**English**

**Intent:**

We believe that a quality English curriculum should develop children’s love of and enthusiasm for reading, writing and discussion. We give all children the opportunity to enter the magical worlds that books open to them. We aim to inspire an appreciation of our rich and varied literary heritage and a habit of reading widely and often, developing culturally, emotionally, intellectually, socially and spiritually. Reading is the core of our curriculum. We teach children to be confident and fluent readers who will have a lifelong love of books and reading. Reading also enables pupils both to acquire knowledge and to build on what they already know. We want to inspire children to be confident in the arts of speaking and listening and to use discussion to develop their learning. We believe that a thorough grasp of literacy skills is crucial to a high-quality education and will give our children the confidence and tools they need to become learners for life.

**Aims:**

The overarching aim for is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment.

* To ensure all pupils be able to read fluently and with good understanding, being able to infer, discuss their reading and share viewpoints. To develop a love of books, enjoy reading and have an interest in words.
* to encourage children to develop a habit of reading, for both pleasure and information and to have a love of reading and discovery
* to enable children to write for purpose, within a context, adapting their language and style in and for a range of contexts, purposes and for varying audiences, as well as to apply rich and specific vocabulary, appropriate layout and developed grammar and knowledge of English skills with pride in their written work.
* to enable children to use discussion to learn; being able to elaborate and explain clearly their understanding and ideas and be competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate

**Implementation:**

Across the school English is taught daily through a sequence of work using the Jonathon Bond toolkit, integrating grammar skills, speaking and listening and drama. Each child has an English book for recording their work. Year 5 and 6 have English concept books too.

English lessons have cross-curricular links where appropriate.

In KS1 children complete an independent writing journal twice half termly and KS2 complete an independent writing journal at least three times a half term.

Whole class reading is taught daily for half an hour in KS2 and 20 minutes a day for KS1 using the Literary Shed Plus VIPERS and comprehension resources. On Fridays, each class completes a comprehension task.

Each class has a Class Story which is read daily at the end of each day.

In KS2 Children have their own reading book and are given the opportunity for daily reading for pleasure in class as well as reading this text with an adult weekly (at least). This is recorded in their reading records and the children are encouraged to share their predictions and opinions on a text.

In KS1 children have a phonics book and a book for pleasure to share at home and in school and is changed regularly. Children are heard read in school and take home their books to share at home. Each child has a reading record to record their reading.

Each class has a read at home record sheet on display in the class reading area and each home read is recorded with a class reading reward offered each hundred home reads completed. (This is completed slightly differently in EYFS)

Each classroom has a reading area.

At Bocking, from Year 2 upwards children use Accelerated Reading for book levels and recording texts read. This is also used for base line assessments and monitoring progression and gaps in reading skills. Children’s reading is also celebrated weekly in the newsletter and classes are recognised half termly for their achievements.

Spelling is taught using No Nonsense spellings and is integrated in to English lessons as well as taught additionally throughout the week.

Handwriting is taught using Penpals across the year groups. Handwriting and Spelling is collated in a separate book. Year 5 and 6 also have a grammar book for recording work in.

Phonics is taught across KS1 and developed in to KS2 and intervention offered where needed.

**The 2014 National Curriculum states that:**

*‘English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them. Through reading, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know.’*

These aims are embedded across our English lessons and the wider curriculum where opportunities are provided for purposeful reading, writing and discussion.

We use a wide variety of quality texts and resources to motivate and inspire our children. Each class is read to daily from a text, selected through class discussion, which will inspire the class and create excitement for reading – these books may be topic related. The text allows discussion, class unity, and the enjoyment and development of language, which in turn, inspires our children to incorporate language from these texts in their own writing.

Daily, each class takes part in a Whole Class Reading lesson whereby a rich text it selected for the children to develop comprehension skills, namely Vocabulary, Inference, Prediction, Explanation, Retrieval, Summary (KS2) and Sequencing. This is taught through VIPERS questioning and discussion. Children read with the teacher, echo, choral read and listen to others read whilst focussing on definition of vocabulary and focussed retrieval style questions. Each day a different skill is focussed on with direct questions asked and discussed in a variety of methods. Children have a whole class reading book for recording work as well as using the working wall, photos, group discussions and drama.

To ensure progression within English we follow the Jonathon Bond scheme for writing and use a cold and hot task at the beginning and end of each sequence of writing.

Curriculum linked texts are also used within teaching the writing sequence, developing the children’s awareness of the topic and promoting interest and intrigue. A teaching sequence is followed for teaching genres and incorporates relevant grammar skills to enhance writing, using the Jonathan Bond toolkit.

In KS1, children begin phonics as they enter school in September (see separate policy) This is carried in to KS2 when needed.

We also provide enrichment opportunities, through the celebration of World Book Day, entering Poetry Competitions, taking part in Reading Challenges in collaboration with the local libraries and we are beginning to develop links with authors.

All teachers ensure to plan stimulating English lessons, which incorporate ICT and collaborative learning so that children are excited and enthused in their lessons, leading to a strong motivation to write. Writing is also encouraged in foundation subjects where writing expectations match those of a standard English lesson.

We employ both in the moment and after the moment marking. Through ‘live’ marking, we can give children instant feedback about their learning in the lesson; this enables children to adjust their learning based on the feedback provided by teachers and teaching and learning assistants. See marking policy. At Bocking Church Street Primary School, we believe it is highly important to give children feedback that is rich and meaningful so that they are aware of their triumphs and those areas that they need to be focussing on, as well as providing a platform for teacher and child discussion whereby children feel confident to address misconceptions and raise any thoughts and feelings about their learning. Marking after a lesson enables teachers to use AfL and to incorporate this into their future planning as well as providing a space for children to reflect on their learning using targeted next steps. It is also promoted to share writing successes by sharing children’s work with other teaching staff, celebration assembly and shared work in class.

**Impact:**

We are creating a community of enthusiastic readers and writers who enjoy showcasing their developing English skills. They are confident to take risks in their reading and writing, and love to discuss and share their ideas with others. Children will be enthusiastic to take part in events, productions and drama. Children will be ambitious in their writing and want to engage with varied texts and genres and value the importance of reading to aid all elements of their education.

**Assessing**

* The school uses ‘The English Assessment Kit’ for periodic assessment. This is completely aligned to the school curriculum. Updated to TT which is in line with the Jonathon Bond statements.
* Teachers update their assessments termly
* Assessments are made through a combination of observation, discussion and written work
* Weekly reading comprehensions help teachers to make their judgements in this important area as well as using Cornerstones for assessment termly
* Reading age assessments are used for intervening with lower attainers and for placing children into book levels using Accelerated reader.
* An Independent writing journals each half term is used for assessing writing against the objectives for each year group. More frequently in Year 5 and 6
* Phonics is assessed on the school phonics assessment system half termly
* The phonics screen, KS1 statutory assessment and KS2 SATs provide transitional assessment

**Monitoring**

* Subject leaders create a monitoring action plan each year to ensure this policy and the school curriculum are followed and taught. They will use a range of monitoring strategies and ensure that they triangulate between these.

