



Hanborough Manor
CE School

English Curriculum

Intent:

At Hanborough Manor Primary School, we understand that reading is a fundamental skill which underpins all other learning, and at we want our children to become fluent, passionate, lifelong readers. Our curriculum is designed to promote curiosity as well as confidence and pupils will be exposed to a vast range of both picture and chapter books, including those from diverse cultures and backgrounds. Starting with a comprehensive reading scheme in early years, children will be immersed in texts which inspire their imaginations whilst their reading comprehension is challenged through high-quality questioning. This is built upon in KS1 with written evidence of the children's understanding being used to record their thoughts and emotive reactions to texts. In KS2, children are taught a range of skills, including retrieval, inference, prediction and vocabulary choice through the use of high-quality texts which complement their written work. The books we learn from have been carefully chosen to engage even the most reluctant reader and allow access for those with the highest level of SEND. We are conscious that children respond differently to different authors and the characters in their books, and our curriculum has incorporated authors and protagonists of different genders, races and backgrounds so that all of our children can see a part of themselves in the texts they read. Modern day stories, as well as literary classics have been included to ensure children are exposed to varied dialects and a range of the English language.

We intend for our pupils to become confident writers, who develop stamina for writing from the Early Years to Year 6. By building on a range of skills as they work through each journey of writing, our pupils will become independent writers and will develop, and fully invest in their own unique style. At Hanborough Manor, we have developed a high-quality text-based curriculum which is designed to inspire and motivate. Pupils will be exposed to a broad diet of both picture and chapter books, covering a range of genres. Our curriculum has been specifically tailored to meet the needs of all the children in our school, as we have considered how our children progress with their writing, and books have been carefully chosen to engage even the most reluctant learners. Learners are challenged and encouraged to take risks and view mistakes as part of the learning process. We want our pupils to set high expectations for themselves, where they take pride in all aspects of learning and in every piece of writing they produce – both in English and across the curriculum.



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Implementation of Reading:

Early Years:

Reading is taught on a daily basis throughout the school. In Foundation Stage and KS1, daily phonics is taught using 'Rocket Phonics'. During lessons, children revisit sounds they have learned, learn new sounds and take part in stimulating activities to practise and apply their reading, writing and spelling skills. The reading and spelling of common exception words are also taught weekly.

To develop children's reading skills in Foundation Stage and Key Stage 1, we use popular and well-established reading scheme books, which provide the children with reading material that is pitched at an appropriate level. In class, we use the Target Reader books to practise and consolidate sounds taught as well as develop comprehension skills. Reading books are also matched to the child's reading level and sent home for extra reading practice.

Whole class reading:

At least three times per week, our pupils in KS1 and 2 will be read to by the class teacher or teaching assistant. Whilst they are being read to, the children following along with a copy of the text. The adult is modelling reading fluency, and by following along, the children hear how punctuation and dialogue effect the flow of the writing. If an unfamiliar word is read aloud, the adult will quickly define it and continue to read, thus not preventing the flow of the reading. The word will then be addressed as part of the starter for the following English lesson. This session will about 20 minutes.

Guided Reading:

An extract of text is shared with the children, and then a series of questions are given to them to answer. The questions will test a range of reading skills, including retrieval, inference and vocabulary. These questions will be stuck into English books as a learning objective would normally be. The children will read the extract and then work their way through the questions in their books, recording their answers clearly, as they would in the end of key stage assessments. After 20 minutes (the length of each session), a pencil line will be drawn, and the children will return to the questions the in following session. There will be a minimum of three guided reading sessions each week.



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Ongoing teacher assessment will determine whether the questions have a single focus (for example, all inference one week, and all retrieval the next) or whether they cover a range of skills each week.

Individual reading:

Each week, the children will choose their own reading book and will read it to themselves. During this time, an adult who is working with the class will listen to the children read and will make notes on their reading fluency. This will help to direct guided reading sessions. The aim of individual reading is to allow children to enjoy the clam of the activity and promote a passion for a genre, or literature in general. Teachers and TAs can direct children to new authors or genres if they feel that a child's reading diet is particularly restricted, therefore subtly exposing them to a wider range of books.

Spelling:

Teachers use The National Curriculum to ensure that particular spelling rules are taught in the appropriate year group. In addition to this, Key Stage 2 also learn key word lists as stated in the National Curriculum (Y3/4 statutory spelling list and Y5/6 statutory spelling list). In Key Stage 2, there are timetabled spelling sessions each week. In Foundation Stage and Key Stage 1, spelling is taught through phonics. Spelling forms part of our weekly homework in all year groups.

Implementation of Writing:

Each unit of writing will consist of learning done over roughly a 3-week learning journey and will be done through 1-hour lessons at the start of the day from Monday to Friday. Learning journeys should not go beyond 3-weeks as a maximum. This is in order to ensure that the build-up of knowledge and skills is progressive and clear, and curriculum coverage is met. Although the pedagogical process is detailed for each lesson, teachers have the professional scope to make adjustments where they think they are needed. For example, if more than one lesson is needed to embed a skill then this can be done or if an extra lesson is needed for drama/speaking and listening then teachers have the freedom to do so. There is no need for Learning Journeys to begin on a Monday or to be completed on a Friday. This being said, there is an expectation that each stage of the learning process takes place and is evident through books, learning environment and planning. Learning journeys can be based on texts, videos, real life events, images or lyrics from a song (anything that might get the children excited about writing).

Each learning journey should follow this structure:



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ENGLISH TEACHING MODEL



There must be a hook into the learning journey in order to make the writing engaging and purposeful. These hooks can be small and simple or as extravagant as you want. You may stage a break-in, show the children a letter from the Prime Minister, dig up a time capsule, put forward a request from the Police for the children to write a description of a suspect...be as creative and immersive as you feel appropriate. Prior to any writing being done for the final piece, children should have at least one speaking and listening session to help with oracy. Following on from the hook, children should continue to be immersed in the text through the use of dance, drama, dance arts and any other appropriate curricular links, the purpose of this is to provide experiences for the children which they can draw upon when writing.

A high-quality model text must be generated which will enable pupils to identify features (3-5 grammar points) within the genre, including which writing tools are best suited and also focuses on purpose – this shows the children the expectation of what they themselves are aiming to produce by the end of their learning journey. Where possible, the model text is written by the class teachers, this way you can easily show the above expectations and model any skill being taught.

Each English Lesson will begin with a quick warm up to recap prior learning and to address vocabulary. This should be a quick starter lasting no more than 10 minutes. Subsequent lessons should address the grammar/spelling/punctuation presented in the model text. Once the main SPaG has been delivered, the children are taught how to write the main body of the text using text mapping, boxing up and flow diagrams; this enables them to organise their writing effectively and to incorporate the appropriate features learned.

For each journey, children will be encouraged to expand their vocabulary knowledge which will in turn aid progression in spelling. Throughout the course of the learning journey, the children should be exposed to a bank of new words which will be recapped upon during the lesson starter. These words should be relevant to the work being produced within the sequence of lessons and should be made visible to the children

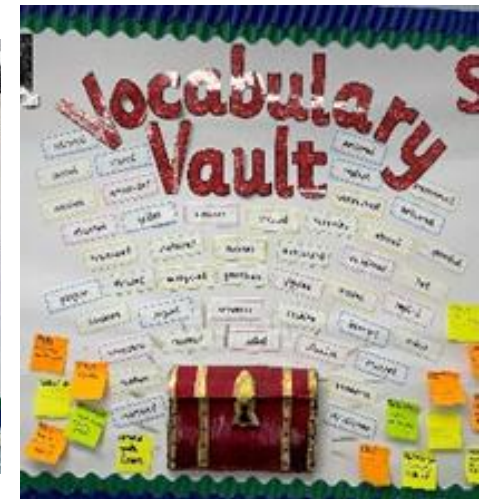
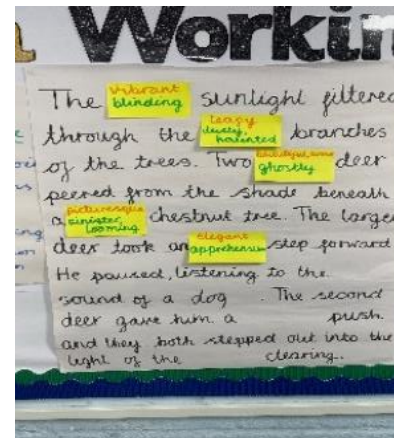
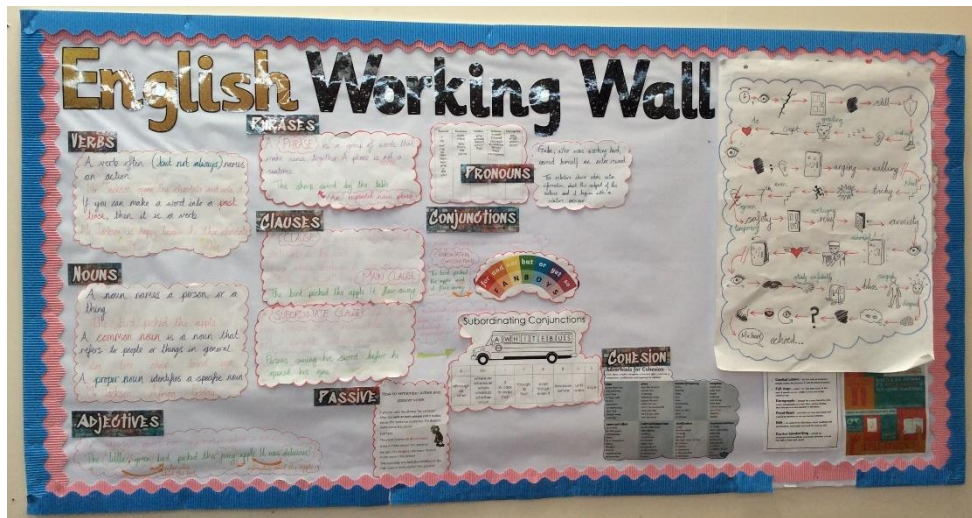


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through the use of working walls. Words can be displayed with accompanying definitions, synonyms/antonyms and added to contextual sentences.

Working Walls:

These are an extremely important part of the learning process as they provide children with a form of continuous provision they can keep referring to throughout the journey. These should detail the skills being taught, give explanations and model examples. These should be written clearly, using a cursive handwriting style, and placed where all children can see them. During the process, the working walls should be referred to regularly and often as a way of modelling their use. The children should see that you are using these as a form of continuous provision. These should remain on the walls for as long as the children need and should remain after a learning journey so children are reminded and encouraged to use these skills in other writing.



Writing Coverage and High-Quality Key Texts:

The basis of our English curriculum at Hanborough School stems from our use of high-quality texts. Texts have been carefully chosen to link closely with and enhance the learning of the overarching topic for the term and should inspire and engage all learners. At the end of each term at



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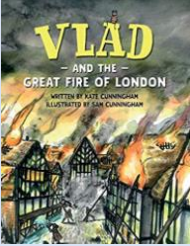
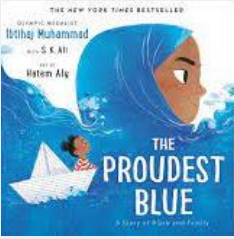

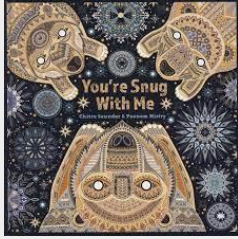
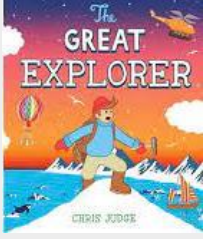
Hanborough , it is the expectation that there are a minimum of 2 final draft pieces of writing in the children’s Extended Writing books. There should be a range of text types, including fiction, non-fiction and poetry.

