



ENGLISH CURRICULUM AIMS

By the time children leave St. Mary's Catholic Primary School, they will be:

Successful Learners

Through the enjoyment of learning, develop enquiring minds in order to process information, reason, question and evaluate, enabling all children to achieve the best they can now and in the future.

Confident Individuals

Become increasingly independent, are able to take the initiative and organise themselves, showing a willingness to try new things and making the most of opportunities.

Responsible Citizens

Are enterprising, well prepared for life and able to work co-operatively in a diverse, multi-faith/ cultural society.

They take account of and respect the needs of present and future generations in the choices they make and know that they can change things for the better.

To achieve this the school helps pupils: -

- Attain a high standard of achievement, satisfaction and enjoyment in all areas of the curriculum.
- Grow in self-confidence, have a sense of personal worth and be able to adapt to the changing world in which they live.
- Mix with their peers and adults, to communicate feelings and share experiences, building a better understanding and mutual respect for each other.
- Apply themselves to tasks individually and as contributing members of a team.
- Develop a set of moral values, understand the world in which they live and respect the views of others, tolerating different opinions and beliefs whether racial, religious or political.
- Develop lively, enquiring minds with the ability to communicate their findings.
- Be aware of and take an interest in the beauty and wonder of the world around them and recognise the need for conservation.

Our aim is that all pupils have access to a broad, balanced, engaging and enjoyable curriculum. Teachers set high expectations for every pupil, whatever their prior attainment. Assessment is used to set targets which are deliberately ambitious; but which enable pupils to experience success as learners. Potential areas of difficulty are identified and these areas are addressed at the outset through intervention, differentiated resources and targeted teaching to remove barriers to pupil achievement. This results in our Curriculum being accessible to all.

At St. Mary's Catholic Primary School, we offer a curriculum which is broad and balanced, engages and inspires children, yet builds on the knowledge, understanding and skills of all: regardless of their starting points, as they progress through each Key Stage. The curriculum incorporates the statutory requirements of the National Curriculum and other experiences and opportunities which best meet the learning and developmental needs of the pupils in our school. It ensures that academic success, creativity and problem solving, respect, responsibility and resilience, as well as physical development, well-being and mental health are key elements that support the development of the whole child and promote a positive attitude to learning. The curriculum celebrates diversity and utilises the skills and knowledge of the whole school and wider community while supporting the pupils' spiritual, moral, social and cultural development.

The aim of our curriculum is for pupils to have the requisite skills to be successful, independent and motivated lifelong learners in readiness for their next stage of education. To best meet the needs of all of our pupils, a knowledge-rich yet skills based curriculum is delivered.

Across the EYFS the curriculum is delivered through broad topic work and also through the interests of the children and current themes. In Nursery, planning in the moment can also have an impact on learning and the environment. Staff support children in their choices and provide them with a rich and well-resourced environment. Children across the Foundation Stage are encouraged to become independent learners. Staff challenge children through questioning, specific tasks and independent learning. In Nursery, we build on the foundations to give our children the skills they need when transitioning into Reception. In our Reception class, activities are planned with a variety of adult directed, adult support and independent work. We tailor our curriculum to meet the needs of our children. Where children are ready for a more formal approach, staff will plan for this through directed teaching. Those who still need a play based approach will be supported by all staff through scaffolding and modelling.

If needed, pupils may still work on the Early Learning Goals of the Early Years Foundation Stage Curriculum as they enter Year 1. However, the Year 1 National Curriculum is taught from the outset. Throughout this period and beyond, all children are developing their phonic knowledge using SoundsWrite phonics programme.

The RE curriculum is provided as part of each child's entitlement to a broad and balanced education contributing to their spiritual, moral and cultural development.

RE within our curriculum promotes:

- religious literacy
- the chance to think and ask questions
- the development of empathy skills
- a broader understanding of different values
- an awareness of diversity through looking at major religions and beliefs in the UK and beyond

The curriculum is delivered through discretely taught subjects, where possible, the subjects may overlap. The more able are challenged further in their learning and children who find aspects of their learning more difficult are appropriately supported so that they too are enabled to experience success. National requirements and school requirements are mapped out as a whole school and then individual year groups plan the curriculum for their pupils accordingly.

At St. Mary's, we have a highly effective, carefully planned and tightly structured program for phonics teaching. This enables our children to learn phonic knowledge and skills with the expectation that they will become fluent readers, having secured word building and recognition skills. Our children are also taught high frequency words that do not conform to regular phonic patterns.

Reading is a vital life skill that will support children's learning across the whole curriculum. We strive to ensure that our children are taught to read with fluency, accuracy and understanding through a variety of high quality English lessons and learning opportunities across all subject areas. We want children at ST. Mary's to become enthusiastic, independent and reflective readers.

Mathematics curriculum is delivered using a range of resources which are developed around the CPA approach (concrete, pictorial and abstract). In all year groups there are small group interventions to support pupils in gaining the key skills to become successful readers, writers and mathematicians.

Specialist teachers and instructors support some music, physical education and the teaching of MFL. All subject leaders are given training and opportunity to develop their subject knowledge, skills and understanding to ensure curriculum development provides progression and sequencing of concepts across the school. This also enables them to provide high quality support to colleagues to improve pupil outcomes. Enrichment events, whole school activities and opportunities within and outside school all enrich and develop the children's learning.