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| * Year 1 |  |  |  |  |  |
| Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| To infinity and beyond  (Toys, wheels, human, materials) | To infinity and beyond | Back to the future | Back to the future | Planet Earth – What a wonderful world! | Planet Earth – What a wonderful world! |
| Cumulative and repetitive stories  (focus verbal story- telling and sentence structure) | Traditional and fairy tales  Poems on a theme – Christmas | Instructions (DT link) | Stories with a familiar setting (Bocking topic link) Poems on a theme | Recounts – link to DT or Science | Non-chronological reports  Poems on the senses |

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| Year 2 |  |  |  |  |  |
| Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| This is Me | Paws, Claws and Mighty Roars | Capital Crisis | Capital Crisis | Land Ahoy! | Land Ahoy |
| Different stories by the same author -  Narrative | Persuasion  Poems on a theme (animals/Christmas) | Stories with familiar settings -  narrative | Non-chronological reports  Nonsense poetry | Instructions  Poems based on observation | Recounts - diary  Narrative |

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| Year 3 |  |  |  |  |  |
| Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Rock on! | Rock on! | Tomb Raiders | Tomb Raiders | Roaming Romans | Roaming Romans |
| Fairytales  Instructions | Non-chronological reports  Shape poetry | Adventure stories | Author study  Structured poetry | Persuasion  Explanation text (DT/Science link) | Recounts – newspaper reports  Free verse |

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| Year 4 |  |  |  |  |  |
| Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Raiders and Traders | Raiders and Traders | Let’s create a buzz | Let’s create a buzz | Rockies to Rio | Rockies to Rio |
| Portal stories Structured poetry | Recounts including newspaper report  Performance poetry | Biographies | Shakespeare study  Persuasion | Non-chronological reports  Free verse poetry | Stories in unfamiliar settings |

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| Year 5 |  |  |  |  |  |
| Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Space Race | Space Race | WWII | WWII | Victorians | Australasia |
| Narrative – recount-diary | Free verse poetry Discussion | Film narrative – screen play/ narrative based on film clip  Structured poetry | Recount – flashback/diary newspaper reports | Persuasion Narrative poetry – the Highwayman | Stories which raise issues or dilemmas |

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| Year 6 |  |  |  |  |  |
| Ancient Greeks | Ancient Greeks | From Here to There | Climate Change | Dancing through the Decades | Dancing through the Decades |
| Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Non-chronological reports  Structured poetry | Recounts – newspaper reports  Free verse | Classic fiction (diary)  Extended stories | Author study  Biographies | Shakespeare study  Classic poetry | Narrative techniques |
|  |  |  |  | (Explanation texts in science) | Production  Leavers assembly |

Bocking Church Street Primary School – English Curriculum for Year 1

Autumn

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| Drama/Spoken Language | Role Play – Traditional Tales  Respond to other characters in role  **Speaking, Listening and Discussion**  Tell a story or describe an incident clearly  Listen and respond appropriately to adults and peers, in a range of situations  Take turns in a group  **Drama**  Respond to other characters in role |
| Reading  Objectives to teach in every term | **Becoming a Reader**  Enjoy stories (including fairy and traditional stories), poems and rhymes  Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently  Offer an opinion on what is read to them and listen to the opinions of others  **Word Reading**  **Read accurately by blending the sounds in words that contain the common graphemes for all 40+ phonemes (WTS KS1)**  Remember and read high frequency phonically decodable words  **Read many year 1 common exception words (National Curriculum English Appendix 1) (WTS KS1)**  Apply phonic knowledge across the curriculum  Read aloud accurately books that match their phonic knowledge  Read aloud accurately books which require them to use phonics and other reading strategies  **Fluency**  Re-read books to build fluency and confidence  **In phonically regular texts, read aloud many words quickly and accurately without overt sounding and blending (WTS KS1)**    **Reading Comprehension**  Apply vocabulary they know in one context to another  Build a bank of vocabulary by spotting, collecting and discussing new words and phrases from texts and linking these with words already known  Use imagination to re-enact stories in a variety of ways  Develop understanding by linking reading to prior knowledge and/or background information  Ask questions to engage with a text  Ask questions in a discussion of a text with peers and adults  Check that the text makes sense as they read and re-read if necessary  **Retrieve information from a familiar book that is read to them in discussion with the teacher (KS1 WTS)**  **Make simple inferences from a familiar book that is read to them (KS1 WTS)**  Make simple inferences about characters from what they say and do  Predict the next part of a story  Recall the main events in a story  Discuss the title and talk about the events in a story  Identify the main characters and say what they are like  **Answer questions about the text in discussion with the teacher (WTS KS1)**  **Becoming a Researcher**  Pose questions before reading non-fiction to find answers |
| Writing  Objectives to teach in every term | **Planning, Composing and Evaluating**  Use ideas from their reading in their writing  Say out loud what they are going to write  Use the sentence by sentence process of think, say, write, check  Use the key narrative and non-narrative writing skills of telling, informing, recounting and instructing (see Appendix C)  Improve their writing style by adding new techniques to their repertoire (from Appendix A – year 1)  Improve their writing by using some new vocabulary (from Appendix B – year 1)  Re-read what they have written to themselves, in order to check that it makes sense  **Grammar and Punctuation**  Use correct grammatical terminology when discussing their writing  **Use full stops and capitals throughout a piece of writing (EXS KS1, WTS KS2)**  **Spelling**  **Spell words using the GPCs taught so far** (ensure your programme covers English appendix 1 (Y1) of National Curriculum) **(WTS KS1)**  **Segment words into individual phonemes to aid spelling (WTS KS1)**  **Spell year 1 common exception words that cannot be easily decoded at this stage (‘tricky’ words) (contributes to WTS KS1/EXS KS1)**  Write simple dictated sentences using spelling knowledge taught so far  Apply spellings and spelling conventions taught in their own work  **Handwriting and Presentation**  **Form lower case letters in the correct direction, starting and finishing in the right place (WTS KS1)** |
| Reading | **Becoming a Reader**  Retell a story using prompts  Join in with stories being read aloud  **Word Reading**  Respond quickly with the correct sound for graphemes (using phonemes taught so far)  Listen to what they are reading to hear if it makes sense  Read to the end of a sentence to help work out an unknown word  **Reading Comprehension**  Recognise and understand the terms title, author, illustrator and illustration |
| Writing | **Planning, Composing and Evaluating**  Plan a 4 sentence story  Write a sequence of sentences  **Grammar and Punctuation**  **Leave spaces between words (WTS KS1)**  Join words with ‘and’ within sentences  **Spelling**  Spell simple words with adjacent consonants  Spell words ending in -nk  Name the letters of the alphabet in order  Use letter names to talk about different grapheme choices  **Handwriting and Presentation – SFA phonics**  Sit correctly at a table, holding a pencil comfortably and correctly  Form ‘long ladder’ lower case letters correctly (i, j, l, t, u (v and w if with rounded bases))  Form the equivalent upper case letters correctly (I, J, L, T, U)  Form ‘one-armed robot’ lower case letters correctly (b, h, k, m, n, p, r)  Form the equivalent uppercase letters correctly (B, H, K, M, N, P, R)  Form the digits 2, 3 and 5 correctly |

Spring

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| Drama/Spoken Language | Fairy Tale Role Play  **Three Little Pigs**  Respond to other characters in role.  Pretend to be a character, showing feelings through words and action  **Speaking, Listening and Discussion**  Retell a story or incident in which events are clearly ordered  Listen and follow instructions accurately, asking for help or clarification if necessary  Listen to other pupils during group work  **Drama**  Pretend to be a character, show  feelings through words and action |
| Reading | **Becoming a Reader**  Retell a story in the correct order  Join in with stories being read aloud  **Word Reading**  Respond quickly with the correct sound for graphemes (using phonemes taught so far)  Read words containing taught GPCs and ending in –s, -es and ing  **Read words of more than one syllable (WTS KS1)**  Re-read when they have not understood  Use the punctuation to get meaning from the text  Use the context as an aid to decoding unknown words  **Fluency**  Begin to read with expression  **Reading Comprehension**  Understand that text, illustration and other features combine to give meaning |
| Writing | **Planning, Composing and Evaluating**  Plan a simple story (beyond 4 sentences)  **Write a sequence of sentences to form a short narrative or non-narrative text (WTS KS1)** sometimes for a real purpose and audience  Talk about their writing  **Grammar and Punctuation**  **Leave spaces between words (WTS KS1)**  **Join sentences with ‘and’ (EXS KS1)**  Recognise and know the purpose of nouns  Form singular and plural nouns (link with spelling)  Use capital letters for people, places, days of the week and ‘I’  **Spelling**  Use letter names to talk about different grapheme choices  Spell plural nouns with –s and –es  Use –s and –es to spell third person singular verbs  Spell words with the –ing suffix (where no change is needed to the root word)  Divide words into syllables to aid spelling  Spell common words ending in -ve  **Handwriting and Presentation – letter joins**  Form ‘curly caterpillar’ lower case letters correctly (c, a, d, e, g, o, q, f, s)  Form the equivalent upper case letters correctly (C, A, D, E, G, O, Q, F, S)  Form the digits 0, 6, 8 and 9 correctly |