	<u>Non statutory text type/ genre guidance for Key Stage Two</u>				
Fiction	<ul style="list-style-type: none"> ▪ Write stories set in places pupils have been. ▪ Write stories that contain mythical, legendary or historical characters or events. ▪ Write stories of adventure. ▪ Write stories of mystery and suspense. ▪ Write letters. ▪ Write plays. ▪ Write stories, letters, scripts and fictional biographies inspired by reading across the curriculum. 	Non-fiction	<ul style="list-style-type: none"> ▪ Write instructions. ▪ Write recounts. ▪ Write persuasively. ▪ Write explanations. ▪ Write non-chronological reports. ▪ Write biographies. ▪ Write in a journalistic style. ▪ Write arguments. ▪ Write formally. 	Poetry	<ul style="list-style-type: none"> ▪ Learn by heart and perform a significant poem. ▪ Write haiku. ▪ Write cinquain. <p>Write poems that convey an image (simile, word play, rhyme and metaphor).</p>

Year 1 & 2	Autumn	Spring	Summer
Topic	Fire! Fire!	Amazing Africa	By the Sea



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Cycle A						
Core texts	Vlad and the Great Fire of London	Mrs Noah's Pockets	Quill Soup	Lila and the Secret of Rain	Ride the Wind	On Sudden hill
Fiction	View point: tell a part of the story from a cats point of view	Alternative story: animals escape from the fire in Mrs Noah's coat	Additional character: add a character and their ingredients to the soup	Character description: describe grandfather or Lila in detail	Setting description: describe the sea or harbour	Alternative ending: how could the friends make up?
Non-Fiction	Non-Chronological Report: facts about the Great Fire of London	Persuasive: persuade Noah to rescue more than two of each animal	Explanation: explain how crops grow	News report/article: rain falling in the village	Instructions: how to look after a sick bird.	Recount: diary entry from one of the boys point of view
Poetry	List poem: I can see, I can smell, I can hear...	Sound effects/visuals from the flood	Acrostic based on an animal	Repeated patterns or lines	List poems about the sea	Simple rhyming poem about friendship
Short burst writes	Y1: message, simple description, Y2: setting description, character description, recount		Y1: setting description, alternate view point Y2: setting description, non-chron report, persuasive		Y1: character description, alternate view point Y2: adventure extract, news report	
Topic	Bright Sparks!		Frozen Kingdom		Exciting Explorers	
Cycle B						
Core texts	Sulwe	The Proudest Blue	The Snow Queen	You're Snug With Me	The Great Explorer	Space Tortoise
Fiction	Character description: describe Night and Day in contrasting descriptions	View Point: write an extract of the story from Asiya's point of view	Character description: describe the Snow Queen	Additional chapter: focus on how the mother bear reassures her cubs	Setting description: Describe the arctic, Northern Lights, etc.	Alternative chapter: write a new chapter detailing how Tortoise could get to space

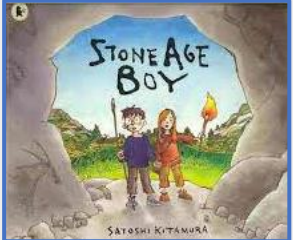
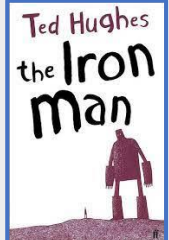
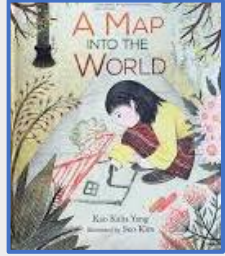
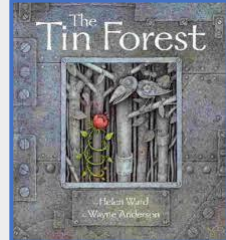
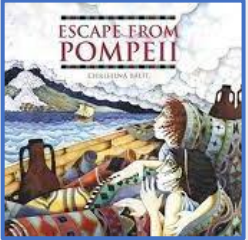
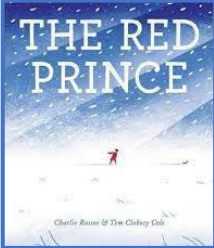
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Non-Fiction	Persuasive letter: to Sulwe's friends asking them to play with her	Information text: about Muslim faith (2-3 facts)	Instructions: How to make someone see optimistically (opposite)	Non-chronological report: A report about polar bears	Recount: parts of Tom's adventure	Information Text: poster/leaflet about rockets
Poetry	Alliterative sentences	Acrostic using the word 'proud'	List Poem: relating to the setting	Poem with a repeating line from the core text	Free verse poems: relate to the Northern Lights	Concrete Poem/Calligrams: space phrases or verses
Short burst writes	Y1: message, simple description, Y2: setting description, character description, recount		Y1: setting description, alternate view point Y2: setting description, non-chron report, persuasive		Y1: character description, alternate view point Y2: adventure extract, news report	
Basic Skills	Y1: Basic sentence construction Y2: Basic sentence construction, including conjunctions, multi-clause sentences, tense consistency		Y1: Basic sentence construction, including conjunctions Y2: Basic sentence construction, including conjunctions, multi-clause sentences, tense consistency		Y1: Basic sentence construction, including conjunctions Y2: Basic sentence construction, including conjunctions, multi-clause sentences, tense consistency	
Additional texts	Grandad's Secret Giant, Raven Boy, When the Rain Comes, The Owl and the Pussy Cat, George's Marvellous Medicine		Great Adventurers, The Rainbow Bear, Three Little Wolves and the Big, Bad Pig, Sky Song, Masai and I, The Big Angry Roar		The Magic Far Away Tree Grandad's Island, The Bear and the Piano, Lost and Found, The Grotlyn, Owl Babies	

Year 3 & 4	Autumn		Spring		Summer	
Topic	Rumble in the Jungle		Field to Fork		Raiders and Invaders	
Cycle A						
Core texts						
	The Great Kapok Tree	The Promise	Charlie and the Chocolate Factory	The Last Garden	How to Train Your Dragon	Arthur and the Golden Rope
Fiction	Extra chapter: add a new creature from the rainforest to the story	Modern fable: write a short story about planting trees to save the planet	Additional character: add a character to the chocolate factory	Setting description: describe the garden in contrast to the war.	Alternative view point: Written from Toothless' point of view	Additional chapter: Add a different Norse god to a chapter to help Arthur
Non-Fiction	Persuasive: write a letter to the company stopping deforestation	Discussion: is it wrong to cut down trees to build new houses?	Explanation: explain how we make chocolate bars	News report/article: article about the garden being found.	Non-chronological report: report about a different type of dragon.	Recount: diary entry from Arthur's point of view in the text



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Poetry	List poem: I can see, I can smell, I can hear...	Sound effects/visuals from the city	Rhyming: a new song based on the new child	Free verse poem about growing food	Similes, metaphors and personification	Haiku and kennings poems
Short burst writes	Y3: setting description, A new opening to the book Y4: setting description, recount,		Y3: setting description, alternate view point Y4: setting description, non-chron report, persuasive		Y3: character description, a new opening to the book Y4: adventure extract, news report, character description	
Topic	Stone Age Rocks!		Extreme Earth		The Ruthless Romans	
Cycle B Core texts	 Stone Age Boy	 The Iron Man	 A Map Into the World	 Tin Forest	 Escape from Pompeii	 The Red Prince
Fiction	Short adventure story: innovate the story – the stone age girl arriving in our time.	Description: write about the Space Bat Angel Dragon coming to Earth	Alternative story: a short story about someone helping their neighbour through grief	Sequel: write a sequel to the tin forest – what happens next?	Additional chapter: add a new series of incidents to the text	Beating the monster: write a short story set in Rome based on this text
Non-Fiction	Non-chronological report: about the stone age	Newspaper report: about the appearance of the iron man.	Explanation: what is a story cloth?	Persuasive: leaflet/poster about visiting the tin forest	Explanation: How does a volcano erupt	Biography: about the red prince/king/queen or a Roman Emperor
Poetry	Haiku: relating to the stone/iron age	Kennings: relating to the story of the Iron Man	List Poem: relating to the story/themes of the text	Free verse: relating to environmental issues	Free verse poems: relate to the life in Rome	Cinquain: about the main qualities of the Red Prince
Short burst writes	Y3: setting description, A new opening to the book Y4: setting description, recount,		Y3: setting description, alternate view point Y4: setting description, non-chron report, persuasive		Y3: character description, a new opening to the book Y4: adventure extract, news report, character description	
Basic Skills	Y3: Basic sentence construction, including conjunctions, multi-clause sentences, tense consistency Y4: tense consistency, subordinate clauses and positioning of them, prepositions and adverbs for time and place		Y3: multi-clause sentences, tense consistency, subordinate clauses Y4: subordinate clauses and positioning of them, prepositions and adverbs for time and place, standard English verb inflections		Y3: tense consistency, subordinate clauses and positioning of them, prepositions and adverbs for time and place Y4: standard English verb inflections, apostrophes for singular plural and possession, pronouns to avoid repetition of proper nouns	
Additional texts	Beowulf (Michael Morpurgo), Walk Two Moons, The Train to Impossible Places, Nim’s Island, Oliver and the Seawigs		The Land of Never Believe, James and the Giant Peach, Fortunately The Milk, The Seed is Sleepy, The Firework Maker’s Daughter, The Butterfly Lion		Cloud Busting, Running Wild, One Plastic Bag, The Wild Robot, The Abominables,	



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Year 5 & 6	Autumn		Spring		Summer	
Topic	Incredible Oxford		Swept Away		Pharaohs, Pyramids and Papyrus	
Cycle A						
Core texts	Lyra's Oxford	Night of the Turtle Rescue	Kensuke's Kingdom	The Island	Cinderella of the Nile	Journey
Fiction	Innovate: Write the opening to a fantasy story set in Oxford	Innovate: Change the surroundings to Oxford Castle/Oxford	Setting description: change atmosphere from the beach to the jungle	Sequel: write a short story where the stranger is treated with respect	Alternative view point: Written from a different character point of view	Additional chapter: add a new situation and resolution
Non-Fiction	Instructions: How to look after your daemon	Discussion: based on 'The anarchy' Who should have ruled England?	Persuasive: advertise the island as a holiday destination	News report/article: stranger found in town	Biography: a biography about a pharaoh or Howard Carter	Recount: diary entry from the girl's point of view
Poetry	List poem: I can see, I can smell, I can hear...	Sound effects/visuals from the city	Haiku/Tanka: based on Japanese culture	Free verse poem about values of tolerance/respect	Riddles relating to Egyptian life/culture	Haiku and kennings poems
Short burst writes	Y5: character description, setting description, dialogue Y6: setting description, character description, dialogue		Y5: setting description, alternate view point Y6: setting description, non-chron report, persuasive		Y5: character description, a new opening to the book Y6: adventure extract, news report, character description	
Topic	A Greek Odyssey		American Adventure		Keep Calm and Carry On	
Cycle B						
Core texts	Myths and Legends	Who Let the Gods Out	Holes	Ada's Violin	Once	Rose Blanche
Fiction	Character Description: describe a monster – Medusa/Minotaur within a narrative	Humour: write a short chapter building up humour through characterisation	Setting description: describe the desert creating a feeling of resentment towards the warden and setting.	Sequel: Rather than making music, what else could the children have made? Innovate a sequel.	Innovate: write an opening about a difficult situation in the style of the text called 'Before'	View point: write a short extract from the boy in the van's point of view