Our aim is that all pupils have access to a broad, balanced, engaging and enjoyable curriculum. Teachers set high expectations for every pupil, whatever their prior attainment. Children are encouraged to apply skills learned, particularly in English and Mathematics, across the curriculum. Assessment is used to set targets which are deliberately ambitious; but which enable pupils to experience success as learners. Potential areas of difficulty are identified and these areas are addressed at the outset through intervention, differentiated resources and targeted teaching to remove barriers to pupil achievement. This results in our curriculum being accessible to all. Provision for the Most Able pupils is a mixture of depth and mastery with opportunities for independent working and reflection. Where appropriate, children working within the greater depth area of the curriculum are provided with an individual activity or challenge which reflects a greater depth of understanding and higher level of attainment.

After school clubs and events extend these opportunities further. Additional whole school programmes and approaches support quality teaching and learning and the school is well resourced in terms of learning materials, books and technology.

The outdoor environment and the local community are considered an opportunity for active learning for all our pupils. The school grounds have been developed so they can enrich different curriculum areas, particularly science.

Pupils have opportunities to share their learning with each other, their parents, carers and other learners through school-based and external exhibitions, performances, competitions and events involving other schools. Developing their independence and motivation as learners and their sense of responsibility as future citizens is at the heart of all our teaching and learning.

English

National Curriculum Programme of Study:

Purpose of study

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 in particular, 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. All the skills of language are essential to participating fully as a member of society; pupils, therefore, who do not learn to speak, read and write fluently and confidently are effectively disenfranchised.

Aims

The overarching aim for English in the national curriculum 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. The national curriculum for English aims to ensure that all pupils:

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

Reading

The programmes of study for reading at key stages 1 and 2 consist of two dimensions:

- word reading
- comprehension (both listening and reading).

It is essential that teaching focuses on developing pupils' competence in both dimensions; different kinds of teaching are needed for each.

Skilled word reading involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Underpinning both is the understanding that the letters on the page represent the sounds in spoken words. This is why phonics should be emphasised in the early teaching of reading to beginners (i.e. unskilled readers) when they start school.

Good comprehension draws from linguistic knowledge (in particular of vocabulary and grammar) and on knowledge of the world. Comprehension skills develop through pupils' experience of high-quality discussion with the teacher, as well as from reading and discussing a range of stories, poems and non-fiction. All pupils must be encouraged to read widely across both fiction and non-fiction to develop their 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. Reading widely and often increases pupils' vocabulary because they encounter words they would rarely hear or use in everyday speech. Reading also feeds pupils' imagination and opens up a treasure-house of wonder and joy for curious young minds.

It is essential that, by the end of their primary education, all pupils are able to read fluently, and with confidence, in any subject in their forthcoming secondary education.

Spelling, vocabulary, grammar, punctuation and glossary

The two statutory appendices – on spelling and on vocabulary, grammar and punctuation – give an overview of the specific features that should be included in teaching the programmes of study.

Opportunities for teachers to enhance pupils' vocabulary arise naturally from their reading and writing. As vocabulary increases, teachers should show pupils how to understand the relationships between words, how to understand nuances in meaning, and how to develop their understanding of, and ability to use, figurative language. They should also teach pupils how to work out and clarify the meanings of unknown words and words with more than one meaning. References to developing pupils' vocabulary are also included within the appendices.

Pupils should be taught to control their speaking and writing consciously and to use Standard English. They should be taught to use the elements of spelling, grammar, punctuation and 'language about language' listed. This is not intended to constrain or restrict teachers' creativity, but simply to provide the structure on which they can construct exciting lessons. A non-statutory Glossary is provided for teachers.

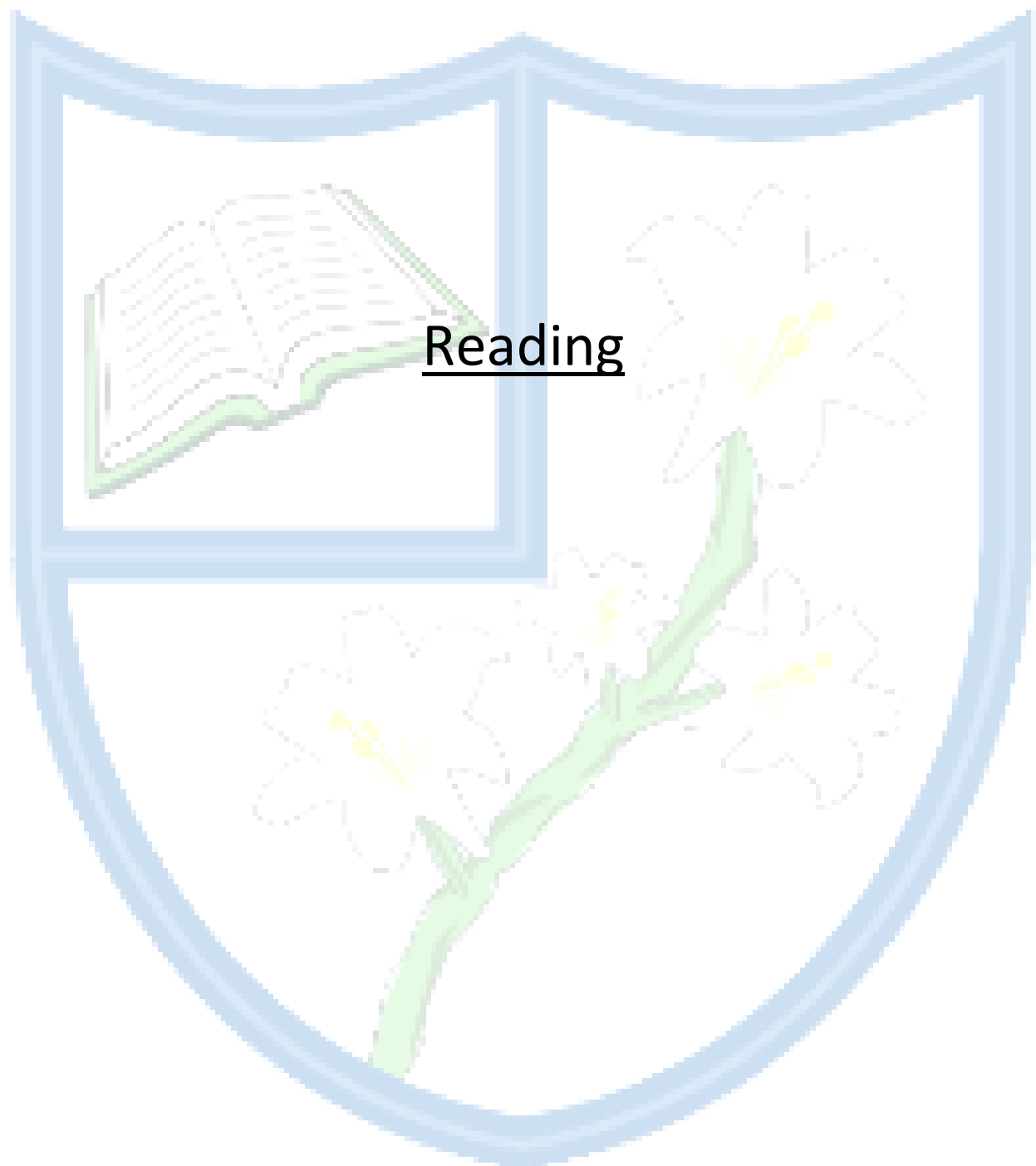
Throughout the programmes of study, teachers should teach pupils the vocabulary they need to discuss their reading, writing and spoken language. It is important that pupils learn the correct grammatical terms in English and that these terms are integrated within teaching.

