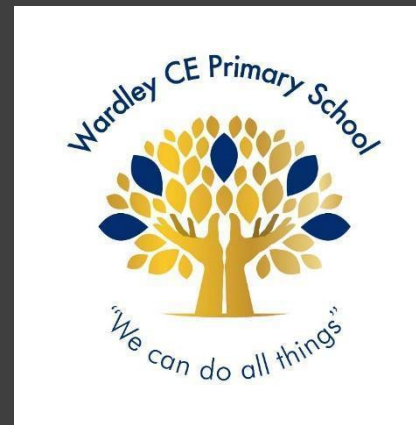
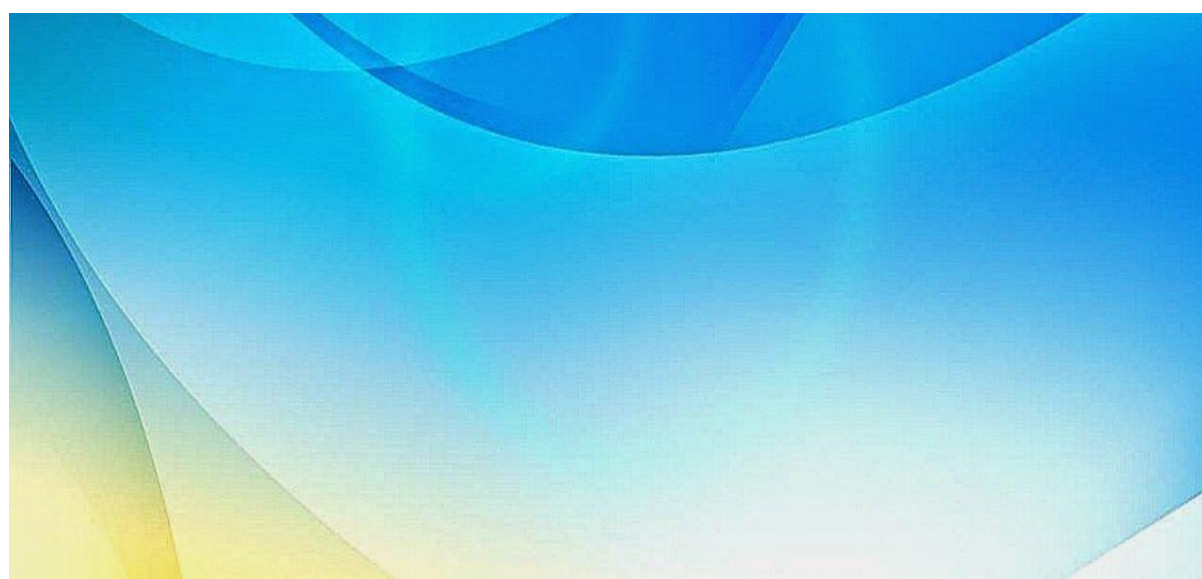


English Curriculum



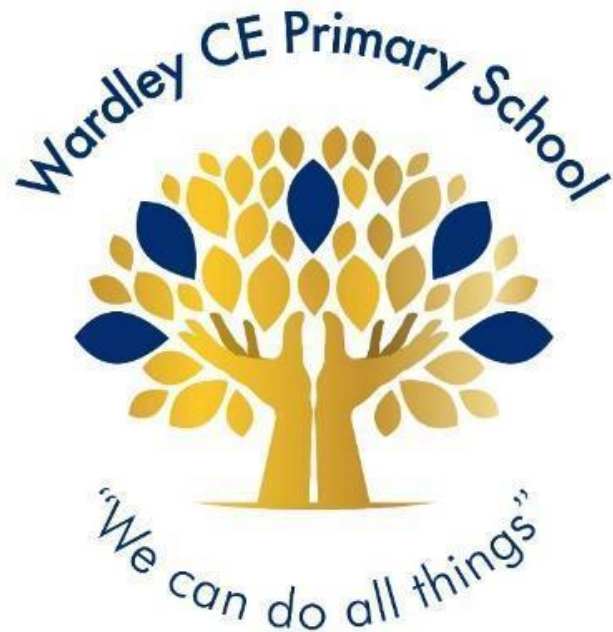
Curriculum Intent



The curriculum intent for Wardley CE Primary school aims to:

- **Be ever-evolving**, providing opportunities for children to develop as independent, confident, resilient, successful & motivated learners striving for the pursuit of excellence who know how to make a positive and transformational contribution to their community and wider global society.
- **Be rooted in the school's Christian ethos**, encouraging our pupils to grow in self-awareness and becoming advocates of social justice, adaptable to any social context.
- **Be ambitious** in our aim for pupils to develop the communication skills necessary for learning and life, promoting enjoyment, high expectations and standards across all subject areas.
- **Be memorable**: providing diverse, social, moral, spiritual and cultural (SMSC) rich opportunities from which children learn and develop a range of transferable skills.
- **Be aspirational**, cultivating a sense of personal pride in achievement, provide a purpose and relevance for learning and ultimately to help every student to find strengths and interests.
- **Be inspiring**, to empower pupils to respect each other and themselves, show respect and understanding for people of all faiths, race and gender, and for all living things, promoting stewardship and ensuring children are well prepared for life in a rapidly changing world.

Reading Intent



We promote a love and thirst for learning and curiosity about the nature of reading and its necessity to everyday life. Our reading Curriculum is ambitious and empowers our pupils to become independent and resilient.

We are committed to teaching our pupils to become skilled readers who develop a comprehensive understanding of words, language and texts. We recognise reading is a multifaceted process involving word recognition, comprehension, fluency and motivation. By securing and being able to apply these key skills, pupils will be able to embed their knowledge and access new learning opportunities across the curriculum as well as develop a love of reading and desire to read for pleasure.

We know that reading has many other benefits to the holistic development of our children. As well as improving knowledge and deepening comprehension, reading develops critical thinking; improves focus and concentration and develops empathy and imagination.

All pupils are encouraged to read widely across both fiction and non-fiction to further develop knowledge of themselves and the world in which they live, to establish an appreciation and love of reading and to gain knowledge across the curriculum.

Writing Intent



Learning to write is one of the most important things that a child at Primary School will learn. Pupils use their writing in almost all subjects of the curriculum. Good writing also gives pupils a voice to share their ideas with the world. Writing at Wardley CE primary School assumes the same priority as reading and is linked intrinsically. Proficient writing enables pupils to demonstrate a deep learning across a broad curriculum. Pupils who can articulate what they know in writing, can evidence what they have understood.