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Non-Fiction	Recount: diary entry from a character in the story	Non-chronological report: about an aspect of Greek culture	Discussion Text: Is the detention camp a good idea?	Instructions: How to make an instrument out of recycled materials	Explanation: How to escape from an orphanage	Persuasive: advertise gas masks for children
Poetry	Haiku: relating to the stone/iron age	Kennings: relating to the story of the Iron Man	List Poem: relating to the story/themes of the text	Free verse: about hope in a dark situation	Black Out poems: relate to the Blitz/WWII	Cinquain: about an aspect of the war
Short burst writes	Y5: setting description, A new opening to the text Y6: setting description, recount, build atmosphere/tension		Y5: character description, alternate view point, recount Y6: character description, non-chron report, new ending		Y5: build humour, description, suspense Y6: build humour, description, suspense	
Basic Skills	Y5: tense consistency, standard English verb inflections, apostrophes for singular plural and possession, pronouns to avoid repetition of proper nouns, a range of fronted adverbials Y6: Commas used for clarity, inverted commas used for direct speech, paragraphs used appropriately, relative clauses used for detail		Y: apostrophes for singular plural and possession, pronouns to avoid repetition of proper nouns, a range of fronted adverbials, commas used for clarity Y6: Consistent verb tenses, cohesion built across paragraphs and sentences, a range of punctuation is used correctly		Y5: Commas used for clarity, inverted commas used for direct speech, paragraphs used appropriately, relative clauses used for detail Y6: Relative clauses for detail, Consistent verb tenses, cohesion built across paragraphs and sentences, a range of punctuation is used correctly	
Additional texts	The Explorer, Pig-Heart Boy, Cogheart, FArTHER, Coraline, The Highway Man, The Nowhere Emporium, the Listeners		Running on the Roof of the World, The Island at the End of Everything, Two Weeks with the Queen, The List of Things That Will Not Change, Silver		Goodnight Mr Tom, Varjak Paw, Varmints, War Horse, In Flanders fields, How High the Moon, A Ballad of London, The Tempest, Romeo and Juliet,	

Genre Key: legends, adventure, fantasy, comedy, moral, poetry, science-fiction, historical, romance



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Progression through the curriculum:

Year 1 – English Curriculum

Reading objectives

Comprehension

Develop pleasure in reading, motivation to read, vocabulary and understanding by:

- listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently
- being encouraged to link what they read or hear read to their own experiences
- becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics
- recognising and joining in with predictable phrases
- learning to appreciate rhymes and poems, and to recite some by heart
- discussing word meanings, linking new meanings to those already known

Understand both the books they can already read accurately and fluently and those they listen to by:

- drawing on what they already know or on background information and vocabulary provided by the teacher
- checking that the text makes sense to them as they read and correcting inaccurate reading.
- discussing the significance of the title and the events
- making inferences on the basis of what is being said and what is being done
- predicting what might happen next on the basis of what has been read so far

Participate in discussion about what is being read to them, taking turns and listening to what others say.

Clearly explain their understanding of what is being read to them.

Writing objectives

Composition

Children should be taught to:

Write sentences by:

- saying out loud what they are going to write about
- composing a sentence orally before writing it
- sequencing sentences to form short narratives
- re-reading what they have written to check that it makes sense

Discuss what they have written with the teacher or other pupils

Read aloud their writing clearly enough to be heard by their peers and the teacher.

Handwriting

Children should be taught to:

- sit correctly at a table, holding a pencil comfortably and correctly
- begin to form lower-case letters in the correct direction, starting and finishing in the right place
- form capital letters
- 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.

Transcription

Children should be taught to:

spell:

- words containing each of the 40+ phonemes already taught
- common exception words
- the days of the week

name the letters of the alphabet:

- name the letters of the alphabet in order
- use letter names to distinguish between alternative spellings of the same sound

add prefixes and suffixes:



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Word Reading

Children should be taught to:

- apply phonic knowledge and skills as the route to decode words
- respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes
- read accurately by blending sounds in unfamiliar words containing GPCs that have been taught
- read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings
- read other words of more than one syllable that contain taught GPCs
- read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)
- read aloud accurately books that are consistent with 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.

- using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs
- using the prefix un–
- using –ing, –ed, –er and –est where no change is needed in the spelling of root words

Apply simple spelling rules and guidance

Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.



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Grammar and Punctuation Objectives

Pupils should be taught to:

- understand how spoken language can be represented in writing by learning to use the elements below.
- use and understand the grammatical terminology below in discussing their writing.

Word Structure	Sentence Structure	Text Structure	Punctuation	Terminology
<p>Regular plural noun suffixes –s or –es (e.g. <i>dog, dogs; wish, wishes</i>) including the effects of these suffixes on the meaning of the noun</p> <p>Suffixes that can be added to verbs where no change is needed in the spelling of the root word. (e.g. <i>helping/helped, /helper or quicker/quickest</i>)</p> <p>How the prefix un- changes the meaning of verbs and adjectives (negation, e.g. <i>unkind</i>, or undoing)</p>	<p>How words can combine to make sentences</p> <p>Joining words and joining clauses using <i>and</i></p>	<p>Sequencing sentences to form short narratives</p>	<p>Separation of words with spaces</p> <p>Introduction to the use of capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>Capital letters for names (of people, places, the days of the week) and for the personal pronoun I</p>	<p>letter, capital letter, word, singular, plural sentence</p> <p>punctuation, full stop, question mark, exclamation mark</p> <p>NB. All terms in bold should be understood (see Glossary for meanings)</p>



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Text Structure Narrative	Sentence Construction	Word Structure/Language	Punctuation	Terminology
<p>Consolidate Reception list</p> <p>Introduce Fiction:</p> <p>Planning Tools: Story map / story mountain</p> <p>Telling stories/Drama: Retell stories including main events in sequence. Use story language, sentence patterns and sequencing words to organize events. Act out stories and portray characters and their motives.</p> <p>Character:</p> <p>Recognise main characters and typical characteristics. Identify goal or motive of main character.</p> <p>Dialogue:</p> <p>Recognise how dialogue is presented in text. Use different voices for particular characters when reading dialogue out loud.</p> <p>Settings:</p> <p>Can be familiar or unfamiliar, real or fantasy. Describe imaginary settings.</p> <p>Story structure:</p> <p>Plan openings around character (s, setting, time of day and type of weather.</p> <p>Identify the beginning /middle /end to a story. Make predictions about story endings. Recall the main events.</p>	<p>Consolidate Reception list</p> <p>Introduce:</p> <p>Types of sentences:</p> <p>Statements</p> <p>Questions</p> <p>Exclamations</p> <p>Simple Conjunctions/Adverbials:</p> <p><i>and</i></p> <p><i>or</i></p> <p><i>but</i></p> <p><i>so</i></p> <p><i>because</i></p> <p><i>so that</i></p> <p><i>then</i></p> <p><i>that</i></p> <p><i>while</i></p> <p><i>when</i></p>	<p>Consolidate Reception list</p> <p>Introduce:</p> <p>Prepositions:</p> <p><i>inside</i></p> <p><i>outside</i></p> <p><i>towards</i></p> <p><i>across</i></p> <p><i>under</i></p> <p>Determiners:</p> <p><i>the a my you're an this that his her their some all lots of many more those these</i></p> <p>Adjectives to describe</p> <p>e.g. <i>The old house...</i></p> <p><i>The huge elephant...</i></p> <p>Alliteration</p>	<p>Consolidate Reception list</p> <p>Introduce:</p> <p>Capital Letters:</p> <p><i>Capital letter for names</i></p> <p><i>Capital letter for the personal pronoun I</i></p> <p>Full stops</p> <p>Question marks</p> <p>Exclamation marks</p> <p>Speech bubble</p> <p>Bullet points</p>	<p>Consolidate:</p> <p>Finger spaces</p> <p>Letter</p> <p>Word</p> <p>Sentence</p> <p>Full stops</p> <p>Capital letter</p> <p>Simile – ‘like’</p> <p>Introduce:</p> <p>Punctuation</p>



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English Curriculum

<p>Understanding - 5 parts to a story:</p> <p>Opening</p> <p><i>Once upon a time...</i></p> <p>Build-up</p> <p><i>One day...</i></p> <p>Problem / Dilemma</p> <p><i>Suddenly.../ Unfortunately...</i></p> <p>Resolution</p> <p><i>Fortunately, ...</i></p> <p>Ending</p> <p><i>Finally....</i></p> <p>Write complete stories with a simple structure.</p> <p>Non-fiction:</p> <p>Identify the sections of a simple non-fiction text. Consider the way it is told in a more serious tone.</p> <p>Planning tools:</p> <p>text map / washing line</p> <p>Heading</p>	<p><i>where</i></p> <p>Also, as openers:</p> <p><i>While...</i></p> <p><i>When...</i></p> <p><i>Where...</i></p> <p>- 'ly' openers</p> <p><i>Fortunately...Unfortunately, Sadly...</i></p> <p>Simple sentences e.g.</p> <p><i>I went to the park.</i></p> <p><i>The castle is haunted.</i></p> <p>Embellished simple sentences using adjectives e.g.</p> <p><i>The giant had an enormous beard.</i></p> <p><i>Red squirrels enjoy eating delicious nuts.</i></p> <p>Compound sentences using conjunctions (coordinating conjunctions)</p> <p>and/or/ but/so e.g.</p> <p><i>The children played on the swings and slid down the slide.</i></p> <p><i>Spiders can be small, or they can be large.</i></p>	<p>e.g. <i>dangerous dragon</i></p> <p><i>slimy snake</i></p> <p>Similes using as....as...</p> <p>e.g. <i>as tall as a house</i></p> <p><i>as red as a radish</i></p> <p>Precise, clear language to give information e.g.</p> <p><i>First, switch on the red button.</i></p> <p><i>Next, wait for the green light to flash...</i></p> <p>Regular plural noun suffixes – s or –es (e.g. <i>dog, dogs; wish, wishes</i>)</p> <p>Suffixes that can be added to verbs (e.g. <i>helping, helped, helper</i>)</p>	<p>Question mark</p> <p>Exclamation mark</p> <p>Speech bubble</p> <p>Bullet points</p> <p>Singular/ plural</p> <p>Adjective</p> <p>Verbs</p> <p>Connective</p> <p>Alliteration</p> <p>Simile – ‘as’</p>
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<p>Introduction</p> <p>Opening factual statement</p> <p>Middle section(s)</p> <p>Simple factual sentences around a <i>theme</i></p> <p>Bullet points for instructions</p> <p>Labelled diagrams</p> <p>Ending</p> <p>Concluding sentence</p>	<p><i>Charlie hid but Sally found him.</i></p> <p><i>It was raining so they put on their coats.</i></p> <p>Complex sentences:</p> <p>Use of 'who' (relative clause)</p> <p>e.g.</p> <p><i>Once upon a time there was a little old woman who lived in a forest.</i></p> <p><i>There are many children who like to eat ice cream.</i></p> <p>'Run' - Repetition for rhythm e.g.</p> <p><i>He walked and he walked, and he walked.</i></p> <p>Repetition for description</p> <p>e.g. <i>a lean cat, a mean cat</i></p> <p><i>a green dragon, a fiery dragon</i></p>	<p>How the prefix un- changes the meaning of verbs and adjectives</p> <p><i>(negation, e.g. unkind, or undoing, e.g. untie the boat)</i></p>		
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English Curriculum

Year 2 – English Curriculum

Reading objectives Comprehension

Develop pleasure in reading, motivation to read, vocabulary and understanding by:

- listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently
- discussing the sequence of events in books and how items of information are related
- becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales
- being introduced to non-fiction books that are structured in different ways
- recognising simple recurring literary language in stories and poetry
- discussing and clarifying the meanings of words, linking new meanings to known vocabulary
- discussing their favourite words and phrases
- continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear

Understand both the books that they can already read accurately and fluently and those that they listen to by:

- drawing on what they already know or on background information and vocabulary provided by the teacher
- checking that the text makes sense to them as they read and correcting inaccurate reading
- making inferences on the basis of what is being said and done
- answering and asking questions
- predicting what might happen on the basis of what has been read so far

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 own understanding of books, poems and other material, both those that they listen and those that they read for themselves.

Word Reading

Writing objectives Composition

Children should be taught to:

develop positive attitudes towards and stamina for writing by:

- writing narratives about personal experiences and those of others (real and fictional)
 - writing about real events, writing poetry, writing for different purposes
- consider what they are going to write before beginning by:
- planning or saying out loud what they are going to write about
 - writing down ideas and/or key words, including new vocabulary
 - encapsulating what they want to say, sentence by sentence

make simple additions, revisions and corrections to their own writing by:

- evaluating their writing with the teacher and other pupils
- re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form
- proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]
- read aloud what they have written with appropriate intonation to make the meaning clear.