Spoken language

The national curriculum for English reflects the importance of spoken language in pupils' development across the whole curriculum – cognitively, socially and linguistically. Spoken language underpins the development of reading and writing. The quality and variety of language that pupils hear and speak are vital for developing their vocabulary and grammar and their understanding for reading and writing. Teachers should therefore ensure the continual development of pupils' confidence and competence in spoken language and listening skills. Pupils should develop a capacity to explain their understanding of books and other reading, and to prepare their ideas before they write. They must be assisted in making their thinking clear to themselves as well as to others and teachers should ensure that pupils build secure foundations by using discussion to probe and remedy their misconceptions. Pupils should also be taught to understand and use the conventions for discussion and debate.

All pupils should be enabled to participate in and gain knowledge, skills and understanding associated with the artistic practice of drama. Pupils should be able to adopt, create and sustain a range of roles, responding appropriately to others in role. They should have opportunities to improvise, devise and script drama for one another and a range of audiences, as well as to rehearse, refine, share and respond thoughtfully to drama and theatre performances.

Statutory requirements which underpin all aspects of spoken language across the six years of primary education form part of the national curriculum. These are reflected and contextualised within the reading and writing domains which follow.



Reading

English Reading - End of Year Expectations – EYFS

2 year old	Enjoy sharing books with an adult
	Pay attention and respond to the pictures or the words.
	Have favourite books and seek them out, to share with an adult, with another child, or to look at alone.
	Repeat words and phrases from familiar stories.
	Ask questions about the book. Make comments and shares their own ideas.
	Develop play around favourite stories using props.
3-4 year old	Understand the five key concepts about print: <ul style="list-style-type: none"> • print has meaning • print can have different purposes • we read English text from left to right and from top to bottom • the names of the different parts of a book • page sequencing
	Develop their phonological awareness, so that they can: <ul style="list-style-type: none"> • spot and suggest rhymes • count or clap syllables in a word • recognise words with the same initial sound, such as money and mother
	Engage in extended conversations about stories, learning new vocabulary.
Reception	Read individual letters by saying the sounds for them.
	Blend sounds into words, so that they can read short words made up of known letter– sound correspondences.
	Read some letter groups that each represent one sound and say sounds for them.
	Read a few common exception words matched to the school’s phonic programme.
	Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.
	Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.

English Reading - End of Year Expectations - Year 1

Word Reading	<p><u>Decoding</u></p> <ol style="list-style-type: none"> 1. Apply phonic knowledge and skills as the route to decode words <ul style="list-style-type: none"> • 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: e.g. I'm, I'll, we'll, and understand that the apostrophe represents the omitted letter(s) • Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words • Re-read these books to build up their fluency and confidence in word reading
Comprehension	<p><u>Range of Reading</u></p> <ul style="list-style-type: none"> • Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently • Being encouraged to link what they read or hear read to their own experiences <p><u>Familiarity with texts</u></p> <ul style="list-style-type: none"> • 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 <p><u>Poetry & Performance</u></p> <ul style="list-style-type: none"> • Learning to appreciate rhymes and poems, and to recite some by heart <p><u>Understanding</u></p> <ul style="list-style-type: none"> • Drawing on what they already know or on background information and vocabulary provided by the teacher • Checking that the text makes sense to them as they read and correcting inaccurate reading <p><u>Inference</u></p> <ul style="list-style-type: none"> • Discussing the significance of the title and events • Making inferences on the basis of what is being said and done <p><u>Discussing Reading</u></p> <ul style="list-style-type: none"> • 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 <p><u>Word Meanings</u></p> <ul style="list-style-type: none"> • Discussing word meanings, linking new meanings to those already known <p><u>Prediction</u></p> <ul style="list-style-type: none"> • Predicting what might happen on the basis of what has been read so far