We want our pupils to not only be able to write proficiently, with accurate spelling, punctuation and grammar, but to be able to do so in a manner that enables them to develop their individual flair and character within their writing; across a variety of formal and informal genres to write for a sense of purpose. To do this, pupils need a strong command of vocabulary. An understanding of a wide range of words enables our pupils to use them in context. We believe if our pupils can articulate and explain what they think; they can ask the right questions to learn more across the curriculum.

We want our pupils to use a variety of high quality texts to aid their learning of writing. A wide reading experience will determine a personal writing style. It is only through reading a broad variety of genres, that our pupils will develop their own style, which often becomes a signature of the writer.

English Curriculum



Reading & Writing Progression

Literacy

Communication and Language

Nursery	Literacy	Communication and Language
Reception	<ul style="list-style-type: none"> ● Begin to listen to stories with increasing attention and recall ● Join in with familiar repeated refrains. ● Anticipate key events and phrases in stories. ● Suggest how a story might end. ● Recognise familiar words and signs e.g. name /logos Knows that print carries meaning. 	<ul style="list-style-type: none"> ● Describe main story events and characters. ● Hears and says some initial sounds in words ● Give meaning to marks as they draw and paint. ● Ascribe meaning to marks that they see in different places. ● Begin to break the flow of speech into words. ● Begin to write own name. ● Attempt to write for a variety of purposes.
Early Learning Goal	<p style="text-align: center;"><u>Comprehension</u></p> <ul style="list-style-type: none"> ● Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary ● Anticipate – where appropriate – key events in stories ● Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. <p style="text-align: center;"><u>Word Reading</u></p> <ul style="list-style-type: none"> ● Say a sound for each letter in the alphabet and at least 10 digraphs ● Read words consistent with their phonic knowledge by sound-blending ● Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. <p style="text-align: center;"><u>Writing</u></p> <ul style="list-style-type: none"> ● Write recognisable letters, most of which are correctly formed ● Spell words by identifying sounds in them and representing the sounds with a letter or letters ● Write simple phrases and sentences that can be read by others. 	<p style="text-align: center;"><u>Listening, Attention and Understanding</u></p> <ul style="list-style-type: none"> ● Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions ● Make comments about what they have heard and ask questions to clarify their understanding ● Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. <p style="text-align: center;"><u>Speaking</u></p> <ul style="list-style-type: none"> ● Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; ● Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate ● Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

Reading

Writing

Word Reading

Comprehension

Writing Transcript - Handwriting

Writing – Composition

Spoken Language

**Year
1**

- apply phonic knowledge and skills as the route to decode words
- respond speedily with the correct sound to graphemes for all 40+ phonemes, including, where applicable, alternative sounds for graphemes
- read accurately by blending sounds in unfamiliar words containing GPCs that have been taught
- read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings
- read other words of more than one syllable that contain taught GPCs
- read words with contractions, and understand that the apostrophe represents the omitted letter(s)
- read books aloud, accurately, that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words
- reread these books to build up their fluency and confidence in word reading

- Develop pleasure in reading, motivation to read, vocabulary and understanding by:
- listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently
 - being encouraged to link what they read or hear to their own experiences
 - becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics
 - recognising and joining in with predictable phrases
 - learning to appreciate rhymes and poems, and to recite some by heart
 - discussing word meanings, linking new meanings to those already known
 - understand both the books they can already read accurately and fluently and those they listen to by:
 - drawing on what they already know or on background information and vocabulary provided by the teacher
 - checking that the text makes sense, and correcting inaccurate reading
 - discussing the significance of the title and events
 - making inferences on the basis of what is being said and done
 - predicting what might happen on the basis of what has been read so far
 - participate in discussion about what is read to them, taking turns and listening to what others say
 - explain clearly their understanding of what is read to them.

- Pupils should be taught to:
- sit correctly at a table, holding a pencil comfortably and correctly begin to form lower-case letters in the correct direction, starting and finishing in the right place
 - form capital letters correctly
 - form digits 0-9 correctly
 - understand which letters belong to which handwriting ‘families’ (ie letters that are formed in similar ways) and to practise these

- Pupils should be taught to write simple sentences by:
- saying out loud what they are going to write about composing a sentence orally before writing it
 - sequencing sentences to form short narratives re-reading what they have written to check that it makes sense
 - discuss what they have written with the teacher or other pupils
 - read their writing aloud, clearly enough to be heard by their peers and the teacher

- 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 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,

	Reading		Writing		
	Word Reading	Comprehension	Writing Transcript - Handwriting	Writing – Composition	Spoken Language
Year 2	<ul style="list-style-type: none"> - continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent - read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes - read accurately words of two or more syllables that contain the same graphemes as above - read words containing common suffixes - read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word - read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered - read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation - reread these books to build up their fluency and confidence in word reading 	<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 non-fiction at a level beyond that at which they can read independently - discussing the sequence of events in books & how items of information are related - becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales - being introduced to non-fiction books that are structured in different ways - recognising simple recurring literary language in stories and poetry - discussing and clarifying the meanings of words, linking new meanings to known vocabulary - discussing their favourite words and phrases - continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear <p>understand both the books that they can already read accurately and 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 - 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 - predicting what might happen on the basis of what has been read so far 	<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>develop positive attitudes towards and stamina for writing by:</p> <ul style="list-style-type: none"> - writing narratives about personal experiences and those of others (real and fictional) - writing about real events writing poetry writing for different purposes <p>consider what they are going to write before beginning by:</p> <ul style="list-style-type: none"> -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 teacher and other pupils - rereading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form -proofreading to check for errors in spelling, grammar and punctuation (for example, ends of sentences punctuated correctly) -read aloud what they have written with appropriate intonation to make the meaning clear 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> -participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say -explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves -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 -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 -select and use appropriate registers for effective communication

Reading

Writing

Word Reading

Comprehension

Writing Transcript - Handwriting

Writing – Composition

Spoken Language

Year
3

- apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology)
- both to read aloud and to understand the meaning of new words they meet.
- adding suffixes beginning with vowel letters to words of more than one syllable
- read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word