Handwriting

Children should be taught to:

- 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.



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Children should be taught to:

- continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent
- read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes
- read accurately words of two or more syllables that contain the same graphemes as above
- read words containing common suffixes
- read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered
- read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation
- re-read these books to build up their fluency and confidence in word reading.

Transcription

Children should be taught to:

spell:

- segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly
- learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones
- learning to spell common exception words
- learning to spell more words with contracted forms
- learning the possessive apostrophe (singular) [for example, the girl's book]
- distinguishing between homophones and near-homophones

Add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly

Apply spelling rules and guidance (English Appendix 1)

Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.



English Curriculum

Grammar and Punctuation Objectives

Pupils should be taught to:

- understand how spoken language can be represented in writing by learning to use the elements below.
- use and understand the grammatical terminology below in discussing their writing.

Word Structure	Sentence Structure	Text Structure	Punctuation	Terminology
<p>Formation of nouns using suffixes such as <i>-ness, -er</i></p> <p>Formation of adjectives using suffixes such as <i>-ful, -less</i></p> <p>Use of the suffixes <i>-er</i> and <i>est</i> to form adjectives and adverbs.</p>	<p>Subordination (using <i>when, if, that, or because</i>) and co-ordination (using <i>or, and, or but</i>)</p> <p>Expanded noun phrases for description and specification (e.g. <i>the blue butterfly, plain flour, the man in the moon</i>)</p> <p>Sentences with different forms and how grammatical patterns indicate its function as a statement, questions, exclamation and command</p>	<p>The consistent use of present tense versus past tense throughout texts</p> <p>Use of the continuous form of verbs in the present and past tense to mark actions in progress (e.g. <i>she is drumming, he was shouting</i>)</p>	<p>Capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>Commas to separate items in a list</p> <p>Apostrophes to mark contracted forms in spelling</p> <p>Comma after <i>-ly</i> opener e.g. <i>Fortunately....Slowly,....</i></p> <p>Introduce Inverted commas for direct speech</p>	<p>noun, noun phrase</p> <p>statement, question, exclamation, command</p> <p>compound, suffix, adjective, adverb, verb</p> <p>tense (past, present)</p> <p>apostrophe, comma</p> <p><i>NB. All terms in bold should be understood (see Glossary for meanings)</i></p>



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Text Structure Narrative	Sentence Construction	Word Structure/ Language	Punctuation	Terminology
<p>Consolidate Year 1 list</p> <p>Introduce:</p> <p>Secure use of planning tools: Story map / story mountain / story grids/ 'Boxing-up' grid</p> <p>Telling stories/Drama: Retell familiar stories using narrative structure and dialogue. Include relevant details and sustain the listener's interest. Tell own, real and imagined stories. Explore character' feelings and situations using improvisation. Dramatise parts of own or familiar stories and perform to class or group.</p> <p>Character:</p> <p>Understand that we know what characters are like from what they do and say as well as their appearance. Make predictions about how characters may behave. Notice that characters can change during the course of the story. Create characters e.g. by adapting ideas about typical story characters.</p> <p>Dialogue:</p> <p>Understand that the way characters speak reflects their personality. Understand the verbs used for dialogue tell us how a character is feeling e.g. sighed, shouted, joked.</p> <p>Settings:</p> <p>Settings are created using descriptive words and phrases. Particular types of story can have typical settings – use this to predict the events of a story based on the setting described in the story opening.</p> <p>Story Structure:</p>	<p>Consolidate Year 1 list</p> <p>Introduce:</p> <p>Types of sentences:</p> <p>Statements</p> <p>Questions</p> <p>Exclamations</p> <p>Commands</p> <p>-ly' starters</p> <p>e.g. <i>Usually, Eventually, Finally, Carefully, Slowly, ...</i></p> <p>Vary openers to sentences</p> <p>Embellished simple sentences using:</p> <p>adjectives e.g. <i>The boys peeped inside the dark cave.</i></p>	<p>Consolidate Year 1 list</p> <p>Introduce:</p> <p>Prepositions:</p> <p><i>behind above along before between after</i></p> <p>Alliteration</p> <p>e.g. <i>wicked witch</i></p> <p><i>slimy slugs</i></p> <p>Similes using...like...</p> <p>e.g.</p> <p><i>... like sizzling sausages</i></p> <p><i>...hot like a fire</i></p>	<p>Consolidate Year 1 list</p> <p>Introduce:</p> <p>Demarcate sentences:</p> <p>Capital letters</p> <p>Full stops</p> <p>Question marks</p> <p>Exclamation marks</p>	<p>Consolidate:</p> <p>Punctuation</p> <p>Finger spaces</p> <p>Letter</p> <p>Word</p> <p>Sentence</p> <p>Full stops</p> <p>Capital letter</p> <p>Question mark</p> <p>Exclamation mark</p> <p>Speech bubble</p> <p>Bullet points</p> <p>Singular/ plural</p> <p>Adjective</p> <p>Verb</p>



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<p>Plan opening around character(s), setting, time of day and type of weather.</p> <p>Understanding 5 parts to a story with more complex vocabulary</p> <p>Opening e.g. <i>In a land far away....</i></p> <p><i>One cold but bright morning....</i></p> <p>Build-up e.g. <i>Later that day</i></p> <p>Problem / Dilemma e.g. <i>To his amazement</i></p> <p>Resolution e.g. <i>As soon as</i></p> <p>Ending e.g. <i>Luckily, Fortunately,</i></p> <p>Identify temporal conjunctions and talk about how they are used to signal the passing of time.</p> <p>Make deductions about why events take place in a particular order by looking at characters' actions and their consequences.</p> <p>Story endings should be a section rather than one final sentence e.g. suggest how the main character is feeling in the final situation.</p> <p>Write familiar stories by borrowing and adapting structures.</p> <p>Write complete stories with a sustained, logical sequence of events.</p> <p>Use past tense and third person consistently.</p> <p>Write stories which include settings, characters and some dialogue.</p> <p>Viewpoint:</p> <p>Begin to understand elements of an author's style e.g. look at books about the same character or common themes.</p>	<p>adverbs e.g. <i>Tom ran quickly down the hill.</i></p> <p>Secure use of Coordination: using conjunctions:</p> <p><i>and/ or / but / so</i></p> <p>(coordinating conjunctions)</p> <p>Multiclaue sentences (Subordination) using:</p> <p>Drop in a relative clause:</p> <p>who/which e.g.</p> <p>Sam, who was lost, sat down and cried.</p> <p>The Vikings, who came from Scandinavia, invaded Scotland.</p> <p>The Fire of London, which started in Pudding Lane, spread quickly.</p> <p>Additional subordinating conjunctions:</p> <p><i>what/while/when/where/ because/ then/so that/ if/to/until</i></p>	<p>Two adjectives to describe the noun</p> <p>e.g.</p> <p><i>The scary, old woman...</i></p> <p><i>Squirrels have long, bushy tails.</i></p> <p>Adverbs for description</p> <p>e.g.</p> <p><i>Snow fell gently and covered the cottage in the wood.</i></p> <p>Adverbs for information e.g.</p> <p>Lift the pot carefully onto the tray.</p> <p>The river quickly flooded the town.</p>	<p>Commas to separate items in a list</p> <p>Comma after -ly opener</p> <p>e.g. <i>Fortunately... Slowly,....</i></p> <p>Speech bubbles /speech marks for direct speech</p> <p>Apostrophes to mark</p>	<p>Connective</p> <p>Alliteration</p> <p>Simile – 'as' / 'like'</p> <p>Introduce:</p> <p>Apostrophe (contractions and singular possession)</p> <p>Commas for description</p> <p>'Speech marks'</p> <p>Suffix</p> <p>Verb / adverb</p> <p>Statement question exclamation Command (Bossy verbs)</p> <p>Tense (past, present, future) i.e. not in bold</p>
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English Curriculum

<p>Non-Fiction</p> <p>Introduce:</p> <p>Secure use of planning tools: Text map / washing line / 'Boxing -up' grid</p> <p>Introduction: Heading</p> <p>Hook to engage reader definition Factual statement /</p> <p>Opening question</p> <p>Middle section(s)</p> <p>Group related ideas / facts into sections</p> <p>Subheadings to introduce sentences /sections</p> <p>Use of lists – what is needed / lists of steps to be taken Bullet points for facts Diagrams</p> <p>Ending Make final comment to reader</p> <p>Extra tips! / Did-you-know? facts / True or false?</p> <p>The consistent use of present tense versus past tense throughout texts</p> <p>Use of the continuous form of verbs in the present and past tense to mark actions in progress (e.g. <i>she is drumming, he was shouting</i>)</p>	<p>e.g. While the animals were munching breakfast, two visitors arrived</p> <p><i>During the Autumn, when the weather is cold, the leaves fall off the trees.</i></p> <p>Use long and short sentences:</p> <p>Long sentences to add description or information. Use short sentences for emphasis.</p> <p>Expanded noun phrases</p> <p>e.g. <i>lots of people, plenty of food</i></p> <p>List of 3 for description</p> <p>e.g. <i>He wore old shoes, a dark cloak and a red hat.</i></p> <p><i>African elephants have long trunks, curly tusks and large ears.</i></p>	<p>Generalisers for information, e.g.</p> <p>Most dogs.... Some cats....</p> <p>Formation of nouns using suffixes such as -ness, -er</p> <p>Formation of adjectives</p> <p>using suffixes such as -ful, -less</p> <p>(A fuller list of suffixes can be found in the spelling appendix.)</p> <p>Use of the suffixes -er and -est to form comparisons of adjectives and adverbs</p>	<p>contracted forms in spelling</p> <p>e.g. <i>don't, can't</i></p> <p>Apostrophes to mark singular possession</p> <p>e.g. <i>the cat's name</i></p>	<p>Adjective / noun</p> <p>Noun phrases</p> <p>Generalisers</p>
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English Curriculum

Year 3 – English Curriculum

Reading objectives Comprehension

Children should be taught to:

Develop pleasure in reading, motivation to read, vocabulary and understanding by:

- listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently
- discussing the sequence of events in books and how items of information are related
- becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales
- being introduced to non-fiction books that are structured in different ways
- recognising simple recurring literary language in stories and poetry
- discussing and clarifying the meanings of words, linking new meanings to known vocabulary
- discussing their favourite words and phrases
- continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear

Understand both the books that they can already read accurately and fluently and those that they listen to by:

- drawing on what they already know or on background information and vocabulary provided by the teacher
- checking that the text makes sense to them as they read and correcting inaccurate reading
- making inferences on the basis of what is being said and done
- answering and asking questions

Writing objectives Composition

Children should be taught to: Plan their writing by:

- discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
- discussing and recording ideas

Draft and write by:

- composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures
- organising paragraphs around a theme
- in narratives, creating settings, characters and plot
- in non-narrative material, using simple organisational devices [for example, headings and sub-headings]

Evaluate and edit by:

- assessing the effectiveness of their own and others' writing and suggesting improvements
- proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
- proof-read for spelling and punctuation errors
- Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume of the voice so the meaning is clear.

Handwriting

Children should be taught to:

- use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
- increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].



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- predicting what might happen on the basis of what has been read so far

Word Reading

Children should be taught to:

- 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.

Spelling

Children should be taught to:

- use further prefixes and suffixes and understand how to add them (English Appendix 1)
- spell further homophones
- spell words that are often misspelt (English Appendix 1)
- place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]
- use the first two or three letters of a word to check its spelling in a dictionary
- write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.



English Curriculum

New National Curriculum Objectives to be taught across years 3 and 4

Grammar and Punctuation Objectives

Pupils should be taught to:

- Develop their understanding of how spoken language differs from and can be represented in writing by using the elements below.
- Use and understand the grammatical terminology below accurately and appropriately when discussing their writing and reading.

