biography  Text – The story of Tutankhamun	Letter  Text – The selfish Giant	Diary Entry  Text – Escape from Pompeii	Explanation text  Text – Varmints	

	Writing outcome: Biography about Tutankhamun	Writing outcome: Write a letter to the giant or from the giant	Writing outcome: Write a diary entry	Writing outcome: Explanation text	
Reading for pleasure texts	Carrie’s War The Akimbo Tales				
How many weeks for unit of work	Three week unit	Three week unit	Two week unit	One week unit	Two week unit
Year 5	Narrative/Legend  Text – Beowulf  Writing outcome: to write own version of legend	Fantasy Narrative  Text – The lost thing  Writing outcome: to write a fantasy narrative	Poetry  Text – The Tiger by William Blake  Writing outcome:	Formal letter  Text – WAGOLL from literacy WAGOLL  Writing outcome: to write a formal letter	Balanced argument  Writing outcome: to write a balanced argument for - Should children be able to have a mobile phone in school?
Reading for pleasure texts	Odd and the Frost Giants (Neil Gaiman) Kid Normal (Greg James & Chris Smith)				
How many weeks for unit of work	Three week unit	Three week unit	Two week unit		
Year 6	Diary  Text – Anne Frank  Writing outcome: to write a diary entry	Newspaper  Text – The Diary of the Triffids  Writing outcome: a diary	Suspense Story  Text – a Monster Calls  Writing outcome: to write a suspense story		
Reading for pleasure texts	The Boy in the Tower - Polly Ho				

# Summer term Teaching sequences for writing

Week/Staff	Two week unit	Two week unit	Two week unit	Two week unit	Two week unit
Year 1	Instructions	Non-chronological report	Poetry	Narrative	Information text
	Text –	Text – Iggy Peck Architect	Text – Julian is a mermaid	Text – Stanley’s Stick	Text – information booklets, trip to Hunstanton
	Writing outcome – Write instructions for making Art textiles unit	Writing outcome – Fact file linked to Science	Writing outcome – write a poem	Writing outcome – story writing	Writing outcome – Leaflet about Hunstanton
Reading for pleasure texts	The Diary of a Killer Cat The Owl who was afraid of the dark				
How many weeks for unit of work	Three week unit	Two week unit	One week unit	Two week unit	Two week unit
Year 2	Narrative	SATS	Grammar focus	Poetry	Explanation text
	Text – The Dragon Machine			Text – The Owl and the Pussycat	Text – See inside Castles
	Writing outcome: Story			Writing outcome – Nonsense poem	Writing outcome – explanation text on how castles were built to defend
Reading for pleasure texts	The Magic Faraway Tree I was a Rat				
How many weeks for unit of work	Two week unit	Two week unit		Three week unit	Two week unit
Year 3	Non-chronological report	Poetry		Myths and Legends	Letter of explanation
	Text – Cloud Tea Monkeys	Text – Jim a Cautionary Tale		Text – Magical Myths and Legends	Text – The Tear Thief
	Writing outcome: a non-chronological report on tea	Writing outcome: to write a cautionary tale		Writing outcome: descriptive writing	Writing outcome: letter writing
Reading for pleasure texts	Krindlekrax – Philip Ridley Charlotte’s Web – E.B White				
How many weeks for unit of work	Two week unit	Three week unit	Three week unit		Two week unit
Year 4	Poetry	Non-chronological report	Narrative		Argument
	Text – Jabberwocky	Text – Weslandia	Text – Cultural differences (African Tales)		

	Writing outcome: Writing their own poem based on fictional creature	Writing outcome: non-chronological report on plants	Writing outcome: Descriptive narrative	Text – Research internet and books on Deforestation  Writing outcome: Balanced argument about deforestation
Reading for pleasure texts	Wind and the Willows Nim's Island			
How many weeks for unit of work	Three week unit	Three week unit	Two week unit	Three week unit
Year 5	Newspaper Article  Text - Kaspar Prince of Cats  Writing outcome: to write a newspaper article	Fairytale narrative  Text - The Firebird  Writing outcome: to write a version of the story	Non-Chronological report  Text – non-fiction texts- topical  Writing outcome: to write a non-chronological report about mountains	Discussion text  Text – Origami  Writing outcome: to write a discursive essay- (balanced argument)
Reading for pleasure texts	Odd and the Frost Giants (Neil Gaiman) Poetry: Carol Ann Duffy, John Agard, William Wordsworth, Shakespeare sonnets			
How many weeks for unit of work			Two week unit	Four week unit
Year 6	SATS		Balanced argument  Text – suffragette, The Bathe for Equality by David Roberts  Writing outcome: to write a balanced argument/ argumentative essay	Poetry  Text – Some places more than others  Writing outcomes: Poems
Reading for pleasure texts	The Silly Book of Side Splitting Stuff – Scott Garrett Absolutely Everything – Christopher Lloyd			