English Reading - End of Year Expectations - Year 2

Word Reading	<p><u>Decoding</u></p> <ul style="list-style-type: none"> • Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent • Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes • Read accurately words of two or more syllables that contain the same graphemes as above • Read words containing common suffixes • Read further common exception words, noting unusual correspondence 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 • Re-read these books to build up their fluency and confidence in word reading
Comprehension	<p><u>Range of Reading</u></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 <p><u>Familiarity with texts</u></p> <ul style="list-style-type: none"> • Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales • Recognising simple recurring literary language in stories and poetry <p><u>Poetry & Performance</u></p> <ul style="list-style-type: none"> • 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><u>Understanding</u></p> <ul style="list-style-type: none"> • Discussing the sequence of events in books and how items of information are related • Drawing on what they already know or on background information and vocabulary provided by the teacher • Checking that the text makes sense to them as they read and correcting inaccurate reading <p><u>Inference</u></p> <ul style="list-style-type: none"> • Making inferences on the basis of what is being said and done • Answering and asking questions <p><u>Authorial Intent</u></p> <ul style="list-style-type: none"> • Discussing their favourite words and phrases <p><u>Non Fiction</u></p> <ul style="list-style-type: none"> • Being introduced to non-fiction books that are structured in different ways <p><u>Discussing Reading</u></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 <p><u>Word Meanings</u></p> <ul style="list-style-type: none"> • Discussing and clarifying the meanings of words, linking new meanings to known vocabulary <p><u>Prediction</u></p> <ul style="list-style-type: none"> • Predicting what might happen on the basis of what has been read so far

English Reading - End of Year Expectations - Year 3

Word Reading	<p><u>Decoding</u></p> <ol style="list-style-type: none"> 1. Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet 2. Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word
Comprehension	<p><u>Range of Reading</u></p> <ol style="list-style-type: none"> 3. Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks 4. Reading books that are structured in different ways and reading for a range of purposes <p><u>Familiarity with texts</u></p> <ol style="list-style-type: none"> 5. Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally 6. Identifying and discussing themes and conventions in a wide range of writing <p><u>Poetry & Performance</u></p> <ol style="list-style-type: none"> 7. Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action 8. Recognising some different forms of poetry, (e.g. free verse, narrative poetry) <p><u>Understanding</u></p> <ol style="list-style-type: none"> 9. Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context 10. Asking questions to improve their understanding of a text 11. Identifying main ideas drawn from more than one paragraph and summarising these <p><u>Word Meanings</u></p> <ol style="list-style-type: none"> 12. Using dictionaries to check the meaning of words that they have read <p><u>Inference</u></p> <ol style="list-style-type: none"> 13. Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence <p><u>Authorial Intent</u></p> <ol style="list-style-type: none"> 14. Discussing words and phrases that capture the reader's interest and imagination 15. Identifying how language, structure, and presentation contribute to meaning <p><u>Non Fiction</u></p> <ol style="list-style-type: none"> 16. Retrieve and record information from non-fiction <p><u>Discussing Reading</u></p> <ol style="list-style-type: none"> 17. Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say <p><u>Prediction</u></p> <ol style="list-style-type: none"> 18. Predicting what might happen from details stated and implied

English Reading - End of Year Expectations - Year 4

Word Reading	<p><u>Decoding</u></p> <ul style="list-style-type: none"> • Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet • Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word
Comprehension	<p><u>Range of Reading</u></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 <p><u>Familiarity with texts</u></p> <ul style="list-style-type: none"> • Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • Identifying and discussing themes and conventions in *and across* a wide range of writing <p><u>Poetry & Performance</u></p> <ul style="list-style-type: none"> • Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action • Recognising some different forms of poetry, (e.g. free verse, narrative poetry) <p><u>Understanding</u></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 • Identifying main ideas drawn from more than one paragraph and summarising these <p><u>Inference</u></p> <ul style="list-style-type: none"> • Understand what they read, in books they can read independently, by: drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence <p><u>Authorial Intent</u></p> <ul style="list-style-type: none"> • Discussing words and phrases that capture the reader's interest and imagination • Identifying how language, structure, and presentation contribute to meaning <p><u>Non Fiction</u></p> <ul style="list-style-type: none"> • Retrieve and record information from non-fiction <p><u>Discussing Reading</u></p> <ul style="list-style-type: none"> • Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say <p><u>Word Meanings</u></p> <ul style="list-style-type: none"> • Using dictionaries to check the meaning of words that they have read <p><u>Prediction</u></p> <ul style="list-style-type: none"> • Predicting what might happen from details stated and implied

English Reading - End of Year Expectations - Year 5

Word Reading	<p><u>Decoding</u></p> <ul style="list-style-type: none"> • Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet
Comprehension	<p><u>Range of Reading</u></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 • Making comparisons within and across books <p><u>Familiarity with texts</u></p> <ul style="list-style-type: none"> • 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 • Identifying and discussing themes and conventions in and across a wide range of writing <p><u>Poetry & Performance</u></p> <ul style="list-style-type: none"> • Learning a wider range of poetry by heart • Preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience <p><u>Understanding</u></p> <ul style="list-style-type: none"> • Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context • Asking questions to improve their understanding • Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas <p><u>Inference</u></p> <ul style="list-style-type: none"> • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions and justifying inferences with evidence <p><u>Discussing Reading</u></p> <ul style="list-style-type: none"> • 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 <p><u>Authorial Intent</u></p> <ul style="list-style-type: none"> • Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader • Understand what they read by: identifying how language, structure and presentation contribute to meaning <p><u>Non Fiction</u></p> <ul style="list-style-type: none"> • Distinguish between statements of fact and opinion • Retrieve, record and present information from non-fiction. <p><u>Discussing Reading</u></p> <ul style="list-style-type: none"> • Maintain positive attitudes to reading and understanding of what they read by: recommending books that they have read to their peers, giving reasons for their choices • Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously • Provide reasoned justifications for their views <p><u>Prediction</u></p> <ul style="list-style-type: none"> • Predicting what might happen from details stated and implied