Summer

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| Drama/Spoken Language | Role Play – Kings and Queens  Respond to other characters in role  **Speaking, Listening and Discussion**  Read aloud clearly and use some intonation for effect  Listen with sustained concentration  Explain their thoughts to a group  **Drama**  Take turns speaking their part in acting out familiar |
| Reading | **Word Reading**  Respond quickly with the correct sound for graphemes (for all 40+ phonemes)  **Read words of more than one syllable (WTS KS1)**  Read words containing taught GPCs and ending in –ed, -er and est  Read words with contractions and understand how apostrophes work in these words  Look for words within words to aid decoding  Break down large words into syllables to aid decoding  **Fluency**  Recite some poems and rhymes by heart  **Reading Comprehension**  Understand that text, illustration and other features combine to give meaning |
| Writing | **Planning, Composing and Evaluating**  Plan a simple story (beyond 4 sentences)  **Write a sequence of sentences to form a short narrative or non-narrative text (WTS KS1)** sometimes for a real purpose and audience  Talk about their writing  Read aloud their writing clearly (link with Spoken Language) **Grammar and Punctuation**  **Join sentences with ‘and’ (EXS KS1)**  Change the meaning of words by adding un- (link with spelling)  Form new nouns by compounding e.g. whiteboard (link with spelling)  Recognise and know the purpose of verbs  **Use question marks (EXS KS1, WTS KS2)**  **Spelling**  Spell the days of the week  Spell words with the –ed suffix (where no change is needed to the root word)  Spell words with the –er suffix (where no change is needed to the root word)  Spell words with the –est suffix (where no change is needed to the root word)  Spell simple words with the un- prefix  Divide words into syllables to aid spelling  Spell common compound words  **Handwriting and Presentation – Letter joins**  Form ‘zigzag’ lower case letters correctly (v, w, x, y, z)  Form the equivalent upper case letters correctly (V, W, X, Y, Z)  Form the digits 1, 4, and 7 correctly |

Bocking Church Street Primary School – English Curriculum for Year 2

Autumn

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| Speaking and listening including drama | **Speaking, Listening and Discussion**  Add detail to their talk to keep the listener interested  Follow up listening with relevant questions  Keep on topic during discussion  **Drama**  Make up plays from stories and other stimuli |
| Reading objectives to teach in every term | **Becoming a Reader**  Enjoy books and reading  Listen to and discuss a wide range of poems (contemporary and classic), stories and non-fiction that are read to them and those that they can read for themselves  Offer opinions and preferences about books, backed up by reasons  Discuss favourite authors  Discuss their favourite words and phrases  **Word Reading**  Blend GPCs to read accurately  Recognise alternative sounds for graphemes  Apply phonic knowledge across the curriculum  **Read most words containing common suffixes** (link to spelling) **(EXS KS1)**  **Read most common exception words (National Curriculum Appendix 1) (EXS KS1)**  Orchestrate a range of reading strategies to decode successfully  Self-correct when reading aloud  **Fluency**  **Read most words accurately without overt sounding and blending and sufficiently fluently to allow them to focus on their understanding rather than on decoding individual words (EXS KS1)**  **Reading Comprehension**  Use the surrounding text to aid them in understanding unknown vocabulary  Infer meanings from the vocabulary used  Build a bank of vocabulary by spotting, collecting and discussing new words and phrases from texts and linking these with words already known  Develop an active attitude towards imagining by responding to what they have read or listened to e.g. through talk, drama, drawing  **Check that the text makes sense as they read and correct inaccurate reading** **(EXS KS1)**  **Build comprehension by retrieving basic information from a text (EXS KS1)**  Order the events in a text  **Make inferences** about characters, settings andevents **(EXS KS1 and GD KS1)**  **Make a plausible prediction about what might happen on the basis of what has been read so far (GD KS1)**  **Retrieve information from the text to answer questions (EXS KS1)**  **Becoming a Researcher**  Use indexes, contents pages, headings and captions to navigate non-fiction texts  Navigate simple alphabetically ordered texts  Use screen based and book conventions to find information efficiently and safely |
| Writing to teach over every term | **Planning, Composing and Evaluating**  Plan a narrative text  Plan non-narrative text types  Include new vocabulary in planning  Use underlying structures from reading (picture books or short stories) to aid planning  Use planning to give structure to the their writing  Embed the sentence by sentence process of think, say, write, check  **Write about personal experiences and real events (EXS KS1)**  **Write a coherent story** for an (often real) audience **(EXS KS1)**  Write non-narrative text types for a clear purpose and a specific (often real) audience  Write a poem based on a given structure  **Write effectively and coherently for different purposes drawing on their reading to inform the vocabulary and grammar of their writing (GD KS1)**  Use the key narrative writing skills of telling and description (see Appendix C)  Use the key non-narrative writing skills of informing, recounting, instructing and persuading (see Appendix C)  Ensure that there is a clear structure to their writing  Use adventurous vocabulary  Re-read writing for sense  Improve their writing style by adding new techniques to their repertoire (from Appendix A – year 2)  **Spelling**  **Segment words into individual phonemes to aid correct spelling (WTS KS1 and EXS KS1)**  **Choose the correct grapheme where there are several options (EXS KS1)**  Use the frequency and usual position of graphemes to make a spelling choice  **Spell y2 common exception words correctly (National Curriculum Appendix 1) (contributes to WTS/EXS/GD KS1)**  Investigate spelling patterns and conventions  Write simple dictated sentences using spelling and punctuation knowledge taught so far  Apply spellings and spelling conventions taught in their own work  **Handwriting and Presentation**  **Write legibly (WTS KS2)**  **Grammar and Punctuation**  Use correct grammatical terminology when discussing their writing  Use words that are appropriate to the type of writing e.g. story language, imperative verbs in instructions  **Draw on their reading to inform the grammar and vocabulary of their writing (GD KS1)** |
| Autumn objectives reading | **Becoming a Reader**  Retell a story using words and phrases from the text  **Word Reading**  **Read words of two or more syllables (EXS KS1)**  Sound out unfamiliar words and use other reading strategies when reading aloud  **Fluency**  Re-read books to build fluency and confidence  **Reading Comprehension**  Develop understanding by linking reading to prior knowledge and/or background information  Ask questions to themselves as they are reading  Create understanding by reading and combining different textual elements e.g. text, pictures, diagrams, labels and captions  Recognise and discuss features of different texts  Recognise recurring story language |
| Autumn objectives writing | **Grammar and Punctuation**  Recognise and write statements  Recognise and write questions  Recognise and write exclamations  Recognise and write commands  **Join sentences with ‘or’ and ‘but’ (EXS KS1)**  Use precise and appropriate verbs when writing  Understand that an apostrophe is used for omission  **Use apostrophes for simple contracted forms (GD KS1, WTS KS2)**  **Spelling - Success for all phonics**  Spell words ending with the ‘i’ sound spelt y e.g. fry  Spell words where -es is added to a word ending in y e.g. flies  Spell words with the ‘s’ sound spelt c before e, i and y e.g. city  Spell words beginning with the ‘r’ sound spelt wr e.g. wrote  Spell words ending with the ‘ee’ sound spelt ey e.g. monkey  Spell words with the ‘u’ sound spelt o e.g. Monday  **Spell words with the suffix –ly e.g. badly (GD KS1)**  Spell contracted words using the apostrophe e.g. can’t  Spell frequently confused common homophones e.g. here and hear  **Handwriting and Presentation**  **Form lower case letters of the correct size relative to one another (WTS KS1)**  **Write upper case letters and digits of the correct size, orientation and relationship to other letters and digits (EXS KS1)** |