- develop positive attitudes to reading, and an understanding of what they read, by:
 - 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
 - increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally
 - identifying themes and conventions in a wide range
 - 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 different forms of poetry
- understand what they read, in books they can read independently, by:
 - 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 1 paragraph and summarising these
 - identifying how language, structure, and presentation contribute to meaning
 - retrieve and record information from nonfiction

- Pupils should be taught to:
- use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
 - increase the legibility, consistency and quality of their handwriting
 - ensure that the downstrokes of letters are parallel and equidistant,
 - ensure that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch
 - Joined handwriting expected in all work in Year 3

- plan their writing by:
- discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
- discussing and recording ideas draft and write by:
- composing and rehearsing sentences orally (including dialogue), -progressively building a varied and rich vocabulary and an increasing range of sentence structures
 - organising paragraphs around a theme
 - in narratives, creating settings, characters and plot
 - in non-narrative material, using simple organisational devices
- evaluate and edit by:
- assessing the effectiveness of their own and others' writing
 - suggesting improvements
 - proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
 - proofread for spelling and punctuation errors
 - read their own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear

- Pupils should be taught to:
- listen and respond appropriately to adults and their peers
 - ask relevant questions to extend their understanding and knowledge - use relevant strategies to build their vocabulary
 - articulate and justify answers, arguments and opinions
 - give well structured descriptions, explanations and narratives for different purposes, including for expressing feelings
 - maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
 - use spoken language to develop understanding through speculating, hypothesising, 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.
 - 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

	Reading		Writing		
	Word Reading	Comprehension	Writing Transcript - Handwriting	Writing – Composition	Spoken Language
Year 4	<p>-apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology)</p> <p>-both to read aloud and to understand the meaning of new words they meet.</p> <p>-adding suffixes beginning with vowel letters to words of more than one syllable e.g. forgotten beginner, gardener.</p> <p>-read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word</p>	<p>develop positive attitudes to reading, and an understanding of what they read, by:</p> <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 - increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally - identifying themes and conventions in a wide range - 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 different forms of poetry <p>understand what they read, in books they can read independently, by:</p> <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 1 paragraph and summarising these -identifying how language, structure, and presentation contribute to meaning -retrieve and record information from nonfiction 	<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, -ensuring that the downstrokes of letters are parallel and equidistant -ensure that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch <p>-Joined handwriting expected in all work in Year 4</p>	<p>Pupils should be taught to plan their writing by</p> <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 <p>discussing and recording ideas draft and write by:</p> <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 sentence structures - 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] <p>evaluate and edit by:</p> <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 -proofread for spelling and punctuation errors -read their own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear 	<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 - select and use appropriate registers for effective communication. - 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

		Reading		Writing		
		Word Reading	Comprehension	Writing Handwriting	Writing – Composition	Spoken Language
Year 5	Pupils should be taught to:	maintain positive attitudes to reading and an understanding of what they read by:		Pupils should be taught to:	plan their writing by:	-listen and respond appropriately to all
	<ul style="list-style-type: none"> -apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology) -both to read aloud and to understand the meaning of new words that they meet 	<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 - 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 		<ul style="list-style-type: none"> write legibly, fluently and with increasing speed by: -choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters -choosing the writing implement that is best suited for a task 	<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 draft and write by: -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 - précising 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 	<ul style="list-style-type: none"> - ask relevant questions to extend understanding and knowledge - use relevant strategies to build 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 - select and use appropriate registers for effective communication - participate in discussions about books, building on their own and others' ideas and challenging views courteously - explain and discuss their understanding of what they have read, including formal presentations and debates, maintaining a focus on the topic and using notes where necessary - give reasoned justifications
	<ul style="list-style-type: none"> Words containing the letter-string: - ough - Words with the /i:/ sound spelt ei after c - Endings which sound like /ʃəs/ spelt -cious or -tious - Endings which sound like /ʃəl/ -tial, -cial. - Words with 'silent' letters (i.e. Letters whose presence cannot be predicted from the pronunciation of the word) - Homophones and other words that are often confused 	<ul style="list-style-type: none"> understand what they read by: -checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context - asking questions to improve their understanding - drawing inferences such as characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence - predict what might happen from details stated -summarising the main ideas drawn from more than 1 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 (Read to them and read themselves) building on their own and others' ideas and challenging views courteously -explain and discuss their understanding of what they have read (Inc formal debates/presentations.) 			<ul style="list-style-type: none"> evaluate and edit by: -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 agree ,distinguishing between the language of speech and writing and choosing the appropriate register -proofread for spelling and punctuation errors -perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear 	

	Reading		Writing		
	Word Reading	Comprehension	Writing Handwriting	Writing –Composition	Spoken Language
Year 6	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> -apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), -both to read aloud and to understand the meaning of new words that they meet -Use of the hyphen adding suffixes beginning with vowel letters to words ending in -fer Words -able -ible -ably -ibly -ant -ance/–ancy -ent -ence/–ency - Homophones and other words that are often confused 	<p>maintain positive attitudes to reading and an 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 - 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 - understand what they read by: checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context - asking questions to improve their understanding - drawing inferences such as characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence - summarising the main ideas drawn from more than 1 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 - predicting what might happen from details stated and implied -participate in discussions about books (Read to them and read themselves) building on their own and others’ ideas and challenging views courteously -explain and discuss their understanding of what they have read (Inc formal debates/presentations.) -Provide reasoned justifications for their views 	<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 letters -choosing the writing implement that is best suited for a task 	<p>Pupils should be taught to 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 - write by 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 - précisising 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 - evaluate and edit by 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 app register -proofread 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"> -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 - select and use appropriate registers for effective comm. - participate in discussions about books, building on their own and others’ ideas and challenging views politely - 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 - give reasoned justifications

English Curriculum



Spelling, Punctuation & Grammar Progression

Year
1

Spelling

Pupils should be taught to

- Spell words containing each of the 40add 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 using letter names to distinguish between alternative spellings of the same sound
- add prefixes and suffixes:
- 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]
 - apply simple spelling rules
 - write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far

Grammar & Punctuation

Word

Regular plural noun suffixes –s or –es [for example, dog, dogs; wish, wishes], including the effects of these suffixes on the meaning of the noun

- Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper)

- How the prefix un– changes the meaning of verbs and adjectives [negation, for example, unkind, or undoing: untie the boat]

Sentence

- How words can combine to make sentences
- Joining words and joining clauses using ‘and’