Word Structure	Sentence Structure	Text Structure	Punctuation	Terminology
<p>Formation of nouns using a range of prefixes, such as super-, anti-, auto-</p> <p>Use of the forms a or an according to whether the next word begins with a consonant or a vowel (e.g. a rock, an open box)</p> <p>Word families based on common words, showing how words are related in form and meaning. (for example, solve, solution, solver, dissolve, insoluble)</p>	<p>Extending the range of sentences with more than one clause by using a wider range of conjunctions e.g. <i>when, if, because, although</i></p> <p>Expressing time and cause using conjunctions (e.g. when, before, after, while, because), adverbs (e.g. then, next, soon, so), or prepositions (e.g. before, after, during, in, because of)</p>	<p>Introduction to paragraphs as a way to group related material</p> <p>Headings and sub-headings to aid presentation</p> <p>Use of the present perfect form of verbs to mark relationships of time and cause (e.g. I have written it down so we can check what he said.)</p>	<p>Introduction of inverted commas to punctuate direct speech</p> <p>Colon before a list e.g. <i>What you need:</i></p> <p>Ellipses to keep the reader hanging on</p> <p>Use of commas after fronted adverbials (e.g. <i>Later that day, I heard the bad news.</i>)</p>	<p>word family, conjunction, adverb, preposition, direct speech, inverted commas, prefix, consonant, vowel, clause, subordinate clause, direct speech, consonant, letter, vowel</p> <p>NB. All terms in bold should be understood (see Glossary for meanings)</p>



English Curriculum

Text Structure Narrative	Sentence Construction	Word / Language	Terminology
<p>Consolidate Year 2 list</p> <p>Introduce:</p> <p>Secure use of planning tools:</p> <p>Story map /story mountain / story grids / 'Boxing-up' grid</p> <p>Telling stories/ Drama:</p> <p>Tell stories based on own experience and oral versions of familiar stories.</p> <p>Include dialogue to set the scene and present characters.</p> <p>Vary voice and intonation to create effects and sustain interest.</p> <p>Sequence events clearly and have a definite ending.</p> <p>Explore relationships and situations through drama.</p> <p>Character:</p> <p>Identify examples of character telling the story in the 1st person.</p> <p>Make deductions about characters' feelings, behaviour and relationships based on descriptions and their actions in the story.</p> <p>Identify examples of stereotypical characters.</p> <p>Make judgments about a character's actions, demonstrating empathy or offering alternative solutions to a problem.</p> <p>Dialogue:</p> <p>Analyse the way that the main character(s) usually talk(s).</p>	<p>Consolidate Year 2 list</p> <p>Introduce:</p> <p>Vary long and short sentences:</p> <p>Long sentences to add description or information.</p> <p>Short sentences for emphasis and making key points e.g.</p> <p><i>Sam was really unhappy.</i></p> <p><i>Visit the farm now.</i></p> <p>Embellished simple sentences:</p> <p>Adverb starters to add detail e.g.</p> <p><i>Carefully, she crawled along the floor of the cave....</i></p> <p>Amazingly, small insects can....</p> <p>Adverbial phrases used as a 'where', 'when' or 'how' starter (fronted adverbials)</p> <p><i>A few days ago, we discovered a hidden box.</i></p> <p><i>At the back of the eye, is the retina.</i></p> <p><i>In a strange way, he looked at me.</i></p>	<p>Consolidate Year 2 list</p> <p>Introduce:</p> <p>Prepositions</p> <p><i>Next to by the side of</i></p> <p><i>In front of during</i></p> <p><i>through throughout</i></p> <p><i>because of</i></p> <p>Powerful verbs</p> <p>e.g. <i>stare, tremble, slither</i></p> <p>Boastful Language</p> <p>e.g. <i>magnificent, unbelievable, exciting!</i></p> <p>More specific / technical vocabulary to add detail</p>	<p>Consolidate:</p> <p>Punctuation</p> <ul style="list-style-type: none"> • Finger spaces • Letter • Word • Sentence • Statement question exclamation Command • Full stops • Capital letter • Question mark • Exclamation mark • Speech bubble • 'Speech marks' • Bullet points • Apostrophe (contractions only) • Commas for sentence of 3 - description <p>Singular/ plural Suffix</p>



English Curriculum

<p>Look for evidence of the relationship between characters based on dialogue.</p> <p>Use conventions for written dialogue.</p> <p>Include dialogue that shows the relationship between two characters.</p> <p>Settings:</p> <p>Settings are used to create atmosphere.</p> <p>Look at examples of scene changes which move the plot on, relieve or build up tension.</p> <p>Story structure:</p> <p>Identify common, formal elements in story openings and endings.</p> <p>Plan opening around character(s), setting, time of day and type of weather.</p> <p>Identify typical features of particular types of story; notice common themes, similar key incidents and typical phrases or expressions.</p> <p>Write a complete story with a full sequence of events in narrative order: Extended vocabulary to introduce 5 story parts:</p> <p>Introduction – should include detailed description of setting or characters.</p> <p>Build-up – build in some suspense towards the problem or dilemma.</p> <p>Problem / Dilemma – include detail of actions / dialogue.</p> <p>Resolution - should link with the problem.</p> <p>Ending – clear ending should link back to the start, show how the character is feeling, how the character or situation has changed from the beginning.</p> <p>Paragraphs to organise ideas into each story part</p>	<p>Prepositional phrases to place the action: <i>on the mat; behind the tree, in the air</i></p> <p>Multiclaue sentences with coordination:</p> <p>using conjunctions:</p> <p><i>and/ or / but / so / for /nor / yet</i></p> <p>(coordinating conjunctions)</p> <p>Multiclaue sentences with subordination</p> <p>with range of subordinating conjunctions</p> <p>because/after/before/when/during/since/even though/ in case of</p> <p>-‘ing’ clauses as starters e.g.</p> <p><i>Sighing, the boy finished his homework.</i></p> <p><i>Grunting, the pig lay down to sleep.</i></p> <p>Drop in a relative clause using who/whom/which/whose/</p> <p>that e.g.</p> <p><i>The girl, whom I remember,</i></p> <p><i>had long black hair.</i></p> <p><i>The boy, whose name is George, thinks he is very brave.</i></p>	<p>e.g.</p> <p><i>A few dragons of this variety can breathe on any creature and turn it to stone immediately.</i></p> <p><i>Drops of rain pounded on the corrugated, tin roof.</i></p> <p>Nouns formed from prefixes</p> <p>e.g. <i>auto... super...anti...</i></p> <p>Word Families based on common words</p> <p>e.g. <i>teacher –teach, beauty – beautiful</i></p> <p>Use of determiners a or an according to</p>	<p>Adjective / noun / Noun phrases Verb / adverb</p> <p>Bossy verbs</p> <p>Tense (past, present, future)</p> <p>Connective</p> <p>Generalisers</p> <p>Alliteration</p> <p>Simile – ‘as’/ ‘like’</p> <p>Introduce:</p> <p>Word family</p> <p>Conjunction</p> <p>Adverb</p> <p>Preposition</p> <p>Direct speech</p> <p>Inverted commas</p> <p>Prefix</p> <p>Consonant/Vowel Clause</p> <p>Subordinate clause</p> <p><u>Determiner</u></p> <p><u>Synonyms</u></p> <p><u>Relative clause</u></p> <p><u>Relative pronoun</u></p> <p><u>Imperative</u></p> <p>Colon for instructions</p>
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English Curriculum

Flow diagram

Develop Ending

Personal response

Extra information / reminders e.g. Information boxes/ Five Amazing Facts

Wow comment

Use of the perfect form of verbs to mark relationships of time and cause e.g. I have written it down so I can check what it said. Use of present perfect instead of simple past. He has left his hat behind, as opposed to Him left his hat behind.

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English Curriculum

Year 4 – English Curriculum

New National Curriculum Objectives to be taught across years 3 and 4

Reading objectives Comprehension

Children should be taught to:

Develop pleasure in reading, motivation to read, vocabulary and understanding by:

- listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently
- discussing the sequence of events in books and how items of information are related
- becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales
- being introduced to non-fiction books that are structured in different ways
- recognising simple recurring literary language in stories and poetry
- discussing and clarifying the meanings of words, linking new meanings to known vocabulary
- discussing their favourite words and phrases
- continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear

Understand both the books that they can already read accurately and fluently and those that they listen to by:

- drawing on what they already know or on background information and vocabulary provided by the teacher
- checking that the text makes sense to them as they read and correcting inaccurate reading
- making inferences on the basis of what is being said and done
- answering and asking questions
- predicting what might happen on the basis of what has been read so far

Writing objectives Composition

Children should be taught to:

Plan their writing by:

- discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
- discussing and recording ideas

Draft and write by:

- composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures
- organising paragraphs around a theme
- in narratives, creating settings, characters and plot
- in non-narrative material, using simple organisational devices [for example, headings and sub-headings]

Evaluate and edit by:

- assessing the effectiveness of their own and others' writing and suggesting improvements
- proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
- proof-read for spelling and punctuation errors
- Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume of the voice so the meaning is clear.

Handwriting

Children should be taught to:



English Curriculum

Word Reading

Children should be taught to:

- 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.

- use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
- increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].

Spelling

Children should be taught to:

- use further prefixes and suffixes and understand how to add them (English Appendix 1)
- spell further homophones
- spell words that are often misspelt (English Appendix 1)
- place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]
- use the first two or three letters of a word to check its spelling in a dictionary
- write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.



English Curriculum

Grammar and Punctuation Objectives

Pupils should be taught to:

- Develop their understanding of how spoken language differs from and can be represented in writing by using the elements below.
- Use and understand the grammatical terminology below accurately and appropriately when discussing their writing and reading.

Word Structure	Sentence Structure	Text Structure	Punctuation	Terminology
<p>The grammatical difference between plural and possessive –s</p> <p>Standard English forms for verb inflections instead of local spoken forms (e.g. we were instead of we was, or I did instead of I done)</p>	<p>Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases (e.g. the teacher expanded to the strict maths teacher with curly hair)</p> <p>Choosing pronouns or nouns appropriately within a sentence for clarity and cohesion and to avoid ambiguity and repetition</p> <p>Use of fronted adverbials for example, <u>later that day</u>, I heard the bad news.</p>	<p>Use of paragraphs to organise ideas around a theme.</p> <p>Appropriate choice of pronoun or noun across sentences</p>	<p>Introduce full punctuation for direct speech: Each new speaker on a new line</p> <p>Comma between direct speech and reporting clause e.g. <i>"It's late," gasped Cinderella!</i></p> <p>Use of apostrophes to mark singular and plural possession (e.g. the girl's name, the boys' boots)</p> <p>Use of commas after fronted adverbials (e.g. Later that day, I heard the bad news.)</p> <p>Introduce commas to mark clauses</p>	<p>determiner</p> <p>pronoun, possessive pronoun, adverbial</p> <p>NB. All terms in bold should be understood (see Glossary for meanings)</p>