Bocking Church Street Primary School – English Curriculum for Year 3

Autumn

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| Speaking and listening including drama | **Speaking, Listening and Discussion**  Speak fluently in sentences and without hesitation  Hold a conversation with peers and adults  Disagree politely with peers **Drama**  Create atmosphere through the use of voice and movement |
| Reading objectives to teach in every term | **Becoming a Reader**  Enjoy books and reading  Listen to and discuss a range of fiction, poetry, plays, non-fiction, reference and text books that are read to them and those that they can read for themselves  Identify and remember common structural and language conventions in different text types  Read for a range of purposes  Identify themes in books  **Word Reading**  Continue to use phonic knowledge and skills with unfamiliar words  Read words with unfamiliar spelling patterns  Use an understanding of morphology and etymology to aid them in reading unfamiliar words (link to spelling strand)  Continue to build a knowledge of unusual grapheme phoneme correspondences  **Fluency**  Read Year 3 texts fluently  **Reading Comprehension**  Explain the meaning of words in context  Use morphology to aid them in understanding unknown vocabulary  Use dictionaries to check word meanings  Build a bank of vocabulary by spotting, collecting and discussing new words and phrases from texts and linking these with words already known (including idioms and figurative language)  Create sensory images while they read  Develop understanding by linking reading to other books or similar contexts  Apply previous retrieving objectives to year 3 texts  Check that the text makes sense to them and discuss their understanding  Use inference to draw simple conclusions about characters, settings and events  Use vocabulary knowledge, including synonyms, to aid inference  Predict what may happen and explain using detail from the text  Identify the author’s purpose e.g. to inform, describe, entertain, share feelings etc  Refer back to the text to support their response  **Becoming a Researcher**  Use library classification to find reference materials  Take notes by summarising, deleting and substituting |
| Writing objectives to teach in every term | **Planning, Composing and Evaluating**  Collect ideas for writing from the world around them  Generate ideas for their writing, by combining observations, reading and imagination  Use the underlying structures, grammar and vocabulary of written texts to plan and write their own for a specific (often real) audience and a clear purpose  Collect and use suitable vocabulary for a text  Compose and orally rehearse sentences and lines of poetry which are increasingly rich in structure and vocabulary  Use the key narrative writing skills of telling, description and dialogue (see Appendix C)  Use the key non-narrative writing skills of informing, recounting, instructing, persuading and explanation (see Appendix C)  Improve their writing style by adding new techniques to their repertoire (from Appendix A – year 3)  Improve their writing by using some new vocabulary (from Appendix B – year 3)  Proof–read their work for spelling, grammar and punctuation errors  Edit their work effectively and make improvements based on this  Evaluate the work of others and suggest improvements  **Grammar and Punctuation**  Use correct grammatical terminology when discussing their writing  **Spelling**  Use a dictionary to check words  Combine phonics, morphology and spelling conventions to spell unfamiliar words  Investigate spelling patterns and conventions  Write, from memory, simple dictated sentences using spelling and punctuation knowledge taught so far  Choose the correct spelling by using a visual strategy (‘Does it look right?’) |
| Autumn objectives reading | **Becoming a Reader**  Retell stories, adding key details  **Reading Comprehension**  Ask questions when their reading doesn’t make sense  Identify the key points in a section or page  Explain the basic structures inherent in different text types (fiction and non-fiction)  Discuss language which has captured their interest  Identify basic language features inherent in different text types (fiction and non-fiction) |
| Autumn Writing objectives | **Planning, Composing and Evaluating**  Use ideas and content appropriate to the subject and text type  **In non-narrative writing use headings and subheadings to structure the writing and support the reader (WTS KS2)**  **Create settings using well-chosen words and phrases (WTS KS2 and EXS KS2)**  Signal sequence, place and time to give coherence to writing  **Grammar and Punctuation**  Use and understand the terms consonant and vowel  Recognise and know the purpose of conjunctions  Use conjunctions to express time, place and cause e.g. when, so, before, after, while, because  Use a or an appropriately  Recognise and know the purpose of pronouns  Recognise and know the purpose of personal pronouns is e.g. I, me, we, us, you, he, she, it, him, her, they, them  Recognise direct speech and inverted commas  **Use inverted commas (contributes to EXS KS2 and GD KS2)**  **Spelling**  Consolidate spelling patterns from Y2  Spell words with the prefix pre-  Spell words with the prefix sub-  Spell words with the prefix ex-  Spell two syllable words containing double consonants e.g. dinner  Add suffixes beginning with vowel letters to words of more than one syllable and know when to double the final consonant e.g. forgetting, forgotten, gardening, gardener  Spell words where an i sound is spelt with a y in the middle of words e.g. gym, Egypt  **Spell the words answer, build, caught, circle, early, earth, fruit, group, heard, heart, height, island, learn, minute, often, woman/women (WTS KS2)**  **Handwriting and Presentation letter joins**  Write with joined handwriting consistently  Build keyboard skills to type, edit and redraft |

Spring

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| Spoken language including drama | **Speaking, Listening and Discussion**  Annotate poems and stories and perform them  Evaluate the effectiveness of others’ performances  Take responsibility for and contribute to the success of a group activity  **Drama**  Create characters in an improvised drama |
| Spring reading objectives | **Becoming a Reader**  Know and recognise some forms of poetry  **Fluency**  Prepare texts (including poems and plays) to read aloud and perform  **Reading Comprehension**  Ask questions when their reading doesn’t make sense  Combine information to create an understanding of the whole text  Identify the key points in a section or page  Explain the basic structures inherent in different text types (fiction and non-fiction)  Identify basic language features inherent in different text types (fiction and non-fiction) |
| Spring writing objectives | **Planning, Composing and Evaluating**  Plan and order texts logically  Experiment with layout when writing non-fiction texts  Know the reasons to start a new paragraph  **Create characters using well-chosen words and phrases (WTS KS2 and EXS KS2)**  Use expression, intonation and tone when reading aloud their writing  **Grammar and Punctuation**  Explore word families based on common words  Recognise and know the purpose of adverbs (beyond –ly)  Use adverbs to express time, place and cause e.g. then, next, soon, therefore  Explore and understand verb prefixes (link with dis-, de-, mis-, over- and re- in spelling)  **Use inverted commas (contributes to EXS KS2 and GD KS2)**  **Spelling**  Spell words with the ou spelling of the u sound e.g. young, touch, double  Spell words with the prefixes in-, il-, im- and ir-  Spell words with the prefix dis-  Spell words with the prefix mis-  Spell words with the prefix re-  Spell words with the prefix de-  Spell words with the prefix over-  **Spell the words address, appear, arrive, breath, breathe, disappear, guard, guide, history, imagine, increase, important, interest, question, recent, reign, remember (WTS KS2)**  **Handwriting and Presentation - letter joins**  Make the move from pencil to pen in their handwriting  Develop fluency in typing |