## English progression of knowledge and skills

Spoken language	
EYFS	<ul style="list-style-type: none"> <li>• Understand how to listen carefully and why listening is important.</li> <li>• Use new vocabulary linked to adult activities and through continuous provision.</li> <li>• Can answer who, where, when and 'how do you know' questions</li> <li>• Children can articulate their ideas and thoughts in complete sentences.</li> <li>• Can connect one idea or action to another using a range of connectives (but, because, and).</li> <li>• Be able to describe events in some detail using sequencing words (before, then).</li> <li>• Be able to think out loud how to work things out.</li> <li>• Know some social phrases e.g. "Good morning, how are you?"</li> </ul>
NC Years 1-6	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• listen and respond appropriately to adults and their peers</li> <li>• ask relevant questions to extend their understanding and knowledge</li> <li>• use relevant strategies to build their vocabulary</li> <li>• articulate and justify answers, arguments and opinions</li> <li>• give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</li> <li>• maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</li> <li>• use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</li> <li>• speak audibly and fluently with an increasing command of Standard English</li> <li>• participate in discussions, presentations, performances, role play, improvisations and debates</li> <li>• gain, maintain and monitor the interest of the listener(s)</li> <li>• consider and evaluate different viewpoints, attending to and building on the contributions of others</li> <li>• select and use appropriate registers for effective communication</li> </ul>

## Reading

Word reading	
EYFS	<ul style="list-style-type: none"> <li>• Can read individual letters by saying the sounds for them</li> <li>• Can blend some sounds into words – be able to read short words made up of known letter– sound correspondences (h-a-t &gt; hat; sh-o-p &gt; shop).</li> <li>• Be able to read some letter groups that each represent one sound and say sounds for them (such as 'th', 'sh', 'ch', 'ee' 'or' 'igh')</li> <li>• Can read words containing familiar letter groups: 'that', 'shop', 'chin', 'feet', 'storm', 'night'.</li> <li>• Can read some longer words made up of letter-sound correspondences they know: 'rabbit', 'himself', 'jumping'.</li> <li>• Read a few common exception words matched to the school's phonic programme (such as 'do', 'said', 'were')</li> <li>• Read simple phrases and sentences made up of words with known letter–sound correspondences and a few exception words.</li> <li>• Re-read books (used in phonics groups) to build up confidence in word reading, fluency, understanding and enjoyment</li> </ul>

Year 1	<ul style="list-style-type: none"> <li>• Apply phonic knowledge and skills as the route to decode words</li> <li>• Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes</li> <li>• Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught</li> <li>• Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</li> <li>• Read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings</li> <li>• Read other words of more than one syllable that contain taught GPCs</li> <li>• Read words with contractions [for example, I’m, I’ll, we’ll], and understand that the apostrophe represents the omitted letter(s)</li> <li>• Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words</li> <li>• Re-read these books to build up their fluency and confidence in word reading.</li> </ul>
Year 2	<ul style="list-style-type: none"> <li>• Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent</li> <li>• Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes</li> <li>• Read accurately words of two or more syllables that contain the same graphemes as above</li> <li>• Read words containing common suffixes</li> <li>• Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</li> <li>• Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered</li> <li>• Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation</li> <li>• Re-read these books to build up their fluency and confidence in word reading.</li> </ul>
Year 3/4	<ul style="list-style-type: none"> <li>• Apply 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</li> <li>• Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word</li> </ul>
5/6	<ul style="list-style-type: none"> <li>• Apply 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.</li> </ul>
<b>Comprehension</b>	
EYFS	<ul style="list-style-type: none"> <li>• Engage in story times</li> <li>• Listen to and talk about stories (to build familiarity and understanding)</li> <li>• Retell a story - some as exact repetition and some in their own words</li> <li>• Be able to use new vocabulary from the story as part of their other learning.</li> <li>• Listen carefully to rhymes and songs, paying attention to how they sound.</li> <li>• Learn rhymes, poems and songs (e.g., join in with refrains and learn some verses by heart using call and response).</li> <li>• Can join in or predict very regular rhyming patterns.</li> <li>• Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</li> </ul>
Year 1	<ul style="list-style-type: none"> <li>• Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently</li> </ul>