English Curriculum

Narrative Text Structure	Non-narrative Text Structure	Sentence Construction	Word Structure/ Language
<p>Planning Tools:</p> <p>Story map</p> <p>Plot matrix</p> <p>Boxing up story grid</p> <p>Telling stories/ Drama:</p> <p>Plan and tell own versions of stories.</p> <p>Tell stories effectively using gestures, repetition, traditional story openings and endings etc.</p> <p>Explore dilemmas using drama techniques e.g. improvise alternative courses of action for a character.</p> <p>Character:</p> <p>Identify the use of figurative and expressive language to build a fuller picture of a character.</p> <p>Look at the way that key characters respond to dilemmas and make deductions about their motives and feelings – discuss whether their behaviour was predictable or unexpected.</p> <p>Understand that the author creates characters to provoke a response in the reader e.g. sympathy, dislike.</p> <p>Use details to build character descriptions and provoke a response.</p>	<p>Non-Fiction</p> <p>Secure use of planning tools: Text map/ washing line/ 'Boxing –up' grid</p> <p>Paragraphs to organise ideas around a theme</p> <p>Logical organisation</p> <p>Group related paragraphs</p> <p>Develop use of a topic sentence</p> <p>Link information within paragraphs with a range of conjunctions.</p> <p>Use of bullet points, diagrams</p> <p>Introduction Middle section(s) Ending</p> <p>Ending could Include personal opinion, response, extra information, reminders, question, warning, encouragement to the reader</p>	<p>Consolidate Year 3 list</p> <p>Standard English for verb inflections instead of local spoken forms</p> <p>Long and short sentences:</p> <p>Long sentences to enhance description or information</p> <p>Short sentences to move events on quickly</p> <p>e.g. <i>It was midnight.</i></p> <p><i>It's great fun.</i></p> <p>Start with a simile</p> <p>e.g. <i>As curved as a ball, the moon shone brightly in the night sky.</i></p> <p><i>Like a wailing cat, the ambulance screamed down the road.</i></p> <p>Secure use of simple / embellished simple sentences</p>	<p>Consolidate Year 3 list</p> <p>Prepositions</p> <p><i>at underneath since towards beneath beyond</i></p> <p>Conditionals - <i>could, should, would</i></p> <p>Comparative and superlative adjectives</p> <p>e.g. <i>small...smaller...smallest</i></p> <p><i>good...better...best</i></p> <p>Proper nouns-refers to a particular person or thing</p> <p>e.g. <i>Monday, Jessica, October, England</i></p>



English Curriculum

<p>Dialogue:</p> <p>Explore the relationship between what characters say and what they do – do they always reveal what they are thinking?</p> <p>Settings:</p> <p>Know that authors can create entire imaginary worlds.</p> <p>Look for evidence of small details that are used to evoke time, place and mood.</p> <p>Look for the evidence of the way characters behave in different settings.</p> <p>Develop settings using adjectives and figurative language to evoke time, place and mood.</p> <p>Story structure:</p> <p>Plan complete stories with developed 5 parts – Introduction, Build-up, Problem / Dilemma, Resolution, Ending.</p> <p>Plan opening using description / action.</p> <p>Build in suspense writing to introduce the dilemma.</p> <p>Clear distinction between resolution and ending. Ending should include reflection on events or the characters.</p>	<p>Appropriate choice of pronoun or noun across sentences to aid cohesion</p>	<p>Secure use of multiclaue sentences using coordinating conjunction <i>and / or / but / so / for / nor / yet</i> (coordinating conjunctions)</p> <p>Secure use of multiclaue sentences using subordinating conjunctions: after, although, as, as if, because, before, even though, if, since, than, though, unless, until, when, where and while, in case of...</p> <p>-‘ed’ clauses as starters e.g.</p> <p><i>Frightened, Tom ran straight home to avoid being caught.</i></p> <p><i>Exhausted, the Roman soldier collapsed at his post.</i></p> <p>Expanded -‘ing’ clauses as starters e.g.</p> <p><i>Grinning menacingly, he slipped the treasure into his rucksack.</i></p> <p><i>Hopping speedily towards the pool, the frog dived underneath the leaves.</i></p> <p>Drop in -‘ing’ clause e.g.</p> <p><i>Jane, laughing at the teacher, fell off her chair.</i></p> <p><i>The tornado, sweeping across the city, destroyed the houses.</i></p> <p>Sentence of 3 for action e.g.</p> <p><i>Sam rushed down the road, jumped on the bus and sank into his seat.</i></p>	<p>The grammatical difference between plural and possessive –s</p> <p>Standard English forms for verb inflections instead of local spoken forms (e.g. <i>we were instead of we was, or I did instead of I done</i>)</p>
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English Curriculum

Use paragraphs to organise each part of the story to indicate a change in place or a jump in time.

Viewpoint:

Discuss whether the narrator has a distinctive 'voice' in the story.

The Romans enjoyed food, loved marching but hated the weather.

Repetition to persuade e.g.

Find us to find the fun

Dialogue - verb + adverb - *"Hello," she whispered, shyly.*

Appropriate choice of **pronoun** or **noun** within a **sentence** to avoid ambiguity and repetition



English Curriculum

Year 5 – English Curriculum

Reading objectives Comprehension

Children should be taught to:

Maintain positive attitudes to reading and understanding of what they read by:

- continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- reading books that are structured in different ways and reading for a range of purposes
- increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literacy heritage, and books from other cultures and traditions.
- recommending books that they have read to their peers, giving reasons for their choices
- identifying and discussing themes and conventions in and across a wide range of writing
- making comparisons within and across books
- learning a wider range of poetry by heart
- preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience

Understand what they read by:

- checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
- asking questions to improve their understanding
- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence

Writing objectives Composition

Children should be taught to:

- identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as a model for their own
- noting and developing initial ideas, drawing on reading and research where necessary
- in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed

Draft and write by:

- selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
- in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action
- précising longer passages
- use a wide range of devices to build cohesion within and across paragraphs
- using further organisational and presentational devices to structure text and guide the reader (e.g. headings, bullet points, underlining)

Evaluate and edit by:

- assessing the effectiveness of their own and others' writing
- proposing changes to grammar and vocabulary to enhance effects and clarify meaning
- ensuring the consistency and correct use of a tense throughout a piece of writing
- ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register
- proof-reading for spelling and punctuation errors



English Curriculum

- predicting what might happen from details stated and implied
- summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas
- identifying how language, structure and presentation contribute to meaning

Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader

Distinguish between statements of fact and opinion

Retrieve, record and present information from non-fiction

Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously

Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary

- *Provide reasoned justifications for their views.*

Word Reading

Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology) both to read aloud and to understand the meaning of the new words that they meet.

Handwriting

Children should be taught to:

Write legibly, fluently and with increasing speed by:

- choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters.
- choosing the writing implement that is best suited for a task.

Spelling

Children should be taught to:

- use further prefixes and suffixes and understand the guidance for adding them
- spell some words with 'silent' letters [for example, knight, psalm, solemn)
- continue to distinguish between homophones and other words which are often confused
- use knowledge of morphology and etymology in spelling and understand that the spelling of some words need to be learnt specifically as listed in English Appendix 1
- use dictionaries to check the spelling and meaning of words
- use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary
- use a thesaurus.



English Curriculum

New National Curriculum Objectives to be taught across years 5 and 6

Grammar and Punctuation Objectives

Pupils should be taught to:

- Develop their understanding of how spoken language differs from and can be represented in writing by using the elements below.
- Use and understand the grammatical terminology below accurately and appropriately when discussing their writing and reading.

Word Structure	Sentence Structure	Text Structure	Punctuation	Terminology
<p>Converting nouns or adjectives into verbs using suffixes (e.g. -ate; -ise; -ify)</p> <p>Verb prefixes (e.g. dis-, de-, mis-, over- and re-)</p>	<p>Use of relative clauses beginning with who, which, where, why or whose.</p> <p>Indicating degrees of possibility using modal verbs (e.g. might, should, will, must) or adverbs (e.g. perhaps, surely)</p>	<p>Devices to build cohesion within a paragraph (e.g. then, after that, this, firstly)</p> <p>Linking ideas across paragraphs using adverbials of time (e.g. later) place (e.g. nearby) and number (e.g. secondly).</p>	<p>Use of brackets, dashes or commas to indicate parenthesis.</p> <p>Use of commas to clarify meaning or avoid ambiguity.</p>	<p>Relative clause, modal verb, relative pronoun, parenthesis, bracket, dash, determiner, cohesion, ambiguity.</p> <p>NB: All terms in bold should be understood (see Glossary for meanings)</p>



English Curriculum

Narrative Text Structure	Non-narrative Text Structure	Sentence Construction	Word Structure/ Language
<p>Planning Tools:</p> <p>Story map</p> <p>Plot matrix</p> <p>Boxing up story grid</p> <p>Telling stories/ Drama:</p> <p>Plan and tell stories to explore narrative viewpoint e.g. retell a familiar story from the point of view of another character.</p> <p>Use spoken language imaginatively to entertain and engage the listener.</p> <p>Character:</p> <p>Look for evidence of characters changing during a story and discuss possible reasons.</p> <p>Recognise that characters may have different perspectives on events in the story.</p> <p>Develop characterization by showing the reader what characters say and do and how they feel and react at different points in the story.</p> <p>Settings:</p> <p>Know that different types of story have typical settings.</p> <p>Know that real-life stories can be based in different times or places.</p> <p>Story structure:</p>	<p>Non-Fiction</p> <p>Introduce: Independent planning across all genres and application</p> <p>Secure use of a range of layouts suitable to text.</p> <p>Structure:</p> <p>Introduction/Middle/ Ending.</p> <p>Secure use of paragraphs:</p> <p>Use a variety of ways to open texts and draw reader in and make the purpose clear.</p> <p>Link ideas within and across paragraphs using a full range of conjunctions and signposts.</p>	<p>Consolidate Year 4 list</p> <p>Introduce:</p> <p>Types of sentences:</p> <p>Statements/ Questions/ Exclamations / Commands</p> <p>Relative clauses beginning with <i>who, which, that, where, when, whose</i> or an omitted relative pronoun.</p> <p>Secure use of simple / embellished simple sentences</p> <p>Secure use of coordination</p> <p>Secure use of subordination</p> <p>Main and subordinate clauses with full range of conjunctions: see year 4 if necessary</p> <p>Expanded –ed clauses as starters e.g. <i>Encouraged by the bright weather, Jane set out for a long walk.</i> <i>Terrified by the dragon, George fell to his knees.</i></p>	<p>Consolidate Year 4 list</p> <p>Introduce:</p> <p>Metaphor</p> <p>Personification</p> <p>Onomatopoeia</p> <p>Empty words</p> <p>e.g. <i>someone, somewhere was out to get him</i></p> <p>Developed use of technical language</p>



English Curriculum

<p>Recognise that story structure can vary in different types of story.</p> <p>Recognise that plots can have high and low points.</p> <p>Analyse more complex narrative structures and narratives that do not have a simple linear chronology e.g. Parallel narratives, flashbacks.</p> <p>Experiment with different ways to open a story- e.g. description – character or setting / action / dialogue.</p> <p>Plan and write complete stories using a more complex 5-part structure:</p> <ul style="list-style-type: none"> - writing could start at any point - Introduction – should include action/ description/ dialogue - Build-up – further develop suspense techniques - Problem/ dilemma – may be more than one to be resolved, events may happen simultaneously (e.g. meanwhile...) - Resolution – clear links with the dilemma - Ending –character could reflect on events, any changes or lessons, look forward to the future ask a question. <p>Vary conjunctions within paragraphs to build cohesion into a paragraph.</p> <p>Use change of place, time and action to link ideas across paragraphs.</p> <p>Adapt writing for a particular audience.</p> <p>Aim for consistency in character and style.</p> <p>Viewpoint:</p> <p>Know that authors have particular styles and may have a particular audience in mind.</p> <p>Note who is telling the story – does the author ever address the reader directly?</p> <p>Check whether the viewpoint changes at all during the story.</p>	<p>Use rhetorical questions to draw reader in.</p> <p>Express own opinions clearly.</p> <p>Consistently maintain viewpoint</p> <p>Summary clear at the end to appeal directly to the reader.</p>	<p>Elaboration of starters using adverbial phrases e.g.</p> <p><i>Beyond the dark gloom of the cave, Zach saw the wizard move.</i></p> <p><i>Throughout the night, the wind howled like an injured creature.</i></p> <p>Drop in –‘ed’ clause e.g.</p> <p><i>Poor Tim, exhausted by so much effort, ran home.</i></p> <p><i>The lesser known Bristol dragon, recognised by purple spots, is rarely seen.</i></p> <p>Sentence reshaping techniques</p> <p>e.g. lengthening or shortening sentence for meaning and /or effect</p> <p>Moving sentence chunks (how, when, where) around for different effects e.g.</p> <p><i>The siren echoed loudlythrough the lonely streetsat midnight</i></p> <p>Use of rhetorical questions</p> <p>Stage directions in speech (speech + verb + action) e.g.</p> <p><i>“Stop!” he shouted, picking up the stick and running after the thief.</i></p> <p>Indicating degrees of possibility using modal verbs (e.g. might, should, will, must) or adverbs (perhaps, surely)</p>	<p>Converting nouns or adjectives into verbs using suffixes (e.g. ate; -ise; -ify)</p> <p>Verb prefixes</p> <p>e.g. dis-, de-, mis-, over- and re-</p>
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English Curriculum