Summer

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| Spoken language including dram | **Speaking, Listening and Discussion**  Annotate poems and stories and perform them  Evaluate the effectiveness of others’ performances  Take responsibility for and contribute to the success of a group activity  **Drama**  Create characters in an improvised drama |
| Summer reading objectives | **Becoming a Reader**  Retell fairy stories or folk tales focusing on the theme  **Reading Comprehension**  Use questioning to keep an active engagement with a longer text  Combine information to create an understanding of the whole text  Identify the key points in a whole text  Explain the purposes of structural features  Identify and discuss simple authorial techniques such as short sentences, repeated phrases, punctuation |
| Summer writing objectives | **Planning, Composing and Evaluating**  Plan and organise texts logically  Know the reasons to start a new paragraph  **Use paragraphs to organise ideas (WTS KS2)**  Create a coherent plot in a story  **Grammar and Punctuation**  Create new nouns using prefixes  Use have or has before a verb to create the ‘present perfect form’ or ‘had’ to create the ‘past perfect form’  Recognise and know the purpose of prepositions  Use prepositions to express time, cause and place e.g. before, after, during, in, because of  Use prepositional phrases to add detail to sentences  Understand what a main clause is  Recognise simple and compound sentences  Understand how to use bullet points  **Use bullet points (WTS KS2 and EXS KS2)**  **Spelling**  Spell words with the prefix inter-  Spell words with the prefix super-  Spell words with the prefix anti-  Spell words with the prefix auto-  Spell words with the suffix -ation  Spell words with the prefix non-  Spell words with the prefix co-  **Spell the words centre, century, certain, consider, enough, famous, forward, grammar, length, notice, strange, strength, though, although, thought, through (WTS KS2)**  **Handwriting and Presentation – letter joins**  Write with joined handwriting in pen consistently  Develop fluency in typing |

Bocking Church Street Primary School – English Curriculum for Year 4

Autumn

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| Drama/Spoken Language | Performing their poetry in English.  Harvest performance. And Kennings  **Speaking, Listening and Discussion**  Justify a view by giving reasons and evidence  Make useable notes when listening  Use inclusion techniques in a group e.g. questions, eye contact, people’s names    **Drama**  Articulate clearly and project the voice |
| Reading objectives in every term | **Reading Comprehension**  Understand that words can have varied meanings depending on the context  Build a bank of vocabulary by spotting, collecting and discussing new words and phrases from texts and linking these with words already known (including idioms and figurative language)  Empathise with characters and their situations  Develop understanding by making connections between texts in terms of plot, characters, structure, same author etc.  Ask questions to improve their understanding of a text  Ask questions about character and motivation, vocabulary and plot  Apply previous retrieving objectives to year 4 texts  Check that the text makes sense to them and discuss their understanding  Use textual details and examples to support inferences and explanations about a text’s meaning  Use precise language to encapsulate an inference made  Predict what may happen and explain using stated and implied detail from the text  Summarise a text using the key points  Answer questions giving evidence from the text in their response  **Becoming a Researcher**  Distinguish between fact and opinion in order to verify the accuracy and reliability of information  Appraise the usefulness of a text for a task  Use the strategies of skimming, scanning, close reading and key word searches to locate and select information |
| Writing objectives in every term | **Planning, Composing and Evaluating**  Collect ideas for writing from the world around them  Generate ideas for their writing, by combining observations, reading and imagination  Plan and write their own texts for a specific (often real) audience and a clear purpose based on the underlying structures, grammar and vocabulary of texts that they have studied  Compose and orally rehearse sentences and lines of poetry which are increasingly rich in structure and vocabulary  Use the key narrative writing skills of telling, description, dialogue and action (see Appendix C)  Use the key non-narrative writing skills of informing, recounting, instructing, persuading and explanation (see Appendix C)  Use exciting and interesting vocabulary appropriate to the text type  Improve their writing style by adding new techniques to their repertoire (from Appendix A – year 4)  Improve their writing by using some new vocabulary (from Appendix B – year 4)  Proof–read their work for spelling, grammar and punctuation errors  Change vocabulary and grammar for consistency and impact  Edit their work effectively and make improvements based on this  Evaluate the work of others and suggest improvements  Read aloud their own work using a range of strategies (intonation, volume, tone etc.) to make the meaning clear  **Grammar and Punctuation**  Use correct grammatical terminology when discussing their writing  **Spelling**  Use a dictionary to check words  Combine phonics, morphology and spelling conventions to spell unfamiliar words  Investigate spelling patterns and conventions  Use etymology to aid spelling  Write, from memory, simple dictated sentences using spelling and punctuation knowledge taught so far  Choose the correct spelling by using a visual strategy (‘Does it look right?’) |
| Autumn reading objectives | **Becoming a Reader**  Know and recognise some forms of poetry    **Fluency**  Prepare texts (including poems and playscripts) to read aloud and perform, considering speed, volume and action  **Reading Comprehension**  Use a knowledge of text type and structure to extract information  Identify the author’s purpose and adjust reading strategy accordingly e.g. consider the evidence in a persuasive text  Identify how the layout in book and screen-based texts aids the reader  Select and explain favourite vocabulary choices |
| Writing objectives | **Planning, Composing and Evaluating**  **Use paragraphs to organise ideas around a theme (WTS KS2)**  Use stanzas to structure content in poems  Create writing which is organised, imaginative and clear  **Grammar and Punctuation**  Recognise and know the purpose of determiners  Recognise and know the purpose of possessive pronouns e.g. my, mine, our, ours, its, his, her, hers, their, theirs, your, yours, whose, and one's  Use pronouns and nouns appropriately (for clarity and cohesion and to avoid repetition)  Write more complex expanded noun phrases by adding prepositional phrases to the determiner, noun and adjective(s)  **Use inverted commas and other speech punctuation appropriately (contributes to EXS KS2 and GD KS2**  **Spelling**  Spell words with the suffix -ly  Spell words with the -sure ending  Spell words with the -ture ending  Spell words with the suffix -ous  Spell words with the suffix -al  Spell words with the suffix -ary  Spell words with the suffix -ic  Spell common homophones e.g. fair/fare, break/brake  **Spell the words complete, decide, describe, different, difficult, February, library, naughty, opposite, ordinary, perhaps, popular, probably, regular, suppose, surprise, various (WTS KS2)**  **Handwriting and Presentation**  Improve the quality of handwriting by tackling any issues consistently  Develop fluency in typing |

Spring

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| Drama/Spoken Language | Topical debates on local council issues.  Performance poetry.  Gender stereotyping debate (PSHE)  Enactment of battle  **Speaking, Listening and Discussion**  Tell a story which is clear, structured and detailed  Recognise and analyse formal/informal registers when listening  Address alternative opinions in discussion  **Drama**  Choose vocabulary and movement to match the place and time in a scene |
| Spring reading objectives | **Becoming a Reader**  Retell myths and legends focusing on the themes  **Reading Comprehension**  Extract information from a text when information is hidden within a longer paragraph  Make inferences from evidence found throughout a paragraph  Recognise the viewpoint of the author  Identify how the layout in book and screen-based texts aids the reader  Select and discuss effective words, phrases and sentences e.g. figurative language |
| Spring writing objectives | **Planning, Composing and Evaluating**  Develop and extend ideas in stories, non-fiction and poetry e.g. character, settings, arguments, themes  Create writing which is organised, imaginative and clear  Write in the style of an author or poet who has been studied  Experiment with layout when writing poems  **Grammar and Punctuation**  Fully understand the difference between plural and possessive s  Understand some differences between standard and non-standard English verb forms e.g. we were instead of we was  Use adverbs to express frequency e.g. often and manner e.g. loudly  Recognise adverbial phrases and clauses  Use fronted adverbials  **Use adverbs and/or adverbials for cohesion across a text e.g. however, meanwhile, before (EXS KS2)**  **Use commas to mark fronted adverbials (contributes to EXS KS2 and GD KS2)**  **Use apostrophes to show plural possession e.g. The boys’ house (contributes to EXS KS2 and GD KS2)**  **Spelling**  Spell words with the -tion ending  Spell words with the -sion ending  Spell words with the -ssion ending  Spell words with the -cian ending  Add suffixes to words ending in -f,-ff, -ve and -fe  Spell more common homophones  Spell plural words with possessive apostrophes e.g. girls’, children’s  **Spell the words exercise, experience, experiment, extreme, favourite, mention, occasion(ally), position, possess(ion), possible, potatoes, pressure, promise, purpose, quarter, sentence, therefore (WTS KS2)**  **Handwriting and Presentation**  Improve the quality of handwriting by tackling any issues consistently  Present on-screen texts with some appeal to the reader |