Text

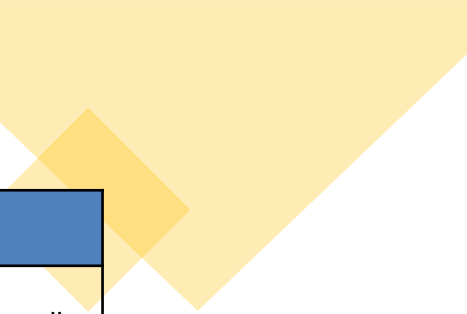
- Sequencing sentences to form short narratives

Punctuation

- Separation of words with spaces
- Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences
- Capital letters for names and for the personal pronoun I

Terminology

letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark



	Spelling	Grammar & Punctuation
Year 2	<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 1 or more spellings are already known, and learn some words with each spelling, including a few common homophones - 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 - write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far 	<p>Word</p> <ul style="list-style-type: none"> - Formation of nouns using suffixes such as –ness, –er and by compounding [for example, whiteboard, superman] - Formation of adjectives using suffixes such as –ful, –less - Use of the suffixes –er, –est in adjectives and the use of –ly in Standard English to turn adjectives into adverbs <p>Sentence</p> <ul style="list-style-type: none"> - Subordination and co-ordination - Expanded noun phrases for description and specification - How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command <p>Text</p> <ul style="list-style-type: none"> - Correct choice and consistent use of present tense and past tense throughout writing - Use of the progressive form of verbs in the present and past tense to mark actions in progress <p>Punctuation</p> <ul style="list-style-type: none"> - Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences - Commas to separate items in a list - Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns <p>Terminology</p> <ul style="list-style-type: none"> - noun, noun phrase, statement, question, exclamation, command compound, suffix, adjective, adverb, verb tense (past, present) apostrophe, comma



Year
3

Spelling

Pupils should be taught to:

Please see the statutory list of words for years 3 and 4.

- Prefixes un-, dis-, mis-, in-, il-, ir, im.
- Words with the /eɪ/ sound spelt ei, eigh, or ey
- Suffix -ly.
- Words with the /k/ spelt ch (Greek in origin) scheme, chorus, chemist, echo, character
- Words with the /ʃ/ sound spelt ch (mostly French in origin) chef, chalet, machine, brochure
- Words ending with the /g/ sound spelt -gue and the /k/ sound spelt -que (French in origin) league, tongue, antique, unique
- Words with the /s/ sound spelt sc (Latin in origin) science, scene, discipline

Grammar & Punctuation

Word

- Formation of nouns using a range of prefixes
- Use of the forms a or an according to whether the next word begins with a consonant or a vowel
- Word families based on common words, showing how words are related in form and meaning

Sentence

- Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because]
- adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of]

Text

- Introduction to paragraphs as a way to group related material
- Headings and sub-headings to aid presentation
- Use of the present perfect form of verbs instead of the simple past [for example, He has gone out to play contrasted with He went out to play]

Punctuation

- Introduction to inverted commas to punctuate direct speech

Terminology

preposition conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter inverted commas

Year
4

Spelling

Pupils should be taught to:

Please see the statutory list of words for years 3 and 4.

- The suffix –ation Prefixes sub-, inter-, anti-, super-, auto-
- The ending sounding like /ʒə/ is always spelt –sure. measure, treasure, pleasure, enclosure
- The ending sounding like /tʃə/ is often spelt –ture, but check that the word is not a root word ending in (t)ch with an er ending – e.g. teacher, catcher, richer, stretcher. creature, furniture, picture, nature, adventure
- Endings which sound like /ʒən/ If the ending sounds like /ʒən/, it is spelt as –sion. ÷, invasion, confusion, decision, collision, television
- The suffix –ous. poisonous, dangerous, mountainous, famous, various tremendous, enormous, jealous humorous, glamorous, vigorous courageous, outrageous serious, obvious, curious hideous, spontaneous, courteous

Grammar & Punctuation

Word

- The grammatical difference between plural and possessive –s –
- Standard English forms for verb inflections instead of local spoken forms [for example, we were instead of we was, or I did instead of I done]

Sentence

- Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair)
- Fronted adverbials [for example, Later that day, I heard the bad news.]

Text

- Use of paragraphs to organise ideas around a theme
- Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition

Punctuation

- Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, “Sit down!”]
- Apostrophes to mark plural possession [for example, the girl’s name, the girls’ names]
- Use of commas after fronted adverbials

Terminology

Determiner ,pronoun, possessive, pronoun, adverbial

Year
5

Spelling

Pupils should be taught to:

Please see the year 5 & 6 list of spellings

- Words containing the letter-string ough
- Words with the /i:/ sound spelt ei after c
- Endings which sound like /jəs/ spelt -cious or -tious
- Endings which sound like /jəl/ -tial, -cial.
- Words with 'silent' letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word)
- Homophones and other words that are often confused use dictionaries to check the spelling and meaning of words
- use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary
- use a thesaurus

Grammar & Punctuation

Word

- Converting nouns or adjectives into verbs using suffixes [for example, -ate; -ise; -ify]
- Verb prefixes [for example, dis-, de-, mis-, over- and re-]

Sentence

- Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun
- Indicating degrees of possibility using adverbs or modal verbs

Text

- Devices to build cohesion within a paragraph [for example, then, after that, this, firstly]
- Linking ideas across paragraphs using adverbials of time, place and number or tense choices

Punctuation

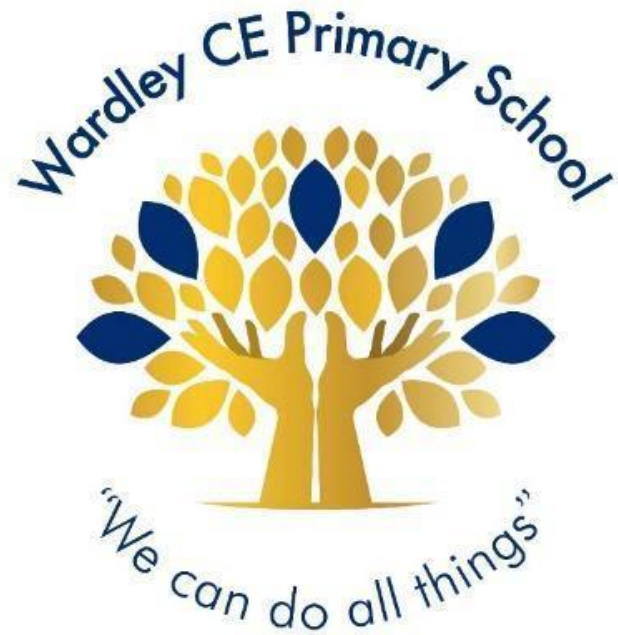
- Brackets, dashes or commas to indicate parenthesis
- Use of commas to clarify meaning or avoid ambiguity