English Reading - End of Year Expectations - Year 6

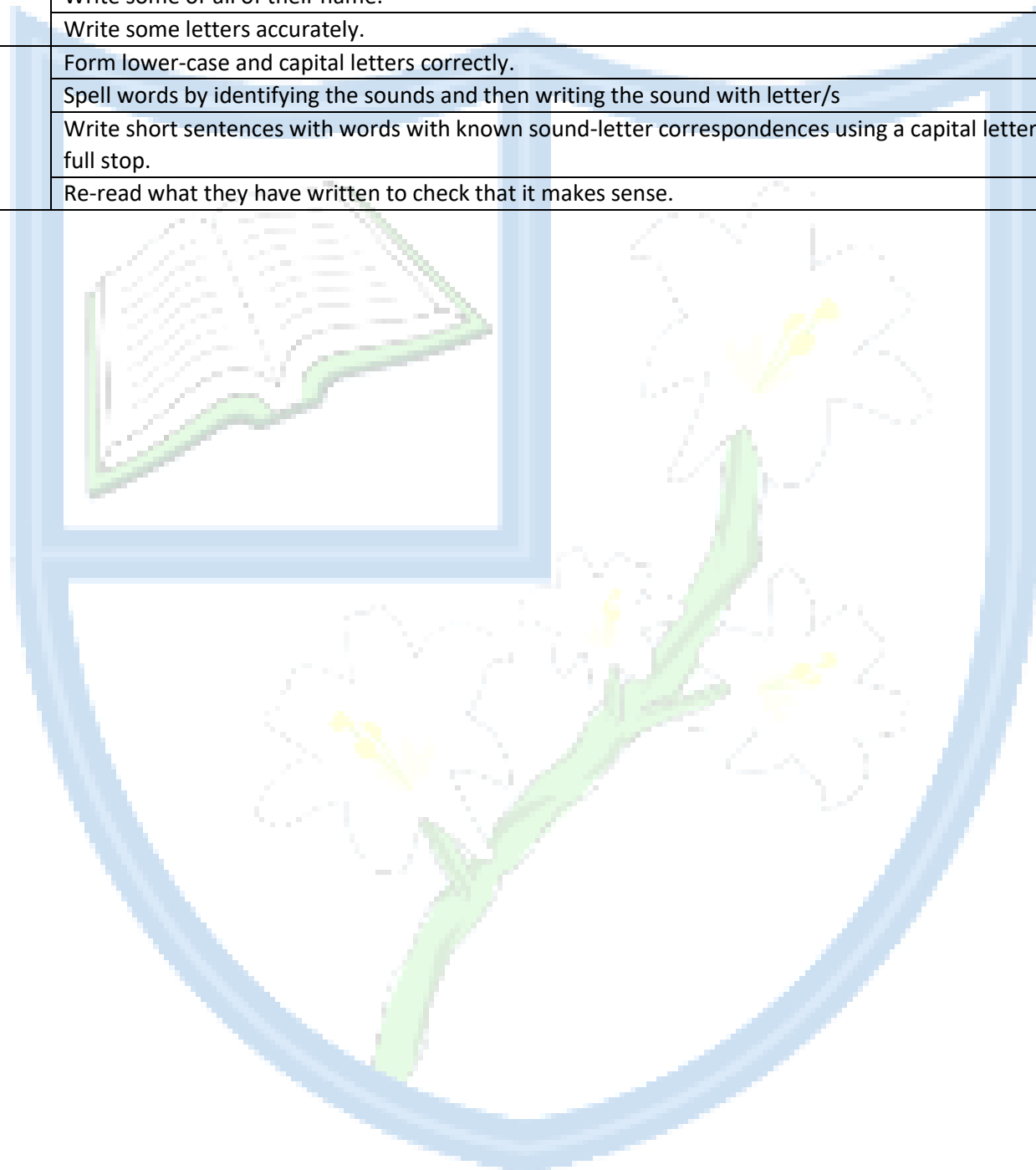
Word Reading	<p><u>Decoding</u></p> <ul style="list-style-type: none"> • Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet
Comprehension	<p><u>Range of Reading</u></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 • Making comparisons within and across books <p><u>Familiarity with texts</u></p> <ul style="list-style-type: none"> • 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 • Identifying and discussing themes and conventions in and across a wide range of writing <p><u>Poetry & Performance</u></p> <ul style="list-style-type: none"> • Learning a wider range of poetry by heart • Preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience <p><u>Understanding</u></p> <ul style="list-style-type: none"> • Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context • Asking questions to improve their understanding • Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions and justifying inferences with evidence <p><u>Authorial Intent</u></p> <ul style="list-style-type: none"> • Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader • Understand what they read by: identifying how language, structure and presentation contribute to meaning <p><u>Non Fiction</u></p> <ul style="list-style-type: none"> • Distinguish between statements of fact and opinion • Retrieve, record and present information from non-fiction <p><u>Discussing Reading</u></p> <ul style="list-style-type: none"> • Maintain positive attitudes to reading and understanding of what they read by: recommending books that they have read to their peers, giving reasons for their choices • Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously • Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary • Provide reasoned justifications for their views <p><u>Prediction</u></p> <ul style="list-style-type: none"> • Understand what they read by: predicting what might happen from details stated and implied



Writing

English Writing - End of Year Expectations – EYFS

2 year old	Make marks on their picture to stand for their name.
	Add some marks to their drawings, which they give meaning to. For example: "That says mummy."
3-4 year old	Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy
	Write some or all of their name.
	Write some letters accurately.
Reception	Form lower-case and capital letters correctly.
	Spell words by identifying the sounds and then writing the sound with letter/s
	Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.
	Re-read what they have written to check that it makes sense.