Summer

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| Drama/Spoken Language | Shakespeare plays.  Macbeth poetry  **Speaking, Listening and Discussion**  Use formal/informal registers when appropriate  Ask relevant questions after listening to build understanding  Help to organise work in a group to ensure success  **Drama**  In a group, present their own play by learning lines, making props and creating simple sound and light effects |
| Summer reading objectives | **Fluency**  Prepare texts (including poems and playscripts) to read aloud and perform, considering speed, volume, action, intonation, tone and word emphasis  **Reading Comprehension**  Extract information from a text when information is hidden within a longer paragraph  Make inferences from evidence found throughout a paragraph  Distinguish between fact and opinion when discussing viewpoint  Identify instances where structure and layout contribute to meaning  Engage in a discussion on an author’s use of language |
| Summer writing objectives | **Planning, Composing and Evaluating**  Link ideas within a paragraph or section  Communicate feelings, emotions and opinions  Make the form of writing consistently clear, relevant and organised  Take a viewpoint in a piece of writing  Write a satisfying ending  **Grammar and Punctuation**  Know what a subordinate clause is  Use a wider range of conjunctions to extend sentences including when, if, because, although  Know what a complex sentence is  Write and use complex sentences  **Use commas for marking subordinate clauses (contributes it EXS KS2 and GD KS2)**  **Spelling**  Spell words where the k sound is spelt ch (Greek origin) e.g. chorus  Spell words where the sh sound is spelt ch (French origin) e.g. chalet  Spell -gue and -que words (French origin) e.g. tongue, antique  Spell words where the s sound is spelt sc (Latin origin) e.g. scene  Spell the more uncommon ei, eigh and ey graphemes for the a sound e.g. vein, sleigh, obey  **Spell the words accident(ally), actual(ly), believe, bicycle, busy, business, calendar, continue, eight, eighth, knowledge, material, medicine, natural, particular, peculiar, separate, special, straight, weight (WTS KS2)**  **Handwriting and Presentation letter joins**  Write consistently with neat, legible and joined handwriting  Present on-screen texts which consistently appeal to the reader |

Bocking Church Street Primary School – English Curriculum for Year 5

Autumn

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| Spoken language and dram | **Speaking, Listening and Discussion**  Present a well-structured, persuasive argument including reasons and evidence  Analyse the use of persuasive language in different contexts  Plan and manage a group task over time  **Drama**  Vary voice for dramatic effect e.g. by using volume, tone and pitch |
| Reading objectives in every half term | **Becoming a Reader**  Develop a love of books and reading  Enjoy reading for a sustained period  Read and discuss a range of fiction, poetry, plays, non-fiction, reference and text books that are read to them and those that they can read for themselves  Know a range of children’s authors and poets  Read for a range of purposes  Use pertinent and technically specific vocabulary when talking about books  Discuss a text confidently with others, responding to their ideas and challenging their views courteously  **Word Reading**  Continue to use phonic knowledge and skills with unfamiliar words  Use an understanding of morphology and etymology to aid them in reading unfamiliar words (link to spelling strand)  **Fluency**  Read Year 5 texts fluently  **Reading Comprehension**  Identify vocabulary being used beyond the literal sense  Build a bank of vocabulary by spotting, collecting and discussing new words and phrases from texts and linking these with words already known (including idioms and figurative language)  Use imagination and empathy to explore a text beyond the page  Develop understanding by making connections between texts and the world beyond their own experience  Apply previous retrieving objectives to year 5 texts  Check that the text makes sense to them and use questioning and discussion to further their understanding  Use knowledge of synonyms and hypernyms to aid comprehension  Use knowledge of synonyms and hypernyms to aid inference  Predict what may happen using stated and implied details and a wider personal understanding of the world  Summarise using an appropriate amount of detail as evidence  Answer questions drawing on information from several places in the text  **Becoming a Researcher**  Detect bias and distinguish fact from opinion  Search texts (including screen-based texts) for information quickly and efficiently and make choices about the appropriateness of the information  Understand copying, quoting and adapting source material |
| Writing objectives in every half term | **Planning, Composing and Evaluating**  Collect ideas for writing from the world around them  Develop and explore ideas for writing through discussion, further reading and research  Use a wide knowledge of text types, forms and styles to plan their writing  Plan for a clear purpose and (an often real) audience  Use a wide knowledge of text types, forms and styles to inform their writing  **Plan and write for a range of clear purposes and** (often real) **audiences (WTS KS2)**  Use the key narrative writing skills of telling, description, dialogue and action (see Appendix C)  Use the key non-narrative writing skills of informing, recounting, instructing, persuading and explanation (see Appendix C)  Borrow writers’ techniques from book, screen and stage  Improve their writing style by adding new techniques to their repertoire (see Appendix A – year 5)  Revise their work to ensure that the content and style of writing accurately reflects the purpose  Proof–read their work for spelling, grammar and punctuation errors  Edit their work effectively and make improvements based on this  Evaluate the work of others and suggest improvements  **Grammar and Punctuation**  Use correct grammatical terminology when discussing their writing  Ensure correct subject verb agreement  **Use verb tenses consistently and correctly throughout**  **Spelling**  **Use a dictionary to check the meaning and spelling of words (EXS KS2)**  Combine phonics, morphology and spelling conventions to spell unfamiliar words  Investigate spelling patterns and conventions  Use a thesaurus  Use etymology to aid spelling  Choose the correct spelling by using a visual strategy (‘Does it look right?’) |
| Autumn reading objectives | **Becoming a Reader**  Increase their familiarity with fiction genres including books from other cultures  Recommend a book and explain why  **Fluency**  Learn poems by heart  **Reading Comprehension**  Use questioning and discussion with peers to further their understanding of a text  Extract information from a text by following a train of thought through a longer paragraph  Make inferences from evidence found throughout the text  Recognise that different parts of the text may have different purposes  Identify a point in the text where the author has made a structural choice and consider the reasoning behind it  Discuss and evaluate how authors use language and the impact on the reader |
| Autumn writing objectives | **Planning, Composing and Evaluating**  Structure and organise writing in well linked paragraphs  Build cohesion within a paragraph  Link openings to closings  Vary the way sentences begin  Carefully select words (including some from Appendix B – Year 5) to create effects  **Create atmosphere (EXS KS2)**  Change vocabulary and grammar to enhance effects and clarify meaning  **Grammar and Punctuation**  **Use devices for cohesion within a paragraph** **(EXS KS2)**  Recognise relative pronouns e.g. which, that, who (whom, whose), when, where  Use relative pronouns appropriately  Experiment with clause position in complex sentences  Understand that grammar and punctuation can be used semantically and pragmatically  Use grammar and punctuation both semantically and pragmatically  **Spelling**  Spell words with the suffix –ive  Spell words with the suffix -ist  Spell words ending in -cious  Spell words ending in -tious  Spell words ending in -cial and -tial  **Spell the words attached, average, bargain, bruise, dictionary, familiar, foreign, forty, identity, muscle, occupy, occur, queue, rhyme, rhythm, soldier, symbol, system, twelfth, variety (EXS KS2, some for WTS KS2)**  **Handwriting and Presentation**  Adapt handwriting to specific purposes e.g. printing, use of italics  Use features of layout, presentation and organisation effectively in written and on-screen media |