Terminology

modal verb, relative pronoun relative clause, parenthesis, bracket, dash, cohesion, ambiguity - 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 (ie omitted) relative pronoun

	Spelling	Grammar & Punctuation
Year 6	<p>Pupils should be taught:</p> <p>Please see the year 5 & 6 list of spellings</p> <ul style="list-style-type: none"> - Use of the hyphen adding suffixes beginning with vowel letters to words ending in –fer - Words ending in –able and –ible - Words ending in –ably and –ibly - Words ending in –ant, –ance/–ancy, –ent, –ence/–ency - Homophones and other words that are often confused - use dictionaries to check the spelling and meaning of words - use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary - use a thesaurus 	<p>Word</p> <ul style="list-style-type: none"> - The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing - How words are related by meaning as synonyms and antonyms <p>Sentence</p> <ul style="list-style-type: none"> - Use of the passive to affect the presentation of info in a sentence – - difference between structures typical of informal speech and structures appropriate for formal speech and writing [eg, the use of question tags: He’s your friend, isn’t he? - use of subjunctive forms such as If I were or Were they to come in some very formal writing and speech] <p>Text</p> <ul style="list-style-type: none"> - Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections, and ellipsis - Layout devices <p>Punctuation</p> <ul style="list-style-type: none"> - Use of the semi-colon, colon and dash to mark the boundary between independent clauses - Use of the colon to introduce a list and use of semi-colons within lists - Punctuation of bullet points to list information - How hyphens can be used to avoid ambiguity <p>Terminology</p> <p>object active, passive, synonym, antonym ellipsis, hyphen, colon, semi-colon, bullet points</p>

English Curriculum



Reading

Reading Opportunities

The reading of fiction, non-fiction and poetry is applied to English lessons within each year group every term. The skills developed within these lessons link to the end of year expectations that need to be taught.

Discreet reading sessions are offered to our pupils within a weekly, 'My Book Blog' session where children are exposed to a wide range of texts and reading challenges which are monitored by the class teacher. The children are expected to read a wide range of texts and book recommendations from their peers are deeply encouraged. Pupils are expected to read regularly at home and can access My Book Blog on any device so that tasks can be completed at home. Pupils may change their reading books at any time to ensure that they always have access to appropriate and age-related reading materials.

Pupils also participate in weekly comprehension lessons where they are exposed a wide-range of shorter texts and questions styles. Teachers must ensure that all question and answer techniques are covered and that pupils are regularly and repeatedly exposed to the disciplinary knowledge over the course of a term. These are used to formalise teacher assessments in reading which are added to the school's database.




Early Reading

At Wardley, we embrace the Read Write Inc. phonics programme as a foundation for early reading development. This comprehensive approach empowers young learners to confidently grasp the fundamental skills needed for successful reading.

Through a systematic and structured approach, students engage in interactive lessons that introduce them to letter sounds, blending, and segmenting words. With a strong emphasis on phonics, our students develop fluency in decoding words, enabling them to tackle texts with increasing complexity.

We believe that early reading proficiency is essential for a lifetime of learning, and we are dedicated to providing our students with the necessary tools and support to embark on this remarkable journey.



Opportunities for Reading in KS1 & KS2

Key Stage 1	Key Stage 2
<ul style="list-style-type: none">• Listen to traditional tales.• Listen to a range of texts.• Learn some poems by heart.• Become familiar with a wide range of texts of different lengths.• Discuss books.• Build up a repertoire of poems to recite.• Use the class and school libraries.• Listen to short novels over time.	<ul style="list-style-type: none">• Read and listen to a wide range of styles of text, including fairy stories, myths and legends.• Listen to and discuss a wide range of texts.• Learn poetry by heart.• Increase familiarity with a wide range of books, including myths and legends, traditional stories, modern fiction, classic British fiction and books from other cultures.• Take part in conversations about books.• Learn a wide range of poetry by heart.• Use the school and community libraries.• Look at classification systems.• Look at books with a different alphabet to English.• Read and listen to whole books.

Reading: Threshold Concepts - Disciplinary Knowledge

Read words accurately

Understand Texts

This concept involves decoding and fluency

This concept involves understanding both the literal and more subtle nuances of texts.

**By the
end of
KS1**

- Apply phonic knowledge and skills as the route to decode words.
- Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.
- Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.
- Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.
- Read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings.
- Read other words of more than one syllable that contain taught GPCs.
- Read words with contractions (for example, I'm, I'll, we'll) and understand that the apostrophe represents the omitted letter(s).
- Read aloud accurately books that are consistent with phonic knowledge and that do not require other strategies to work out words.
- Re-read these books to build up fluency and confidence in word reading.
- 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 most words quickly and accurately, without overt 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 books to build up fluency and confidence in word reading.

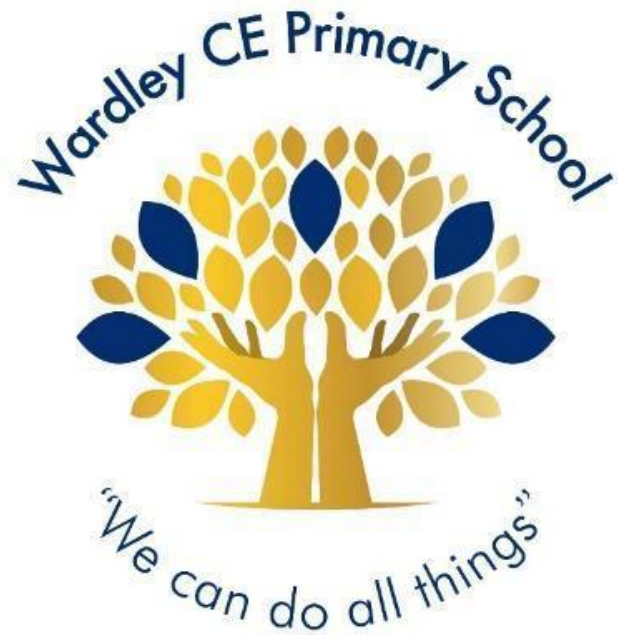
- Discuss events.
- Predict events.
- Link reading to own experiences and other books.
- Join in with stories or poems.
- Check that reading makes sense and self-correct.
- Infer what characters are like from actions.
- Ask and answer questions about texts.
- Discuss favourite words and phrases.
- Listen to and discuss a wide range of texts.
- Recognise and join in with (including role-play) recurring language.
- Explain and discuss understanding of texts.
- Discuss the significance of the title and events.
- Make inferences on the basis of what is being said and done.