	<ul style="list-style-type: none"> <li>• Begin to link what they read or hear read to their own experiences</li> <li>• Become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics</li> <li>• Recognise and join in with predictable phrases</li> <li>• Appreciate rhymes and poems, and to recite some by heart</li> <li>• Discuss word meanings, linking new meanings to those already known</li> <li>• Understand both the books they can already read accurately and fluently and those they listen to by: <ul style="list-style-type: none"> <li>○ drawing on what they already know or on background information and vocabulary provided by the teacher</li> <li>○ checking that the text makes sense to them as they read and correcting inaccurate reading</li> <li>○ discussing the significance of the title and events</li> <li>○ making inferences on the basis of what is being said and done</li> <li>○ predicting what might happen on the basis of what has been read so far</li> <li>○ participate in discussion about what is read to them, taking turns and listening to what others say</li> <li>○ explain clearly their understanding of what is read to them</li> </ul> </li> </ul>
Year 2	<ul style="list-style-type: none"> <li>• Listen to, discuss and express views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently</li> <li>• Discuss the sequence of events in books and how items of information are related</li> <li>• Become increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales</li> <li>• Recognise a range of non-fiction books</li> <li>• Recognise simple recurring literary language in stories and poetry</li> <li>• Discuss and clarifying the meanings of words, linking new meanings to known vocabulary</li> <li>• Discuss their favourite words and phrases</li> <li>• Continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear</li> <li>• Understand both the books that they can already read accurately and fluently and those that they listen to by: <ul style="list-style-type: none"> <li>○ draw on what they already know or on background information and vocabulary provided by the teacher</li> <li>○ check that the text makes sense to them as they read and correcting inaccurate reading</li> <li>○ make inferences on the basis of what is being said and done</li> <li>○ answer and asking questions</li> <li>○ predict what might happen on the basis of what has been read so far</li> <li>○ 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 listen to what others say</li> <li>○ explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.</li> </ul> </li> </ul>
Year 3/4	<ul style="list-style-type: none"> <li>• Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>• Read books that are structured in different ways and reading for a range of purposes</li> <li>• Use a dictionary to check the meaning of words that they have read</li> <li>• Read a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</li> </ul>

	<ul style="list-style-type: none"> <li>• Identify themes and conventions in a wide range of books</li> <li>• Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</li> <li>• Discuss words and phrases that capture the reader's interest and imagination</li> <li>• Recognise some different forms of poetry [for example, free verse, narrative poetry]</li> <li>• Understand what they read, in books they can read independently, by: <ul style="list-style-type: none"> <li>○ checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</li> <li>○ asking questions to improve their understanding of a text</li> <li>○ drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> <li>○ predicting what might happen from details stated and implied</li> <li>○ identifying main ideas drawn from more than one paragraph and summarising these</li> <li>○ identifying how language, structure, and presentation contribute to meaning</li> <li>○ retrieve and record information from non-fiction</li> <li>○ participate in discussion about both books that are read to them and those they can read for themselves, taking turns &amp; listening to what others say</li> </ul> </li> </ul>
5/6	<ul style="list-style-type: none"> <li>• Read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>• Read books that are structured in different ways and reading for a range of purposes</li> <li>• Read a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions</li> <li>• Recommend books that they have read to their peers, giving reasons for their choices</li> <li>• Identify and discuss themes and conventions in and across a wide range of writing</li> <li>• Make comparisons within and across books</li> <li>• Learn a wider range of poetry by heart</li> <li>• Prepare 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</li> <li>• Understand what they read by: <ul style="list-style-type: none"> <li>○ check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</li> <li>○ ask questions to improve their understanding</li> <li>○ draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> <li>○ predict what might happen from details stated and implied</li> <li>○ summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas</li> <li>○ identify how language, structure and presentation contribute to meaning</li> <li>○ discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</li> <li>○ distinguish between statements of fact and opinion</li> <li>○ retrieve, record and present information from non-fiction</li> <li>○ participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>○ 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</li> <li>○ provide reasoned justifications for their views.</li> </ul>
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## Writing