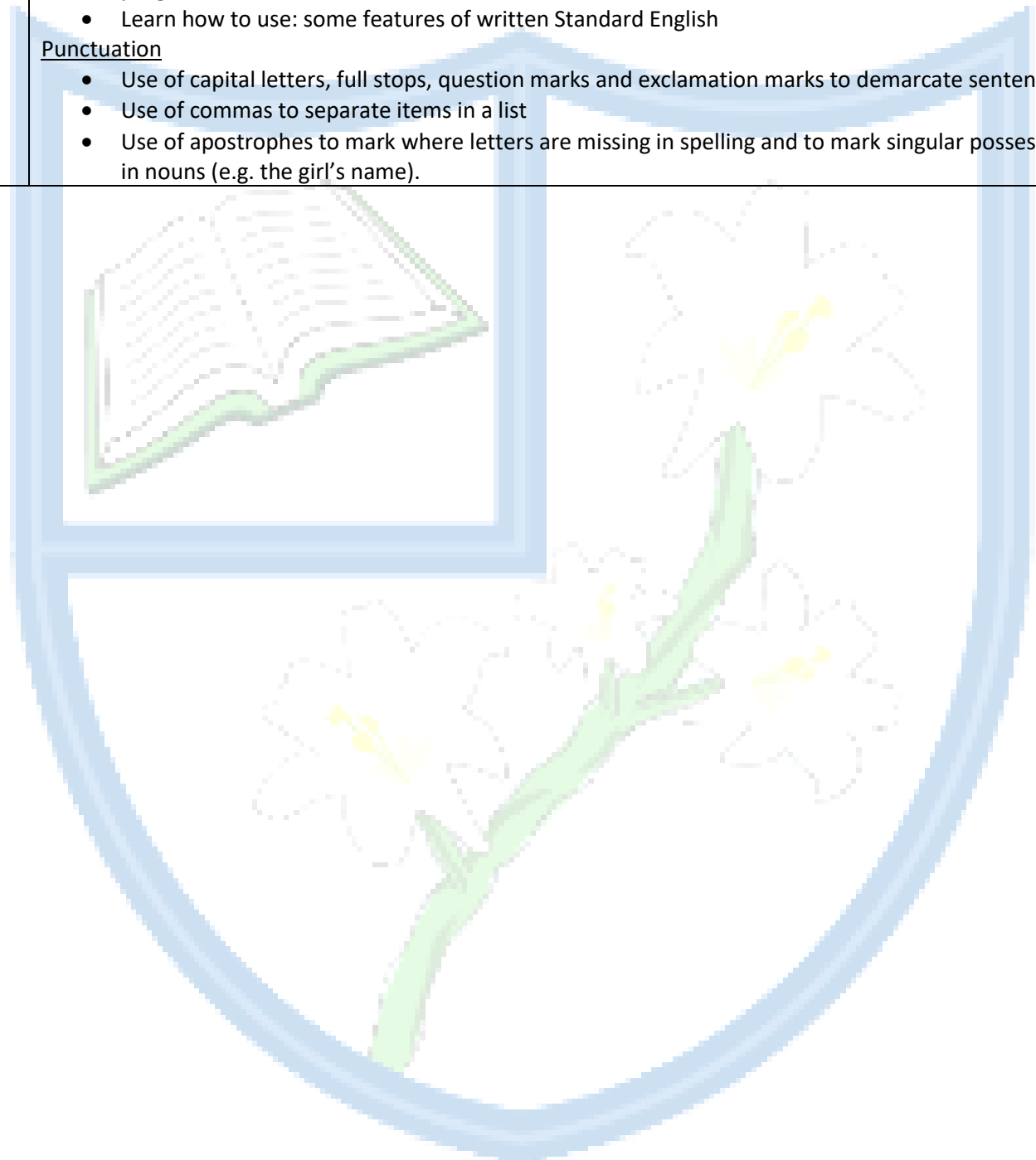
English Writing - End of Year Expectations - Year 1

Composition	<p><u>Planning and Drafting</u></p> <ul style="list-style-type: none"> • Write sentences by: composing a sentence orally before writing it • Write sentences by: sequencing sentences to form short narratives • Write sentences by: re-reading what they have written to check that it makes sense <p><u>Editing Writing</u></p> <ul style="list-style-type: none"> • Discuss what they have written with the teacher or other pupils <p><u>Performing Writing</u></p> <ul style="list-style-type: none"> • Read aloud their writing clearly enough to be heard by their peers and the teacher
Transcription	<p><u>Phonic & Whole Word Spelling</u></p> <ul style="list-style-type: none"> • Spell words containing each of the 40+ phonemes already taught • Spell common exception words • Spell the days of the week • Naming the letters of the alphabet in order • Using letter names to distinguish between alternative spellings of the same sound <p><u>Other Word Building Spelling</u></p> <ul style="list-style-type: none"> • 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 • Add prefixes and suffixes using the prefix un- • Add prefixes and suffixes using -ing, -ed, -er and -est where no change is needed in the spelling of root words: e.g. helping, helped, helper, eating, quicker, quickest <p><u>Transcription</u></p> <ul style="list-style-type: none"> • Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far <p><u>Handwriting</u></p> <ul style="list-style-type: none"> • Sit correctly at a table, holding a pencil comfortably and correctly • Begin to form lower-case letters in the correct direction, starting and finishing in the right place • Form capital letters • Form digits 0-9 • Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these
SPAG	<p><u>Vocabulary</u></p> <ul style="list-style-type: none"> • Leaving spaces between words • Joining words and joining clauses using <i>and</i> <p><u>Punctuation</u></p> <ul style="list-style-type: none"> • Use capital letters, full stops, question marks and exclamation marks to demarcate sentences