Reading: Threshold Concepts - Disciplinary Knowledge

Read words accurately		Understand Texts
This concept involves decoding and fluency		This concept involves understanding both the literal and more subtle nuances of texts.
By the end of lower KS2	<ul style="list-style-type: none"> • Apply a growing knowledge of root words, prefixes and suffixes (etymology and morphology). • Read further exception words, noting the spellings. 	<ul style="list-style-type: none"> • Draw inferences from reading. • Predict from details stated and implied. • Recall and summarise main ideas. • Discuss words and phrases that capture the imagination. • Retrieve and record information from non-fiction, using titles, headings, sub-headings and indexes. • Prepare poems and plays to read aloud with expression, volume, tone and intonation. • Identify recurring themes and elements of different stories (e.g. good triumphing over evil). • Recognise some different forms of poetry. • Explain and discuss understanding of reading, maintaining focus on the topic. • Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. • Predict what might happen from details stated and implied. • Identify main ideas drawn from more than one paragraph and summarise these. • Identify how language, structure and presentation contribute to meaning. • Ask questions to improve understanding of a text.

Reading: Threshold Concepts - Disciplinary Knowledge		
Read words accurately	Understand Texts	
This concept involves decoding and fluency		This concept involves understanding both the literal and more subtle nuances of texts.
<p>By the end of KS2</p> <ul style="list-style-type: none"> • Apply knowledge of root words, prefixes and suffixes. • Read age-appropriate books with confidence and fluency (including whole novels). <p>(Note: this should be through normal reading rather than direct teaching.)</p>	<ul style="list-style-type: none"> • Recommend books to peers, giving reasons for choices. • Identify and discuss themes and conventions in and across a wide range of writing. • Make comparisons within and across books. • Learn a wide range of poetry by heart. • 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. • Check that the book makes sense, discussing understanding and exploring the meaning of words in context. • Ask questions to improve understanding. • Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. 	<ul style="list-style-type: none"> • Predict what might happen from details stated and implied. • Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas. • Identify how language, structure and presentation contribute to meaning. • Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader. • Retrieve and record information from non-fiction. • Participate in discussion about books, taking turns and listening and responding to what others say. • Distinguish between statements of fact and opinion. • Provide reasoned justifications for views.

English Curriculum



Writing

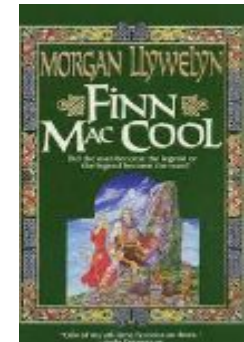
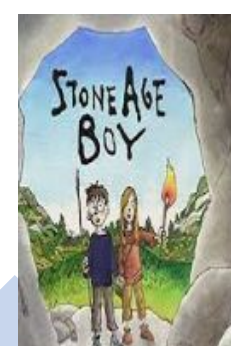
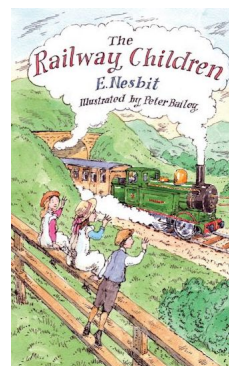
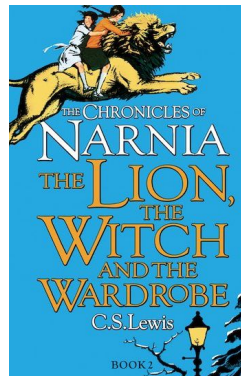
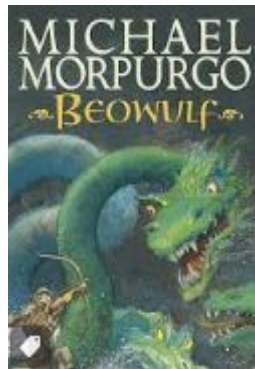
Writing Opportunities

Pupils at Wardley CE Primary School are exposed to a range of fiction, non-fiction and poetry writing opportunities each term.

We offer a skills-based curriculum which means that the main focus within our lesson are the writing skills identified on the pages which follow. They are not genre-led though our pupils are exposed to a wide-range of genres within their writing lessons.

Each half term, a selection of writing skills are identified for the class to focus on meaning that over the course of an academic year, all of the skills are covered several times. These skills need to be taught and applied within the children's writing to ensure that they meet their end of year expectations.

Writing opportunities are developed from the class novels which are read on a half-termly or termly basis. These texts are chosen by the class teacher and the English Lead to ensure that our children are exposed to high quality texts which challenge their reading and writing skills. However, the text and writing opportunities are flexible to meet the needs of the cohort and needs to be determined by teacher assessments and the children's knowledge of the content area.



Writing Assessments

Formative assessments in writing need to be used both within the lesson to ensure all children are keeping up with learning and after the lesson through marking and use of the feedback form. These assessments must then be used to feed into planning and next-steps.

Teachers must use the half-termly skills lists for their milestone to check progression and to ensure that all skills are taught and revisited.

This analysis then needs to be used to make a teacher judgement around each child's attainment in writing which will be inputted to the school's database at the end of each term.

These assessments will then be analysed by the head teacher and English Lead to identify pupils who are off-track. Meetings will then be held with class teachers to discuss these pupils and to support filling any gaps in their learning.

The English lead will take in a selection and wide range of Writing Books each term to moderate them and to check against teacher assessments. Teachers will receive individual feedback about this process in a supportive and professional/developmental manner.