Transcription	
EYFS	<ul style="list-style-type: none"> <li>• Spell words by identifying the sounds and then writing the sound with letter/s</li> <li>• To be able to touch each finger as they say each sound.</li> <li>• Be able to identify the sound that is tricky to spell in exception words such as 'the' and 'said'.</li> </ul>
1	<ul style="list-style-type: none"> <li>• Spell words containing each of the 40+ phonemes already taught</li> <li>• Spell common exception words</li> <li>• Spell the days of the week English – key stages 1 and 2 13 Statutory requirements</li> <li>• name the letters of the alphabet: <ul style="list-style-type: none"> <li>○ in order</li> <li>○ use letter names to distinguish between alternative spellings of the same sound</li> </ul> </li> <li>• Add prefixes and suffixes: <ul style="list-style-type: none"> <li>○ use the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs</li> <li>○ use the prefix un–</li> <li>○ use –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest]</li> </ul> </li> <li>• Apply simple spelling rules and guidance, as listed in English Appendix 1</li> <li>• Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far</li> </ul>
2	<ul style="list-style-type: none"> <li>• Segment spoken words into phonemes and representing these by graphemes, spelling many correctly</li> <li>• Learn 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</li> <li>• Spell common exception words</li> <li>• Spell more words with contracted forms</li> <li>• Know the possessive apostrophe (singular) [for example, the girl's book]</li> <li>• Distinguish between homophones and near-homophones</li> <li>• Add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly</li> <li>• Apply spelling rules and guidance, as listed in English Appendix 1</li> <li>• Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far</li> </ul>
3/4	<ul style="list-style-type: none"> <li>• Use further prefixes and suffixes and understand how to add them (English Appendix 1)</li> <li>• Spell further homophones</li> <li>• Spell words that are often misspelt (English Appendix 1)</li> </ul>

	<ul style="list-style-type: none"> <li>Place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]</li> <li>Use the first two or three letters of a word to check its spelling in a dictionary</li> <li>Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</li> </ul>
5/6	<ul style="list-style-type: none"> <li>Use further prefixes and suffixes and understand the guidance for adding them</li> <li>Spell some words with 'silent' letters [for example, knight, psalm, solemn]</li> <li>Continue to distinguish between homophones and other words which are often confused</li> <li>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</li> <li>Use dictionaries to check the spelling and meaning of words</li> <li>Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary</li> <li>Use a thesaurus.</li> </ul>
<b>Handwriting</b>	
EYFS	<ul style="list-style-type: none"> <li>Form lower-case and capital letters correctly – focussing on the starting point and direction</li> <li>Encourage an effective pen grip.</li> </ul>
1	<ul style="list-style-type: none"> <li>Sit correctly at a table, holding a pencil comfortably and correctly</li> <li>Begin to form lower-case letters in the correct direction, starting and finishing in the right place</li> <li>Form capital letters</li> <li>Form digits 0-9</li> <li>Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these</li> </ul>
2	<ul style="list-style-type: none"> <li>Form lower-case letters of the correct size relative to one another</li> <li>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</li> <li>Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters</li> <li>Use spacing between words that reflects the size of the letters.</li> </ul>
3/4	<ul style="list-style-type: none"> <li>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</li> <li>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]</li> </ul>
5/6	<ul style="list-style-type: none"> <li>Write legibly, fluently and with increasing speed by: <ul style="list-style-type: none"> <li>choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters</li> <li>choosing the writing implement that is best suited for a task.</li> </ul> </li> </ul>
<b>Composition</b>	
EYFS	<ul style="list-style-type: none"> <li>Write short sentences with words with known sound-letter correspondences using a capital letter and full stop (sentences that contain only the taught sound-letter correspondences).</li> <li>Re-read what they have written to check that it makes sense</li> </ul>

1	<ul style="list-style-type: none"> <li>• Write sentences by: <ul style="list-style-type: none"> <li>○ saying out loud what they are going to write about</li> <li>○ compose a sentence orally before writing it</li> <li>○ sequence sentences to form short narratives</li> <li>○ re-reading what they have written to check that it makes sense</li> <li>○ discuss what they have written with the teacher or other pupils</li> <li>○ read aloud writing clearly enough to be heard by their peers and the teacher.</li> </ul> </li> </ul>
2	<ul style="list-style-type: none"> <li>• Write narratives about personal experiences and those of others (real and fictional)</li> <li>• Write about real events</li> <li>• Write poetry</li> <li>• Write for different purposes</li> <li>• Consider what they are going to write before beginning by: <ul style="list-style-type: none"> <li>○ planning or saying out loud what they are going to write about</li> <li>○ writing down ideas and/or key words, including new vocabulary</li> <li>○ encapsulating what they want to say, sentence by sentence</li> </ul> </li> <li>• Make simple additions, revisions and corrections to their own writing by: <ul style="list-style-type: none"> <li>○ evaluating their writing with the teacher and other pupils</li> <li>○ 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</li> <li>○ proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]</li> <li>○ read aloud what they have written with appropriate intonation to make the meaning clear.</li> </ul> </li> </ul>
3/4	<ul style="list-style-type: none"> <li>• Plan writing by: <ul style="list-style-type: none"> <li>○ discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> <li>○ discuss and record ideas</li> </ul> </li> <li>• Draft and write by: <ul style="list-style-type: none"> <li>○ compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)</li> <li>○ organise paragraphs around a theme</li> <li>○ in narratives, create settings, characters and plot</li> <li>○ in non-narrative material, use simple organisational devices [for example, headings and sub-headings]</li> </ul> </li> <li>• Evaluate and edit by: <ul style="list-style-type: none"> <li>○ assess the effectiveness of their own and others' writing and suggesting improvements</li> <li>○ propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</li> <li>○ proof-read for spelling and punctuation errors</li> <li>○ 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</li> </ul> </li> </ul>