**Spring**

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| Spoken language including drama | **Speaking, Listening and Discussion**  Use repetition, recapping and humour in storytelling and presentations to maintain the interest of the listener  Analyse techniques designed to engage the listener  Use a range of techniques (e.g. compromise, considering consequences, combining ideas) to  **Drama**  Invent dialogue, gesture and movement to suit a character |
| Spring reading objectives | **Becoming a Reader**  Increase their familiarity with fiction genres including modern fiction  **Fluency**  Prepare texts (including poems and playscripts) to read aloud and perform, showing understanding through speed, volume, action, intonation, tone and word emphasis so that the meaning is clear to an audience  **Reading Comprehension**  Revisit questions during the reading of a text as new information is revealed  Extract information that is scattered throughout a whole text  Make inferences from evidence found throughout the text  Comment on a writer’s purpose and viewpoint e.g. noting bias  Identify a point in the text where the author has made a structural choice and consider the reasoning behind it  Explain why an author has used figurative language and the effect this has |
| Spring writing objectives | **Planning, Composing and Evaluating**  Write to engage the reader  Maintain a viewpoint throughout a text  Ensure cohesion within and between all paragraphs in a text  Carefully select words (including some from Appendix B – Year 5) to sustain and develop ideas  Use stanzas to organise ideas around a theme in poetry  Perform their own work using a range of strategies (intonation, volume, movement etc.) to make the meaning clear  **Grammar and Punctuation**  **Use adverbs and adverbials to show time (e.g. after five minutes), place (e.g. nearby) and number (e.g. secondly) across a text** **(EXS KS2)**  Recognise and know the purpose of relative clauses e.g. beginning with who, which, where, when, whose, that  Use relative clauses to add detail to sentences  Orchestrate a range of sentence structures  **Use commas to clarify meaning or avoid ambiguity (contributes to EXS KS2 and GD KS2)**  Use grammar and punctuation both semantically and pragmatically **Spelling**  Spell words ending in -ant, -ance and -ancy  Spell words ending in -ent, -ence and -ency  Spell diminutives using mini-, micro-,-ette and -ling  Spell words with the prefix bi-  Spell words with the prefix trans-  **Spell the words according, ancient, apparent, category, conscience, conscious, controversy, convenience, environment, equip( -ped and -ment) excellent, existence, hindrance, leisure, nuisance, parliament, relevant, restaurant, sufficient, vegetable (EXS KS2, some for WTS KS2)**  **Handwriting and Presentation**  **Maintain legibility in joined handwriting when writing at speed (EXS KS2)**  Combine written text and illustration to enhance the words and their meaning |

Summer

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| Spoken language including drama | **Speaking, Listening and Discussion**  Use language fluidly to speculate, hypothesise, imagine and explore ideas  Identify and analyse the use of different question types e.g. open, closed , leading, probing, hypothetical, rhetorical, challenging and reflective  Use a range of question types in discussion and conversation  **Drama**  Perform a published script experimenting with voice, gesture and staging |
| Summer reading objectives | **Becoming a Reader**  Increase their familiarity with fiction genres including traditional stories  Recommend an author and explain why  **Fluency**  Learn more complex poems by heart  **Reading Comprehension**  Ask deeper questions as the text progresses  Develop a fuller understanding of the text by combining clarifying and inferring  Use evidence to both support and challenge conclusions drawn within and from a text  Identify, describe and compare writers’ themes across a range of texts  Explain some choices an author has made in structuring and organising their text  Explain how meaning is enhanced through the use of words and phrases |
| Summer writing objectives | **Planning, Composing and Evaluating**  Choose a text form  Develop paragraphs creatively using techniques such as contrast, additional detail and explanation  Select which parts of writing need to be developed in detail  Balance narrative writing between telling the story, action, description and dialogue  Carefully select words (including some from Appendix B – Year 5) to create vivid description  Use stanzas to organise ideas around a theme in poetry  Ensure the consistent and correct use of tense through a longer piece of writing  **Grammar and Punctuation**  Use the suffixes –ate, -ise, and –ify to convert nouns or adjectives into verbs  Recognise a modal verb is e.g. might, should, could, would, can, may, must, shall, will  Recognise a modal adverb is e.g. perhaps, surely, obviously  Use modal verbs and adverbs  Understand what parenthesis is  Recognise and identify brackets and dashes  **Use brackets, dashes or commas for parenthesis (contributes to EXS KS2 and GD KS2)**  Use grammar and punctuation both semantically and pragmatically  **Spelling**  Spell words with the prefix im-  Spell words with the prefix pro-  Spell words ending in -able and -ible  Spell words ending in -ably and -ibly  **Spell the words achieve, available, awkward, determined, develop, explanation, government, individual, interfere, interrupt, language, lightning, necessary, sincere(ly), stomach, suggest, temperature, thorough, vehicle, yacht (EXS KS2, some for WTS KS2)**  **Handwriting and Presentation**  **Maintain legibility in joined handwriting when writing at speed (EXS KS2)**  Combine written text, illustration, moving image and sound appropriately to enhance the words and their meaning |