Writing Assessments

Here is an example of the writing skills used to plan and assess writing at Wardley CE Primary School:

Depth of Learning – Writing
Milestone 1 – Autumn Term 1

B	A	D	Milestone Focus
Composition			
			To write with purpose: Plan by talking about ideas and writing notes. Use some of the characteristic features of the type of writing used.
			To use imaginative description: Use well-chosen adjectives to add detail.
			To use sentences appropriately: Write so that other people can understand the meaning of sentences. Join sentences with conjunctions and connectives.
Transcription			
			To present neatly: Form lower case letters correctly. Form capital letters correctly. Correctly use spacing between words.
			To spell correctly: Begin to correctly spell common exception words correctly. Spell some contraction words correctly.
			To punctuate accurately: Use full stops and capital letters correctly. Leave spaces between words. Use the word 'and' to join words and sentences.
Analysis and Presentation			
			To analyse writing: Discuss writing with the teacher and other pupils. Read my writing with my teacher and friends.



Depth of Learning – Writing
Milestone 2 – Autumn Term 1

B	A	D	Milestone Focus
Composition			
			To write with purpose: Plan, write, edit and improve. Use the main features of a type of writing – identified through reading.
			To use imaginative description: Create characters and settings. Use similes effectively. Use a range of descriptive phrases.
			To use sentences appropriately: Use a mixture of compound and simple sentences. Write sentences that include conjunctions and adverbs.
			To organise writing appropriately: Use connectives that signal time, shift attention and shift the setting.
Transcription			
			To present neatly: Join letters correctly. Make handwriting legible and space letters appropriately.
			To spell correctly: Use prefixes and affixes and understand how to add them. Spell homophones correctly.
			To punctuate accurately: Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.
Analysis and Presentation			
			To analyse writing: Use and understand grammatical terminology when writing conjunctions and pronouns.



Depth of Learning – Writing
Milestone 3 – Autumn Term 1

B	A	D	Milestone Focus
Composition			
			To write with purpose: Choose appropriate form of writing using main features identified through reading. Plan, draft, write, edit and improve.
			To use imaginative description: Create vivid images by using alliteration, similes, metaphors and personification.
			To use sentences appropriately: Write sentences that include parenthesis and relative clauses.
			To organise writing appropriately: Choose effective grammar and punctuation.
Transcription			
			To present neatly: Write fluently and legibly with a personal style.
			To spell correctly: Distinguish between homophones and other words that are often confused.
			To punctuate accurately: Use relative clauses beginning with who, which, where, when, whose, that or with. Use commas to clarify meaning or avoid ambiguity in writing.
Analysis and Presentation			
			To analyse writing: Use and understand grammatical terminology when using relative clauses and parenthesis.



Writing: Threshold Concepts - Disciplinary Knowledge

Composition

	Write with purpose This concept involves understanding the purpose or purposes of a piece of writing.	Use imaginative description This concept involves developing an appreciation of how best to convey ideas through description.
By the end of KS1	<ul style="list-style-type: none"> • Say first and then write to tell others about ideas. • Write for a variety of purposes. • Plan by talking about ideas and writing notes. • Use some of the characteristic features of the type of writing used. • Write, review and improve 	<ul style="list-style-type: none"> • Use well-chosen adjectives to add detail. • Use names of people, places and things. • Use well-chosen adjectives. • Use nouns and pronouns for variety. • Use adverbs for extra detail.
By the end of lower KS2	<ul style="list-style-type: none"> • Use the main features of a type of writing (identified in reading). • Use techniques used by authors to create characters and settings. • Compose and rehearse sentences orally. • Plan, write, edit and improve. 	<ul style="list-style-type: none"> • Create characters, settings and plots. • Use alliteration effectively. • Use similes effectively. • Use a range of descriptive phrases including some collective nouns.
By the end of KS2	<ul style="list-style-type: none"> • Identify the audience for writing. • Choose the appropriate form of writing using the main features identified in reading. • Note, develop and research ideas. • Plan, draft, write, edit and improve. 	<ul style="list-style-type: none"> • Use the techniques that authors use to create characters, settings and plots. • Create vivid images by using alliteration, similes, metaphors and personification. • Interweave descriptions of characters, settings and atmosphere with dialogue

Writing: Threshold Concepts - Disciplinary Knowledge

Composition

	Organise writing appropriately This concept involves developing an appreciation of how best to convey ideas through description.	Use paragraphs This concept involves understanding how to group ideas so as to guide the reader.
By the end of KS1	<ul style="list-style-type: none"> • Re-read writing to check it makes sense. • Use the correct tenses. • Organise writing in line with its purpose. 	<ul style="list-style-type: none"> • Write about more than one idea. • Group related information.
By the end of lower KS2	<ul style="list-style-type: none"> • Use organisational devices such as headings and sub-headings. • Use the perfect form of verbs to mark relationships of time and cause. • Use connectives that signal time, shift attention, inject suspense and shift the setting. 	<ul style="list-style-type: none"> • Organise paragraphs around a theme. • Sequence paragraphs.
By the end of KS2	<ul style="list-style-type: none"> • Guide the reader by using a range of organisational devices, including a range of connectives. • Choose effective grammar and punctuation. • Ensure correct use of tenses throughout a piece of writing. 	<ul style="list-style-type: none"> • Write paragraphs that give the reader a sense of clarity. • Write paragraphs that make sense if read alone. • Write cohesively at length.

Writing: Threshold Concepts - Disciplinary Knowledge

	Composition	Transcription
	<p>Use sentences appropriately This concept involves using different types of sentences appropriately for both clarity and for effect.</p>	<p>Present neatly This concept involves developing an understanding of handwriting and clear presentation.</p>
By the end of KS1	<ul style="list-style-type: none"> • Write so that other people can understand the meaning of sentences. • Sequence sentences to form clear narratives. • Convey ideas sentence by sentence. • Join sentences with conjunctions and connectives. • Vary the way sentences begin. 	<ul style="list-style-type: none"> • Sit correctly and hold a pencil correctly. • Begin to form lower-case letters correctly. • Form capital letters. • Form digits 0-9. • Understand letters that are formed in similar ways. • Form lower-case letters of a consistent size. • Begin to join some letters. • Write capital letters and digits of consistent size. • Use spacing between words that reflects the size of the letters.
By the end of lower KS2	<ul style="list-style-type: none"> • Use a mixture of simple, compound and complex sentences. • Write sentences that include: <ul style="list-style-type: none"> • conjunctions, adverbs, direct speech, punctuated correctly, clauses, adverbial phrases. 	<ul style="list-style-type: none"> • Join letters, deciding which letters are best left un-joined. • Make handwriting legible by ensuring downstrokes of letters are parallel and letters are spaced appropriately.
By the end of KS2	<ul style="list-style-type: none"> • Write sentences that include: <ul style="list-style-type: none"> • modal verbs, relative clauses, brackets, parenthesis, a mixture of active and passive voice, a clear subject and object, hyphens, colons & semi-colons, bullet points. 	<ul style="list-style-type: none"> • Write fluently and legibly with a personal style.