Year 6 – English Curriculum

Reading objectives Comprehension

Children should be taught to:

Maintain positive attitudes to reading and understanding of what they read by:

- continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- reading books that are structured in different ways and reading for a range of purposes
- increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literacy heritage, and books from other cultures and traditions.
- recommending books that they have read to their peers, giving reasons for their choices
- identifying and discussing themes and conventions in and across a wide range of writing
- making comparisons within and across books
- learning a wider range of poetry by heart
- preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience

Understand what they read by:

- checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
- asking questions to improve their understanding

Writing objectives Composition

Children should be taught to:

- identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as a model for their own
- noting and developing initial ideas, drawing on reading and research where necessary
- in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed

Draft and write by:

- selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
- in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action
- précising longer passages
- use a wide range of devices to build cohesion within and across paragraphs
- using further organisational and presentational devices to structure text and guide the reader (e.g. headings, bullet points, underlining)

Evaluate and edit by:

- assessing the effectiveness of their own and others' writing
- proposing changes to grammar and vocabulary to enhance effects and clarify meaning
- ensuring the consistency and correct use of a tense throughout a piece of writing
- ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register
- proof-reading for spelling and punctuation errors



English Curriculum

- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- predicting what might happen from details stated and implied
- summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas
- identifying how language, structure and presentation contribute to meaning

Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader

Distinguish between statements of fact and opinion

Retrieve, record and present information from non-fiction

Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously

Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary

- *Provide reasoned justifications for their views.*

Word Reading

Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology) both to read aloud and to understand the meaning of the new words that they meet.

Handwriting

Children should be taught to:

Write legibly, fluently and with increasing speed by:

- choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters.
- choosing the writing implement that is best suited for a task.

Spelling

Children should be taught to:

- use further prefixes and suffixes and understand the guidance for adding them
- spell some words with 'silent' letters [for example, knight, psalm, solemn]
- continue to distinguish between homophones and other words which are often confused
- use knowledge of morphology and etymology in spelling and understand that the spelling of some words need to be learnt specifically as listed in English Appendix 1
- use dictionaries to check the spelling and meaning of words
- use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary
- use a thesaurus.



English Curriculum

New National Curriculum Objectives to be taught across years 5 and 6

Grammar and Punctuation Objectives

Pupils should be taught to:

- Develop their understanding of how spoken language differs from and can be represented in writing by using the elements below.
- Use and understand the grammatical terminology below accurately and appropriately when discussing their writing and reading.

Word Structure	Sentence Structure	Text Structure	Punctuation	Terminology
<p>The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing, including the subjunctive (e.g. said versus reported, alleged, or claimed in formal speech)</p>	<p>Use of passive voice to affect the presentation of information in a sentence (e.g. I broke the window in the greenhouse <i>or</i> The window in the greenhouse was broken.)</p> <p>Expanded noun phrases to convey complicated information concisely</p> <p>The difference between structures typical of informal speech and structures appropriate for formal speech and writing (such as the use of question tags, e.g. He's your friend, isn't he? , or the use of the subjunctive in some very formal writing and speech)</p>	<p>Linking ideas across paragraphs using a wider range of cohesive devices; semantic cohesion (e.g. repetition of a word or phrase) grammatical connections (e.g. the use of adverbials such as on the other hand, in contrast or as a consequence) and elision.</p> <p>Layout devices, such as headings, subheadings, columns, bullets or tables to structure text.</p>	<p>Use of a semi colon, colon and dash to indicate stronger subdivision of a sentence than a comma.</p> <p>Punctuation of bullet points consistently to list information.</p> <p>Use of colon to introduce a list and semi-colons within lists.</p> <p>How hyphens can be used to avoid ambiguity (e.g. man eating shark versus man-eating shark or recover versus re-cover)</p>	<p>Active and passive voice, subject and object, hyphen, synonym, colon, semi-colon, bullet points</p> <p>NB: All terms in bold should be understood (see Glossary for meanings)</p>



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English Curriculum

Narrative Text Structure	Non-narrative Text Structure	Sentence Construction	Word Structure/ Language
<p>Planning Tools:</p> <p>Story map</p> <p>Plot matrix</p> <p>Boxing up story grid</p> <p>Telling stories/ Drama:</p> <p>Plan and tell stories to explore different styles of narrative.</p> <p>Present engaging narratives for an audience.</p> <p>Character:</p> <p>Identify stock characters in particular genres and look for evidence of characters that challenge stereotypes and surprise the reader.</p> <p>Use a variety of techniques to introduce characters and develop characterisation.</p> <p>Dialogue:</p> <p>Recognise that authors can use dialogue at certain points in a story to explain plot, show characters and relationships, convey mood or create humour.</p> <p>Use dialogue at key points to move the story on or reveal new information.</p> <p>Settings:</p> <p>Discuss why and how scene changes are made and how they effect the characters and the events.</p>	<p>Non-Fiction</p> <p>Secure planning across non-fiction genres and application.</p> <p>Use a variety of text layouts appropriate to purpose</p> <p>Use a range of techniques to involve the reader – comments, questions, observations, rhetorical questions</p> <p>Express balanced coverage of a topic.</p> <p>Use different techniques to conclude texts.</p> <p>Use appropriate formal and informal styles of writing</p> <p>Choose or create publishing format to enhance text type and engage the reader.</p>	<p>Consolidate Year 5 list</p> <p>Types of sentences:</p> <p>Statements/ Questions/ Exclamations / Commands</p> <p>Secure use of simple / embellished simple sentences</p> <p>Secure use of coordination</p> <p>Secure use of subordination</p> <p>Main and subordinate clauses with full range of conjunctions: see year 4 if necessary</p> <p>Active and passive verbs to create effect and to affect presentation of information e.g.</p> <p>Active: <i>Tom accidentally dropped the glass.</i></p> <p>Passive: <i>The glass was accidentally dropped by Tom.</i></p>	<p>Consolidate Year 5 list</p> <p>Build in literary feature to create effects e.g. alliteration, onomatopoeia, similes, metaphors</p> <p>The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (e.g. said versus reported,</p>



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<p>Recognise that authors use language carefully to influence the reader’s view of a place or situation.</p> <p>Create a setting by using expressive or figurative language; describing how it makes the character feel; adding detail of sights and sounds.</p> <p>Story structure:</p> <p>Secure independent planning across story types using 5 part story structure.</p> <p>Include suspense, cliff hangers, flashbacks/forwards.</p> <p>Start story at any point of the 5 part structure.</p> <p>Vary narrative structure e.g. start with a dramatic event and then provide background information; use two narrators to tell the story from different perspectives.</p> <p>Maintain plot consistently working from plan.</p> <p>Vary sentence length to create a specific effect.</p> <p>Use paragraphs to vary pace and emphasis.</p> <p>Secure use of linking ideas within and across paragraphs</p> <p>Viewpoint:</p> <p>Look at elements of an author’s style to identify common elements and make comparisons between books.</p> <p>Consider how style is influenced by the intended audience.</p> <p>Recognise that the narrator can change – talk about the effect his has on the story and the reader’s response.</p>	<p>Link ideas within and across paragraphs using a full range of conjunctions and signposts.</p> <p>Linking ideas across paragraphs using a wider range of cohesive devices; semantic cohesion (e.g. repetition of a word or phrase) grammatical connections (e.g. the use of adverbials such as on the other hand, in contrast or as a consequence) and elision.</p> <p>Layout devices, such as headings, subheadings, columns, bullets or tables to structure text.</p>	<p>Active: <i>The class heated the water.</i></p> <p>Passive: <i>The water was heated.</i></p> <p>Developed use of rhetorical questions for persuasion</p> <p>Expanded noun phrases to convey complicated information concisely (e.g. <i>the boy that jumped over the fence is over there, or the fact that it was raining meant the end of sports day</i>)</p> <p>The difference between structures typical of informal speech and structures appropriate for formal speech and writing (such as the use of question tags, e.g. He’s your friend, isn’t he? or the use of the subjunctive in some very formal writing and speech) as in: <i>If I were you.</i></p>	<p>alleged versus claimed in formal speech or writing).</p> <p>How words are related as synonyms and antonyms e.g. <i>big/ large / little</i></p>
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English Curriculum

Impact:

At the end of a unit of writing, children complete a 'hot task', which is an independent piece of writing. This writing will have been planned thoroughly, and a first draft will have been written and edited. The hot task can be edited multiple times to produce the best outcome which reflects each child's individual ability and understanding of the text type. Teachers will assess the hot write, alongside the grammar, punctuation and spelling assessments, and will form a teacher assessment judgment for that child's ability in writing.



English Curriculum

Additional documentation: Alan Peat's 'Exciting Sentences'

Year	Sentence Type	Example	Rule	Link to National Curriculum
Year 2	All the Ws	<p>Would there ever be another opportunity like this one?</p> <p>Who would take over this role now?</p> <p>What if you had all of the money in the world?</p> <p>Why do zebras have stripes?</p>	<ul style="list-style-type: none"> - Your short sentence must start with one of the following W words: - Who? What? When? Where? Why? Would? Was? What if? 	<ul style="list-style-type: none"> - How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command p. 75 (English Appendix 2) - Learn how to use sentences with different forms: statement, question, exclamation, command. p.32 (LKS2 programme of study)
	List sentences	<p>It was a dark, long, leafy lane.</p> <p>She had a cold, cruel cackle.</p> <p>It was a cold, wet, miserable Wednesday afternoon.</p> <p>His hair was long, brown and unwashed.</p>	<ul style="list-style-type: none"> - A list sentence must have 3 or 4 adjectives before the noun. Use <i>and</i> between the final 2 adjectives. 	<ul style="list-style-type: none"> - Commas to separate items in a list p. 76 (English Appendix 2) - expanded noun phrases to describe and specify [for example, the blue butterfly] p. 32 (LKS2 programme of study)
	Short	<p>Oh no!</p> <p>Then it happened.</p> <p>He stopped.</p> <p>Everything failed.</p> <p>The door opened.</p> <p>What's wrong?</p>	<ul style="list-style-type: none"> - 1-3 word sentences possibly with an exclamation mark or question mark. <p>Begin to discuss exclamations, questions, statements and commands with the children.</p>	<ul style="list-style-type: none"> - How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command p. 75 (English Appendix 2) - Learn how to use sentences with different forms: statement, question, exclamation, command. p.32 (LKS2 programme of study)