Bocking Church Street Primary School – English Curriculum for Year 6

Autumn

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| Drama/Spoken Language | Pandora’s Box  News report on i-pads  **Speaking, Listening and Discussion**  Give and justify an opinion in an appropriate manner  Make notes when listening for a sustained period  Use the conventions and language of formal debate  **Drama**  Interpret and rehearse scenes from published plays |
| Reading objectives every half term | **Becoming a Reader**  Develop an appreciation and love of reading  Enjoy the challenge of more difficult books  Read and critically discuss a range of fiction, poetry, plays, non-fiction, reference and text books that are read to them and those that they can read for themselves  Read for a range of purposes  Identify, discuss and compare themes  Use pertinent and technically specific vocabulary when talking about books  **Word Reading**  Continue to use phonic knowledge and skills with unfamiliar words  Use an understanding of morphology and etymology to aid them in reading unfamiliar words (link to spelling strand)  **Fluency**  Read Year 6 texts fluently  **Reading Comprehension**  Use etymology to aid them in understanding unknown vocabulary  Infer deeper meanings from the vocabulary used  Empathise with emotions in deeper texts  Comment on the effect that the reader’s or writer’s context has on the meaning of texts e.g. historical context, location  Apply previous retrieving objectives to year 6 texts  Check that the text makes sense to them and use questioning and discussion to further their understanding  Explain inferences with clear reasoning and precise language  Refine and verify predictions in discussion with others  Summarise the key points in a more complex text, using their own words to establish clear meaning  Answer a range of question types on single and multiple texts |
| Writing objectives every half term | **Planning, Composing and Evaluating**  Collect ideas for writing from the world around them  **Develop their own ideas for writing through reading**, imagination, research and personal experience, choosing which ideas to use and which to discard **(GD KS2)**  Plan for a clear purpose and (an often real)audience  **Write effectively for a range of purposes and** (often real) **audiences, selecting language that shows good awareness of the reader (EXS KS2)**  Use the key narrative writing skills of telling, description, dialogue and action (see Appendix C)  Use the key non-narrative writing skills of informing, recounting, instructing, persuading and explanation (see Appendix C)  Fully engage the reader through lively interesting and thoughtful writing  **Distinguish between the language of speech and writing and choose the appropriate register (GD KS2)**  Select and use stylistic devices to support the purpose and effect of writing  Improve their writing style by adding new techniques to their repertoire (from Appendix A – year 6)  Carefully select words (including some from Appendix B – Year 6) to create effects, sustain and develop ideas and create vivid description  Revise their work to ensure that the content and style of writing accurately reflects the purpose  Proof–read their work for spelling, grammar and punctuation errors  Edit their work effectively and make improvements based on this cc  Change vocabulary and grammar to enhance effects and clarify meaning  Check that the appropriate register is being used  **Grammar and Punctuation**  Use correct grammatical terminology when discussing their writing  Understand that grammar can be used semantically and pragmatically  Use grammar both semantically and pragmatically  **Select vocabulary and grammatical structures that reflect what the writing requires, and use these mostly appropriately (EXS KS2)**  **Understand that punctuation can be used to avoid ambiguity and to enhance meaning (GD KS2**)  Use punctuation precisely both semantically and pragmatically  **Spelling**  Revise previous spelling conventions  Combine phonics, morphology and spelling conventions to spell unfamiliar words  **Use a dictionary to check the meaning and spelling of uncommon or more ambitious vocabulary (EXS KS2)**  Investigate spelling patterns and conventions  Use a thesaurus  Use knowledge of word roots, prefixes and suffixes to aid spelling  Choose the correct spelling by using a visual strategy (‘Does it look right?’) |
| Autumn reading objectives | **Becoming a Reader**  Increase their familiarity with fiction genres including myths and legends  Discuss and compare a range of children’s authors and poets  Show an understanding of texts through formal presentation and debate  **Fluency**  Prepare texts (including poems and playscripts) to read aloud and perform, showing understanding through speed, volume, action, intonation, tone and word emphasis so that the author’s intent is clear to an audience  **Reading Comprehension**  Allow questions to lead them on to new ideas, perspectives and conclusions  Use what is ‘not said’ to enhance comprehension  Explain purpose and viewpoint with reference to evidence in the text  Explain the series of choices an author has made in structuring and organising their text  Identify formality in texts and the use of standard and non-standard English  **Becoming a Researcher**  Précis longer passages |
| Autumn writing objectives | **Planning, Composing and Evaluating**  Vary structure to expand ideas and provide emphasis  Use a range of layout devices to structure text e.g. headings, sub-headings, columns, bullet points and tables  Add depth and detail to paragraphs  Manipulate word order for effect  Use reported speech appropriately  **Use speech to convey and develop a character (EXS KS2)**  Evaluate the work of others and suggest improvements  **Grammar and Punctuation**  Understand the basic subject, verb, object structure of a sentence  **Use a range of devices for cohesion within and across paragraphs e.g. conjunctions, adverbials of time and place, pronouns, synonyms (EXS KS2)**  Use more extended noun phrases to convey complicated information concisely e.g. the colourful comic strip on the back page  Use the ‘perfect form’ of verbs to mark relationships of time and cause  Understand how colons are used  **Use colons appropriately (contributes to EXS KS2 and GD KS2)**  Understand how to use punctuation with bullet points  **Use punctuation consistently with bullet points (contributes to EXS KS2 and GD KS2)**  **Spelling**  Add suffixes beginning with vowel letters to words ending in -fer  Spell common words which feature hyphens  Spell words with the prefix tele-  Spell words with the prefix circum-  Spell and use common homophones  **Spell the words curiosity, definite, desperate, especially, frequently, harass, immediate(ly), marvellous, neighbour, opportunity, persuade, physical, profession, programme, pronunciation, recognise, sacrifice, secretary, shoulder, signature (EXS KS2, some for WTS KS2)**  **Handwriting and Presentation**  Develop a neat, personal, handwriting style  Choose the writing implement that is appropriate to the task |

Spring

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| Drama/Spoken Language | Discussion and debate  **Speaking, Listening and Discussion**  Agree and disagree constructively with others’ views  Identify and adopt the features of formal register  Successfully counter another argument during a debate or discussion  **Drama**  Sustain a character in role |
| Spring reading objectives | **Becoming a Reader**  Increase their familiarity with fiction genres including classic fiction  Discuss and compare a range of children’s authors and poets (including classic authors)  Show an understanding of texts through formal presentation and debate, maintaining a focus on the topic and using notes where necessary  **Fluency**  Learn classic poems by heart  **Reading Comprehension**  Use questioning to propel themselves through a challenging text  Use what is implied to enhance comprehension  Explain purpose and viewpoint with reference to evidence in the text  Explain the series of choices an author has made in structuring and organising their text  Describe and evaluate the choices an author has made in their use of language  **Becoming a Researcher**  Extend note-taking by grouping and linking notes and using abbreviations |
| Spring writing objectives | **Planning, Composing and Evaluating**  **Select form** and subject when writing poetry and non-fiction (**GD KS2**)  **Write effectively for a range of purposes and** (often real) **audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (GD KS2)**  Experiment with writers’ techniques borrowed from book, screen and stage  **Exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this (GD KS2)**  Ensure writing is controlled and balanced  **Use speech to advance action (EXS KS2)**  **Grammar and Punctuation**  Understand and recognise active and passive voice  Use passive voice appropriately in writing  Understand and explore synonyms and antonyms  **Manipulate grammar and vocabulary to control levels of formality (GD KS2)**  Understand how semi-colons are used  **Use semi-colons appropriately (contributes to EXS KS2 and GD KS2)**  Understand how dashes are used  **Use dashes appropriately (contributes to EXS KS2 and GD KS2)**  Understand how hyphens are used  **Use hyphens appropriately (contributes to EXS KS2 and GD KS2)**  **Spelling**  Spell ie and ei words e.g. piece, deceive  Spell words containing the letter string ough  Make the correct spelling choice for unstressed vowels in polysyllabic words  Spell and use common homophones  **Spell the words accommodate, accompany, aggressive, amateur, appreciate, cemetery, committee, communicate, community, competition, correspond, criticise, disastrous, embarrass, exaggerate, guarantee, mischievous, prejudice, privilege, recommend (EXS KS2, some for WTS KS2)**  **Handwriting and Presentation**  Consistently use a neat, personal handwriting style  Use an appropriate and cohesive style in work produced using on-screen media |

Summer

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| Drama/Spoken Language | Role play scenarios – residential  Worry Box  **Speaking, Listening and Discussion**  Monitor the effect of their talk on the listener and adapt it in response  Analyse and evaluate a range successful speakers for useful techniques  Consider, evaluate and build on different viewpoints during debates and discussions  **Drama**  Organise and present a play for an invited audience |
| Summer reading objectives | **Becoming a Reader**  Increase their familiarity with fiction genres including modern and classic fiction  Discuss and compare a range of children’s authors and poets (including classic authors)  Show an understanding of texts through formal presentation and debate, maintaining a focus on the topic and using notes where necessary  **Fluency**  Prepare texts (including poems and playscripts) to read aloud and perform, showing understanding through speed, volume, action, intonation, tone and word emphasis so that the author’s intent is clear to an audience  **Reading Comprehension**  Ask questions about authorial intent  Revise conclusions based on new evidence in the text  Compare differing purposes and viewpoints in texts on similar topics  Explain how an author uses text structure and organisation to manipulate the reader  Explain how an author has used language to manipulate the reader  **Becoming a Researcher**  Orchestrate a full range of research skills to conduct and present an independent research project |
| Summer writing objectives | **Planning, Composing and Evaluating**  **Select form** and subject when writing poetry and non-fiction (**GD KS2**)  **Write effectively for a range of purposes and** (often real) **audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (GD KS2)**  Experiment with writers’ techniques borrowed from book, screen and stage  Show a confident and established voice throughout a piece of writing  **Exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this (GD KS2)**  Affect the emotions of the reader at points in the text  Use a range of techniques for special effects e.g. asides, flashbacks, footnotes etc.  Perform their own work using a range of strategies (intonation, volume, movement etc.) to make the meaning clear  **Grammar and Punctuation**  Recognise and understand ‘the subjunctive’ e.g. If Fred **were** here, things would be different  Use more than one subordinate clause successfully in a complex sentence  Understand how ellipsis is used  **Use ellipsis appropriately (contributes to EXS KS2 and GD KS2)**  **Spelling**  Spell words with silent letters e.g. doubt  Spell and use homophones which end in -se and -ce e.g. practice and practise  **Handwriting and Presentation**  Consistently use a neat, personal handwriting style  Present work produced using on-screen media stylishly and cohesively |