English Writing - End of Year Expectations - Year 2

Composition	<p><u>Contexts for Writing</u></p> <ul style="list-style-type: none"> • Develop positive attitudes towards and stamina for writing by: writing narratives about personal experiences and those of others (real and fictional) • Develop positive attitudes towards and stamina for writing by: writing about real events • Develop positive attitudes towards and stamina for writing by: writing poetry • Develop positive attitudes towards and stamina for writing by: writing for different purposes <p><u>Planning and Drafting</u></p> <ul style="list-style-type: none"> • Consider what they are going to write before beginning by: planning or saying out loud what they are going to write about • Consider what they are going to write before beginning by: encapsulating what they want to say, sentence by sentence • Consider what they are going to write before beginning by: writing down ideas and/or key words, including new vocabulary <p><u>Editing Writing</u></p> <ul style="list-style-type: none"> • Make simple additions, revisions and corrections to their own writing by: evaluating their writing with the teacher and other pupils • Make simple additions, revisions and corrections to their own writing by: re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form • Make simple additions, revisions and corrections to their own writing by: proof-reading to check for errors in spelling, grammar and punctuation (e.g. ends of sentences punctuated correctly) <p><u>Performing Writing</u></p> <ul style="list-style-type: none"> • Read aloud what they have written with appropriate intonation to make the meaning clear
Transcription	<p><u>Phonic & Whole Word Spelling</u></p> <ul style="list-style-type: none"> • Spell by: segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly • Spell by: learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones • Spell by: learning to spell common exception words • Spell by: distinguishing between homophones and near-homophones <p><u>Other Word Building Spelling</u></p> <ul style="list-style-type: none"> • Spell by: learning the possessive apostrophe (singular): e.g. the girl's book • Spell by: learning to spell more words with contracted forms • Add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly <p><u>Transcription</u></p> <ul style="list-style-type: none"> • Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far <p><u>Handwriting</u></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

SPAG	<p><u>Vocabulary</u></p> <ul style="list-style-type: none"> • Learn how to use: expanded noun phrases to describe and specify: e.g. the blue butterfly • Learn how to use: subordination (using when, if, that, or because) and co-ordination (using or, and, or but) <p><u>Grammar</u></p> <ul style="list-style-type: none"> • Learn how to use: sentences with different forms: statement, question, exclamation, command • Learn how to use: the present and past tenses correctly and consistently including the progressive form • Learn how to use: some features of written Standard English <p><u>Punctuation</u></p> <ul style="list-style-type: none"> • Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences • Use of commas to separate items in a list • Use of apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns (e.g. the girl's name).
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English Writing - End of Year Expectations - Year 3

Composition	<p><u>Contexts for Writing</u></p> <ul style="list-style-type: none"> 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 <p><u>Planning and Drafting</u></p> <ul style="list-style-type: none"> Plan their writing by: 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 Draft and write by: organising paragraphs around a theme Draft and write by: in narratives, creating settings, characters and plot Draft and write by: in non-narrative material, using simple organisational devices: e.g. headings and sub-headings <p><u>Editing Writing</u></p> <ul style="list-style-type: none"> Evaluate and edit by: assessing the effectiveness of their own and others' writing and suggesting improvements Evaluate and edit by: proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences Proof-read for spelling and punctuation errors <p><u>Performing Writing</u></p> <ul style="list-style-type: none"> Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear
Transcription	<p><u>Phonic & Whole Word Spelling</u></p> <ul style="list-style-type: none"> Spell further homophones Spell words that are often misspelt <p><u>Other Word Building Spelling</u></p> <ul style="list-style-type: none"> Place the possessive apostrophe accurately in words with regular plurals: e.g. girls', boys' and in words with irregular plurals: e.g. children's Use further prefixes and understand how to add them Use further suffixes and understand how to add them Use the first two or three letters of a word to check its spelling in a dictionary <p><u>Transcription</u></p> <ul style="list-style-type: none"> Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far <p><u>Handwriting</u></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: e.g. by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch
SPAG	<p><u>Vocabulary</u></p> <ul style="list-style-type: none"> Form nouns using prefixes (super-, anti-) <p><u>Grammar</u></p> <ul style="list-style-type: none"> Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although Using conjunctions, adverbs and prepositions to express time and cause Using the present perfect form of verbs in contrast to the past tense Use the correct form of 'a' or 'an' <p><u>Punctuation</u></p> <ul style="list-style-type: none"> Use inverted commas to punctuate direct speech