Writing: Threshold Concepts - Disciplinary Knowledge

Transcription

Spell correctly

This concept involves understanding the need for accuracy.

By the
end of
KS1

- | | | |
|----------------------------------|--|---|
| <p>By the
end of
KS1</p> | <ul style="list-style-type: none">• Spell words containing 40+ learned phonemes.• Spell common exception words (the, said, one, two and the days of the week).• Name letters of the alphabet in order.• Use letter names to describe spellings of words.• Add prefixes and suffixes, learning the rule for adding s and es as a plural marker for nouns, and the third person singular marker for verbs (I drink - he drinkss).• Use the prefix un.• Use suffixes where no change to the spelling of the root word is needed: helping, helped, helper, eating, quicker, quickest. | <ul style="list-style-type: none">• Use spelling rules.• Write simple sentences dictated by the teacher.• Spell by segmenting words into phonemes and represent them with the correct graphemes.• Learn some new ways to represent phonemes.• Spell common exception words correctly.• Spell contraction words correctly (can't, don't).• Add suffixes to spell longer words (-ment, -ness, -ful and -less).• Use the possessive apostrophe. (singular) (for example, the girl's book)• Distinguish between homophones and near-homophones. |
|----------------------------------|--|---|

Writing: Threshold Concepts - Disciplinary Knowledge

Transcription

Spell correctly

This concept involves understanding the need for accuracy.

By the
end of
lower
KS2

- Use prefixes and suffixes and understand how to add them.
- Spell homophones correctly.
- Spell correctly often misspelt words.
- 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.

Writing: Threshold Concepts - Disciplinary Knowledge

Transcription

Spell correctly

This concept involves understanding the need for accuracy.

**By the
end of
KS2**

- | | |
|--|--|
| <ul style="list-style-type: none">• Use prefixes appropriately.• Spell some words with silent letters (knight, psalm and solemn).• Distinguish between homophones and other words that are often confused.• Use knowledge of morphology and etymology in spelling and understand that some words need to be learned specifically. | <ul style="list-style-type: none">• Use dictionaries to check spelling and meaning of words.• Use the first three or four letters of a word to look up the meaning or spelling of words in a dictionary.• Use a thesaurus.• Spell the vast majority of words correctly. |
|--|--|

Writing: Threshold Concepts - Disciplinary Knowledge

Transcription

Punctuate accurately

This concept involves understanding that punctuation adds clarity to writing.

By the
end of
KS1

- Leave spaces between words.
- Use the word 'and' to join words and sentences.
- Begin to punctuate using a capital letter for the name of people, places, the days of the week and I.
- Use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms.
- Use sentences with different forms: statement, question, exclamation and command.

- Use extended noun phrases to describe and specify (e.g. the blue butterfly).
- Use subordination (when, if, that or because).
- Use coordination (or, and, but).
- Use some features of standard written English.
- Use the present and past tenses correctly, including the progressive form.

Writing: Threshold Concepts - Disciplinary Knowledge

Transcription

Punctuate accurately

This concept involves understanding that punctuation adds clarity to writing.

By the
end of
lower
KS2

- Develop understanding of writing concepts by:
 - Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although.
 - Using the present perfect form of verbs in contrast to the past tense.
 - Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.
 - Using conjunctions, adverbs and prepositions to express time and cause.
- Using fronted adverbials.
- Indicate grammatical and other features by:
 - Using commas after fronted adverbials.
 - Indicating possession by using the possessive apostrophe with plural nouns.
 - Using and punctuating direct speech.

Writing: Threshold Concepts - Disciplinary Knowledge

Transcription

Punctuate accurately

This concept involves understanding that punctuation adds clarity to writing.

**By the
end of
KS2**

- Develop understanding of writing concepts by:
 - 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.
- Indicate grammatical and other features by:
 - 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.

Writing: Threshold Concepts - Disciplinary Knowledge

Analysis and presentation

	Analyse writing This concept involves understanding how grammatical choices give effect and meaning to writing.	Present writing This concept involves learning to reflect upon writing and reading it aloud to others.
By the end of KS1	<ul style="list-style-type: none"> • Discuss writing with the teacher and other pupils. • Use and understand grammatical terminology in discussing writing: <p>Year 1</p> <ul style="list-style-type: none"> • word, sentence, letter, capital letter, full stop, punctuation, singular, plural, question mark, exclamation mark. <p>Year 2</p> <ul style="list-style-type: none"> • Use and understand grammatical terminology in discussing writing: • verb, tense (past, present), adjective, noun, suffix, apostrophe, comma. 	<ul style="list-style-type: none"> • Read aloud writing clearly enough to be heard by peers and the teacher. • Read aloud writing with some intonation.
By the end of lower KS2	<ul style="list-style-type: none"> • Use and understand grammatical terminology when discussing writing and reading: <p>Year 3 • word family, conjunction, adverb, preposition, direct speech, inverted commas (or 'speech marks'), prefix, consonant, vowel, clause, subordinate clause.</p> <p>Year 4 • pronoun, possessive pronoun, adverbial.</p>	<ul style="list-style-type: none"> • Read aloud writing to a group or whole class, using appropriate intonation.
By the end of KS2	<ul style="list-style-type: none"> • Use and understand grammatical terminology when discussing writing and reading: <p>Year 5 • relative clause, modal verb, relative pronoun, parenthesis, bracket, dash, determiner, cohesion, ambiguity.</p> <p>Year 6 • active and passive voice, subject and object, hyphen, synonym, colon, semi-colon, bullet points.</p>	<ul style="list-style-type: none"> • Perform compositions, using appropriate intonation and volume.



Reading, Writing & Performing Poetry

Poetry can be a great way to increase children's confidence in their own writing. Right and wrong doesn't necessarily exist in poetry and that freedom can provide a wonderful opportunity to encourage children's own writing.

Poetry allows children to play with language and sentence structure and to evaluate the effectiveness of these for a specific purpose. This creativity teaches children to experiment with language and to find new ways to communicate. The use of rhythm, rhyme and repetition also supports speaking and listening skills.

Poetry is analysed, composed, read and performed in each year group.

Pupils perform class poems in celebration services such as Harvest and Christmas.