English Curriculum

Year	Sentence Type	Example	Rule	Link to National Curriculum
Year 3	BOYS Sentences	He was a friendly man most of the time, but he could become nasty. He could be really friendly or he could be really miserable. It was a beautiful morning for a walk so he set off quite happily.	- A B.O.Y.S sentence is a two-part sentence. The first part of the sentence <u>always</u> ends with a comma (,) and the last part <u>always</u> begins with a connective.	- using conjunctions, adverbs and prepositions to express time and cause p.40 (English Appendix 2) - Expressing time, place and cause using conjunctions , adverbs or prepositions (p. 76) (English Appendix 2)
	As -ly	As the rain came down heavily , the children ran for shelter. As the wind screamed wildly , the lost giant lumbered along the path. As the water heats up quickly , a change of state happens called 'evaporation'.	- The first part of the sentence opens with an action description which starts with the word As... and ends with an adverb. - The second part of the sentence is a description of a related, and often consequential, action.	- Expressing time, place and cause using conjunctions, adverbs or prepositions (p. 76) (English Appendix 2) - Terminology for pupils: subordinate clause (English Appendix 2) -
	__ing, __ed.	Walking in the bush, she stopped at the sight of a crocodile facing her. Running near the beach, he halted as the ground gave way. Jumping quickly through the air, she landed on her feet before sprinting away	- The sentence must begin with a subordinate clause which begins with a verb ending in 'ing', followed by the location of the action. - Focus on the use of prepositions in the first part of the sentence (subordinate clause) to explain where the action is happening.	- Terminology for pupils: subordinate clause (English Appendix 2) - Using conjunctions, adverbs and prepositions to express time and cause. p.40 (English Appendix 2)
	Doubly -ly ending	He swam slowly and falteringly . He rode determinedly and swiftly . He laughed loudly and heartily . He tiptoed quietly and carefully .	- The sentence must end in two adverbs which add detail to and describe how the verb within the sentence is being carried out.	- Expressing time, place and cause using conjunctions, adverbs or prepositions (p. 76) (English Appendix 2)



English Curriculum

Year	Sentence Type	Example	Rule	Link to National Curriculum
Year 4	2A Sentences	He was a tall, awkward man with an old, crumpled jacket. It was an overgrown, messy garden with a leafless, lifeless tree.	- A 2Ad sentence has <u>two adjectives</u> before the first noun and <u>two adjectives</u> before the second noun. This sentence creates a clear picture for the reader.	- Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases p.77 (English Appendix 2)
	Emotion, comma	Desperate , she screamed for help. Terrified , he froze instantly on the spot where he stood. Anxious , they began to realise they were lost. Happily , the astronaut stepped safely from the shuttle.	- Emotion first followed by the actions that are caused by the emotion. Putting the word first gives more weight to the emotion. - When teaching, provide an A-Z list of emotions the children could use.	- Using fronted adverbials... using commas after fronted adverbials p.40 - Fronted adverbials p.77 (English Appendix 2)
	Verb, person	Running, Sarah almost tripped over her own feet. Tiptoeing, he tried to sneak out across the landing without waking anybody up.	- A sentence starts with a verb to give it more importance. The verb is always followed by a comma and then a name or a personal pronoun (he, she, they, it) followed by the rest of the sentence.	- choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition (p.40) (LKS2 programme of study)
	If, if, if, then.	If the alarm had gone off, if the bus had been on time, if the road repairs had been finished, then he might have got to school on time. If I hadn't found the watch, if the alarm hadn't gone off, if I hadn't scared those burglars, then I wouldn't be sitting here today.	- Summarising a dramatic plot (key plots) at beginning or the end of a story in groups of 3. The emphasis should be on using the comma after each clause. - Each clause always begins with an if or a then and each clause ends with a comma (,) or a full stop (.)	- extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if , because, although p.40 (LKS2 programme of study)
	With a(n) action, more action	With a smile , Greg waved goodbye. With a weary wail , Thor launched his final attack. With a deep breath , Neil Armstrong stepped carefully on to the surface of the moon.	- This two-part sentence starts with a subordinate clause which starts with the phrase ' With a(n)... ' followed by an action and a comma. The main clause then describes more action which occurs simultaneously.	- extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if , because, although p.40 (LKS2 programme of study) -



English Curriculum

Year	Sentence Type	Example	Rule	Link to National Curriculum
Year 5	3 _ed	Frightened, terrified, exhausted , they ran from the creature. Amused, amazed, excited , he left the circus reluctantly. Confused, troubled, worried , she didn't know what had happened.	- Starts with three adjectives that end in _ed and describe emotions. The _ed words MUST be followed by commas.	- using expanded noun phrases to convey complicated information concisely p.40 - using commas to clarify meaning or avoid ambiguity in writing p.48 (UKS2 programme of study)
	Noun, which/who/where	Cakes, which taste fantastic, are not so good for your health. Snakes, which scare me, are not always poisonous. Tom, who was a little shorter than the others, still made it into the football team.	- Use commas to embed a clause within a sentence, add information that links with the sentence topic and start the clause with <u>which</u> , <u>who</u> or <u>where</u> .	- Relative clauses beginning with who , which , where , when , whose , that , or an omitted relative pronoun p.78 (English Appendix 2) -
	2 pairs sentences	Exhausted and worried, cold and hungry , they didn't know how much further they had to go. Injured and terrified, numb and fearful , he couldn't believe that this was happening to him. Quickly and quietly, silently and carefully he tiptoed out of the house.	- Begins with two pairs of related adjectives. Each pair is: o Followed by a comma o Separated by <i>and</i>	- Indicating degrees of possibility using adverbs p.78 (English Appendix 2) -
	3 bad – (dash) question?	Cold, dark, airlessness – which would kill the spaceman first? Greed, jealousy, hatred – which of these is most evil?	- 3 negative followed by a dash and then a question which relates to the three adjectives.	- Brackets, dashes or commas to indicate parenthesis p.78 (English Appendix 2) -
	Name – adjective pair – sentences	Little Tim – happy and generous – was always fun to be around. Ben Roberts – weak and nervy – was actually a secret superhero. Glass – fragile and dangerous – must be handled with care.	- This works on a show and tell basis where the name and details form the main clause (tell). The added information within the dashes shows what the character was like. The two must be linked.	- Brackets, dashes or commas to indicate parenthesis p.78 (English Appendix 2) -
	O. (I.)	She told the little girl not to be so naughty. (Inside, however, she was secretly amused by what she had done.) I was delighted (but I felt scared that something was about to go wrong). Bravely I looked behind me (but I was deeply worried).	- The first sentence tells the reader a character's outward action and the second reveals their true feelings. - If the sentence within the brackets is complete , the full stop goes inside the bracket. If it is not complete , the full stop goes outside .	- Brackets , dashes or commas to indicate parenthesis p.78 (English Appendix 2) -



English Curriculum

Year	Sentence Type	Example	Rule	Link to National Curriculum
Year 6	De:De Sentence	The vampire is a dreadful creature: It kills by sucking all the blood from its victims. Snails are slow: They take hours to cross the shortest of distances. I was exhausted: I hadn't slept for more than two days.	<ul style="list-style-type: none"> - Two independent clauses (they make sense on their own) are separated by a colon (:) o The first clause is descriptive o The second adds further detail 	- Use of the semi-colon, colon and dash to mark the boundary between independent clauses p.79 (English Appendix 2)
	Some; others	Some people like football; others hate it. Some days are full of enjoyment; others are long and boring. Some dogs were running around happily; others looked tired.	<ul style="list-style-type: none"> - Some; others sentences begin with the word <i>some</i> and have a semi-colon to replace the word <i>but</i>. - There is <u>no</u> capital letter after the semi-colon. 	- Use of the semi-colon , colon and dash to mark the boundary between independent clauses p.79 (English Appendix 2)
	Imagine 3 examples:	Imagine a place where the sun always, shines, where wars never happen, where no-one ever dies: in the Andromeda 5 system, there is such a planet	Sentence begins with <ul style="list-style-type: none"> - The word imagine - Then describes three parts of something - The first two parts are separated by commas - The third ends with a colon 	<ul style="list-style-type: none"> - Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun p.78 (English Appendix 2) - Use of the colon to introduce a list and use of semi-colons within lists p.79 (English Appendix 2)
	The more, the more	The more it rained, the more depressed he became. The more the crowd cheered, the more he looked forward to the race. The more upset she was, the more she cried.	<ul style="list-style-type: none"> - This sentence type is particularly useful when developing a character trait in a story. The first more should be followed by an emotive word and the second more should be followed by a related action. 	- Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections and ellipsis p.79 (English Appendix 2)
	'Irony' sentences	Our 'luxury' hotel turned out to be a farm building. With dawn breaking, the 'beautiful view' which the brochure described, revealed itself to be a scrap-yard and a rubbish tip. The 'trip of our dreams' was, in fact, our worst nightmare.	<ul style="list-style-type: none"> - An irony sentence deliberately overstates how good or bad something is and this is placed in 'inverted commas'. The overstated word is then shown to be false through the remainder of the sentence which reveals the truth. 	- The difference between structures typical of informal speech and structures appropriate for formal speech and writing p.78 (English Appendix 2)



English Curriculum

Year	Sentence Type	Example	Rule	Link to National Curriculum
Year 6 (GD)	Emotion – consequence	Davis was angry – he threw his toy at the wall. The professor was inconsolable – he wept for days on end. King Henry was furious – he ordered the execution of his wife.	- This two part sentence starts with a description of a character’s emotion followed by a dash (-) and a description of a consequence of that feeling.	-
	Tell: show 3 examples; sentences	He was feeling relaxed: shoes off; shirt undone; lying on the sofa. The commander was tense: sweat dripping; eyes narrowed; staring out on the battlefield. It was a sleepy town: shops shuttered; cats lazing in the shade; dogs snoozing in the sun.	- This is a two part sentence. The first part tells the reader a broad-ranging fact/opinion. - This is followed by a colon which demonstrates that a list of examples will follow. - After the colon the list of 3 examples follows. As this is a phrase list, semi-colons are used between the details rather than commas.	-
	When; when; when, then sentences.	When tumultuous thunder shakes the ground; when blinding lightning tears the sky; when storm clouds block every ray of hopeful light, then you know the Kraken is approaching. When you look at the remains of Tutankhamen; when you examine the damage to his skull; when you look at the motives of his advisors, then it is clear that the young Pharaoh's death should be treated as suspicious.	- The sentence type ends with a statement e.g. <i>the haunting begins</i> .	-



English Curriculum

Additional Sentence Types

These sentence types can be used in any year group from years 3-6 and although they do not have a direct correlation to the national curriculum programmes of study, they could be useful in developing sentences particularly in narrative. These sentences are particularly focused on the use of figurative language (similes, metaphors, onomatopoeia) which is mentioned in the introduction to the English national curriculum.

Year	Sentence Type	Example	Rule	Link to National Curriculum
Years 3-6	Description, which + simile sentences	Greg had huge nostrils, which made him look like a hippo . Doctor Swogflop bathed only once a year, which meant he was as smelly as a skunk's bottom most of the time. The valleys have crooked ravines, which curve around like the blade of a scimitar .	- The sentence is introduced by a description which is followed by a comma (,) and then the word 'which' followed by a simile , further describing the description.	- Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun p.78 (English Appendix 2: Year 5)
	This is that sentence	His eyes were dark tunnels. The lake was a mirror. The explorers knew they were standing on the shoulders of giants.	- This sentence is an example of a metaphor : a figure of speech that describes a subject by stating that it is, by way of a point of comparison, the same as another otherwise unrelated object.	- teachers should show pupils how to... develop their understanding of, and ability to use, figurative language' (p.15) As above
	Sound! Cause	Splat! The water balloon burst as it hit the wall. Bang! The lift exploded as it reached the ground floor, covering the hallway in thick smoke. Whump! Another sandstone block fell into place. The pyramid was beginning to take shape.	- This sentence open with an attention-grabbing onomatopoeic word and then unfolds with the explanation of what caused the sound.	
	The question is:	Jack disappeared. The question is: where did he go? Theron had betrayed his king. The question is: could he still be trusted? Tutankhamen was the youngest Pharaoh ever. The question is: how did he die?	- The first sentence is a short description of an action or statement of fact. - The second sentence begins with the phrase <i>The question is:</i> (colon) followed by an intriguing question which draws the reader into the text.	
	Action as if	The boy cried and screamed as if that would change his mother's mind. William stared intently at the clock as if it would make the hands turn faster. Pilate washed his hands as if ridding himself of all responsibilities.	- This sentence opens with a description of an action which is usually quite intense in nature. - This is followed by the words 'as if' then a description of the character's intent.	