5/6	<ul style="list-style-type: none"> <li>Plan writing by: <ul style="list-style-type: none"> <li>identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</li> <li>note and developing initial ideas, drawing on reading and research where necessary</li> <li>in writing narratives, consider how authors have developed characters and settings in what pupils have read, listened to or seen performed</li> </ul> </li> <li>Draft and write by: <ul style="list-style-type: none"> <li>select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> <li>in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</li> <li>précis longer passages</li> <li>use a wide range of devices to build cohesion within and across paragraphs</li> <li>use further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining</li> </ul> </li> <li>Evaluate and edit by: <ul style="list-style-type: none"> <li>assess the effectiveness of their own and others' writing</li> <li>propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> <li>ensure the consistent and correct use of tense throughout a piece of writing</li> <li>ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</li> <li>proof-read for spelling and punctuation errors perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</li> </ul> </li> </ul>
<b>Vocabulary, grammar and punctuation</b>	
EYFS	<ul style="list-style-type: none"> <li>Be able to use new vocabulary from the story as part of their other learning.</li> <li>Write short sentences with words with known sound-letter correspondences using a capital letter and full stop (sentences that contain only the taught sound-letter correspondences).</li> </ul>
1	<ul style="list-style-type: none"> <li>Leave spaces between words</li> <li>Join words and joining clauses using and beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</li> <li>Use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'</li> <li>Know the grammar for year 1 in English Appendix 2</li> <li>Use the grammatical terminology in English Appendix 2 in discussing their writing</li> </ul>
2	<ul style="list-style-type: none"> <li>Know 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)</li> <li>Know how to use: <ul style="list-style-type: none"> <li>sentences with different forms: statement, question, exclamation, command</li> <li>expanded noun phrases to describe and specify [for example, the blue butterfly]</li> <li>the present and past tenses correctly and consistently including the progressive form</li> <li>subordination (using when, if, that, or because) and co-ordination (using or, and, or but)</li> <li>the grammar for year 2 in English Appendix 2</li> <li>some features of written Standard English</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>• Use and understand the grammatical terminology in English Appendix 2 in discussing their writing.</li> </ul>
3/4	<ul style="list-style-type: none"> <li>• Extend the range of sentences used with more than one clause by using a wider range of conjunctions, including when, if, because, although</li> <li>• Use the present perfect form of verbs in contrast to the past tense</li> <li>• Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</li> <li>• Use conjunctions, adverbs and prepositions to express time and cause</li> <li>• Use fronted adverbials</li> <li>• Know the grammar for years 3 and 4 in English Appendix 2</li> <li>• Indicate grammatical and other features by: <ul style="list-style-type: none"> <li>○ using commas after fronted adverbials</li> <li>○ indicating possession by using the possessive apostrophe with plural nouns</li> <li>○ using and punctuating direct speech</li> <li>○ use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.</li> </ul> </li> </ul>
5/6	<ul style="list-style-type: none"> <li>• Recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms</li> <li>• Use passive verbs to affect the presentation of information in a sentence</li> <li>• Use the perfect form of verbs to mark relationships of time and cause</li> <li>• Use expanded noun phrases to convey complicated information concisely</li> <li>• Use modal verbs or adverbs to indicate degrees of possibility</li> <li>• Use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun</li> <li>• Know the grammar for years 5 and 6 in English Appendix 2</li> <li>• Indicate grammatical and other features by: <ul style="list-style-type: none"> <li>○ use commas to clarify meaning or avoid ambiguity in writing</li> <li>○ use hyphens to avoid ambiguity</li> <li>○ use brackets, dashes or commas to indicate parenthesis</li> <li>○ use semi-colons, colons or dashes to mark boundaries between independent clauses</li> <li>○ use a colon to introduce a list</li> <li>○ punctuate bullet points consistently</li> <li>○ use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading.</li> </ul> </li> </ul>