English Writing - End of Year Expectations - Year 4

Composition	<p><u>Contexts for Writing</u></p> <ul style="list-style-type: none"> 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 <p><u>Planning and Drafting</u></p> <ul style="list-style-type: none"> Discuss and record ideas 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: e.g. as headings and sub-headings <p><u>Editing Writing</u></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 Proof-read for spelling and punctuation errors <p><u>Performing Writing</u></p> <ul style="list-style-type: none"> Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear
Transcription	<p><u>Phonic & Whole Word Spelling</u></p> <ul style="list-style-type: none"> Spell further homophones Spell words that are often misspelt <p><u>Other Word Building Spelling</u></p> <ul style="list-style-type: none"> Place the possessive apostrophe accurately in words with regular plurals: e.g. girls', boys' and in words with irregular plurals: e.g. children's Use further prefixes and understand how to add them Use further suffixes and understand how to add them Use the first two or three letters of a word to check its spelling in a dictionary <p><u>Transcription</u></p> <ul style="list-style-type: none"> Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far <p><u>Handwriting</u></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: e.g. by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch
SPAG	<p><u>Vocabulary</u></p> <ul style="list-style-type: none"> Form nouns using prefixes (super-, anti-) Identify word families based on common words (solve, solution, dissolve, insoluble) <p><u>Grammar</u></p> <ul style="list-style-type: none"> Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although Using conjunctions, adverbs and prepositions to express time and cause Using the present perfect form of verbs in contrast to the past tense Use the correct form of 'a' or 'an' <p><u>Punctuation</u></p> <ul style="list-style-type: none"> Use of inverted commas and other punctuation to indicate direct speech; apostrophes to mark plural possession; use of commas after fronted adverbials

English Writing - End of Year Expectations - Year 5

Composition	<p><u>Context for Writing</u></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 Plan their writing by: in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed <p><u>Planning and Drafting writing</u></p> <ul style="list-style-type: none"> Noting and developing initial ideas, drawing on reading and research where necessary Using a wide range of devices to build cohesion within and across paragraphs In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning precising longer passages Using further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining) <p><u>Editing Writing</u></p> <ul style="list-style-type: none"> Assessing the effectiveness of their own and others' writing Proposing changes to grammar, vocabulary and punctuation to enhance effects and clarify meaning Ensuring the consistent and correct use of tense throughout a piece of writing Proof-read for spelling and punctuation errors Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register <p><u>Performing Writing</u></p> <ul style="list-style-type: none"> Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear
Transcription	<p><u>Phonic & Whole Word Spelling</u></p> <ul style="list-style-type: none"> Spell some words with 'silent' letters: e.g. knight, psalm, solemn Continue to distinguish between homophones and other words which are often confused <p><u>Other Word Building Spelling</u></p> <ul style="list-style-type: none"> Use further prefixes and suffixes and understand the guidelines for adding them Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary <p><u>Handwriting</u></p> <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 Write legibly, fluently and with increasing speed by: choosing the writing implement that is best suited for a task
SPAG	<p><u>Vocabulary</u></p> <ul style="list-style-type: none"> Use a thesaurus Using expanded noun phrases to convey complicated information concisely Converting nouns or adjectives into verbs using suffixes: e.g. -ate; -ise; -fy Verb prefixes: e.g. dis-, de-, mis-, over-, re- <p><u>Grammar</u></p> <ul style="list-style-type: none"> Using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun Using modal verbs or adverbs to indicate degrees of possibility Using the perfect form of verbs to mark relationships of time and cause Incorporate devices to build cohesion, including adverbials of time, place and number <p><u>Punctuation</u></p> <ul style="list-style-type: none"> Include brackets, dashes or commas to indicate parenthesis Use of commas to clarify meaning or avoid ambiguity

English Writing - End of Year Expectations - Year 6

Composition	<p><u>Contexts for Writing</u></p> <ul style="list-style-type: none"> Plan their writing by: identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own Plan their writing by: in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed <p><u>Planning and Drafting</u></p> <ul style="list-style-type: none"> Noting and developing initial ideas, drawing on reading and research where necessary Using a wide range of devices to build cohesion within and across paragraphs In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning Précising longer passages Using further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining) <p><u>Editing writing</u></p> <ul style="list-style-type: none"> Assessing the effectiveness of their own and others' writing Proposing changes to grammar, vocabulary and punctuation to enhance effects and clarify meaning Ensuring the consistent and correct use of tense throughout a piece of writing Proof-read for spelling and punctuation errors Evaluate and edit by: ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register <p><u>Performing Writing</u></p> <ul style="list-style-type: none"> Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear
Transcription	<p><u>Phonic & Whole Word Spelling</u></p> <ul style="list-style-type: none"> Spell some words with 'silent' letters: e.g. knight, psalm, solemn Continue to distinguish between homophones and other words which are often confused Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1 <p><u>Other Word Building Spelling</u></p> <ul style="list-style-type: none"> Use further prefixes and suffixes and understand the guidelines for adding them Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary <p><u>Handwriting</u></p> <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 Write legibly, fluently and with increasing speed by: choosing the writing implement that is best suited for a task

SPAG	<p><u>Vocabulary</u></p> <ul style="list-style-type: none"> • Use a thesaurus • Using expanded noun phrases to convey complicated information concisely • Converting nouns or adjectives into verbs using suffixes: e.g. -ate, -ise, -ify • Verb prefixes: e.g. dis-, de-, mis-, over-, re- <p><u>Grammar</u></p> <ul style="list-style-type: none"> • Develop their understanding of the concepts set out in English Appendix 2 by: using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun • Using modal verbs or adverbs to indicate degrees of possibility • Using the perfect form of verbs to mark relationships of time and cause • Using passive verbs to affect the presentation of information in a sentence • Devices to build cohesion, including adverbials of time, place and number <p><u>Punctuation</u></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
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