

## **Year 1**

### **Speaking and Listening**

The children will become more familiar with and confident in using language in a greater variety of situations. They will, for example:

- Listen to and discuss a wide range of books and poems
- Recognise and join in with predictable phrases
- Learn some rhymes and poems to recite by heart
- Discuss the meaning of words and extend vocabulary
- Join in with discussions and explain their understanding
- Change their speaking when taking on a role of a character during play

**Reading** This part of the curriculum is broken down into ‘word reading’ and ‘comprehension’. In Year 1, pupils continue to learn to read words using phonics as well as learning to recognise words that cannot easily be sounded out e.g. once.

As well as being able to read words, children need to understand what they read and develop a life-long love of reading. They will learn to do this through carefully structured activities using a wide range of high-quality books. They are encouraged to:

- Make links between their own experiences and the story
- Check that they understand what they are reading
- Talk about the title and the main events
- Predict what might happen before they read it
- Join in with predictable phrases

## **Writing**

In Year 1 children develop their writing through the following areas:

### **Spelling:**

- Spell words using phonics
- Learn commonly used whole words that are difficult to sound out
- Spell the days of the week
- Begin to look at patterns and rules

### **Handwriting:**

- Hold a pencil correctly
- Form letters and digits correctly and confidently
- Leave spaces between words

### **Composition:**

- Speak in whole sentences
- Write sequences of sentences
- Re-read and check for sense
- Develop a wide vocabulary
- Use capital letters, full stops, question marks and exclamation marks
- Join sentences with 'and'

For further information on our termly coverage, please refer to the teachers directly.

## **Year 2**

### **Speaking and Listening**

The children will become more familiar with and confident in using language in a greater variety of situations. They will, for example:

- Listen to and express views about a wide range of books and poems
- Retell familiar stories and discuss the order of events
- Build a bank of poems that they can recite by heart
- Clarify the meaning of words and extend vocabulary
- Join in with discussions, ask questions and explain their understanding
- Change their speaking for different purposes and audiences such as role play or performances

### **Reading**

This part of the curriculum is broken down into 'word reading' and 'comprehension'. Pupils will be taught to read words fluently and speedily, using phonics as well as developing a growing bank of words that they recognise instantly. They will also be taught to check their own reading makes sense, and to re-read to correct when something doesn't make sense.

As well as being able to read words, children need to understand what they read and develop a life-long love of reading. They will learn to do this through carefully structured activities using a wide range of high-quality books. They are encouraged to:

- Make links between their own experiences and the story

- Self-correct if what they are reading doesn't make sense
- Answer questions about a text, including questions where the answer is not obvious e.g. 'Why did the character say that?'
- Predict what might happen at various points in a story
- Work out why things have happened in a story
- Read a variety of non-fiction books

## **Writing**

Children will develop their writing through the following areas:

### **Spelling:**

- Continue to spell words using phonics
- Learn commonly used whole words that are difficult to sound out
- Understand more patterns and rules

### **Handwriting:**

- Form letters that are consistent in size
- Leave appropriate spaces between words

### **Composition:**

- Plan what they are going to write
- Record their writing sentence by sentence
- Re-read and check for sense and accuracy
- Write for a range of purposes
- Develop a wide vocabulary
- Develop their understanding and accuracy of punctuation
- Use a range of words to join sentences and add detail.

For further information on our termly coverage, please refer to the class teachers.

## **Year 3**

### **Speaking and Listening**

Children will be taught to discuss their learning and to develop speaking skills. They will become more familiar with and confident in, using language in a variety of situations, for a range of audiences and purposes. They will, for example

- Develop their understanding of a subject through discussions, learning to
- give their opinions and listen to other view points
- Speak clearly and in different ways for drama, formal presentations and
- debate.

### **Reading**

This part of the curriculum is broken down into 'word reading' and 'comprehension'. At this stage, word reading skills (including phonics) will continue to be taught, but the main focus will be helping children to understand what they are reading (comprehension). In comprehension children will be taught key skills to enable them to read, understand and enjoy a wide range of books. They will, for example:

- Listen frequently to stories, poems, non-fiction and other writing.
- Ask and answer a range of questions about a text
- Discuss ideas that are not obviously described in a text eg 'Explain why the character behaved in this way.'
- Describe characters, summarise plots and predict what might happen next
- Explore themes and conventions in a range of books eg good versus evil
- Consider the effect of the author's choice of language

- Offer opinions about what they have read and justify their views

### **Writing**

Writing is developed through teaching the following:

#### **Spelling:**

Children should learn to spell new words correctly and have opportunities to practise spelling skills. They will begin to learn and use the words included in Appendix 1 of the National Curriculum for years 3 & 4. They will be taught spelling patterns and conventions, building on the spellings taught in Year 2.

#### **Handwriting:**

This will continue to be taught, building on the joined writing started in Year 2 and with the aim of increasing consistency and fluency throughout their independent writing.

#### **Composition** (structure):

This includes vocabulary, grammar and punctuation. To develop their composition skills, the children will be taught to

- Plan, draft, compose, edit and evaluate their writing
- Use an increasing range of sentence structures
- Write sentences that include when, where and why something happens
- Write for a range of purposes and audiences as part of their work across the curriculum. In year 3 this will include (cross curricular example, schools to insert their own)
- Check whether their work makes sense

Grammar will be taught throughout the writing process and teachers will follow the terms and concepts of Appendix 2 of the National Curriculum. For further information please read this document:

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/335190/English\\_Appendix\\_2\\_-\\_Vocabulary\\_grammar\\_and\\_punctuation.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/335190/English_Appendix_2_-_Vocabulary_grammar_and_punctuation.pdf)

For further information on our termly coverage, please refer to the teachers.

## **Year 4**

### **Speaking and Listening**

Children will be taught to discuss their learning and to develop speaking skills. They will become more familiar with and confident in, using language in a variety of situations, for a range of audiences and purposes. They will, for example

- Develop their understanding of a subject through discussions, learning to give their opinions and listen to other view points
- Speak clearly and in different ways for drama, formal presentations and debate.

### **Reading**

This part of the curriculum is broken down into ‘word reading’ and ‘comprehension’. In word reading children will be taught to read and understand the meaning of new words using the skills they have learned previously and building on learning in year 3. Children will develop the fluency and stamina to read longer texts and the focus for the Year 4 learner is comprehension.

Children will be taught key skills to enable them to read, understand and enjoy a wide range of books. They will, for example:

- Summarise the main ideas of a text
- Justify their opinion of particular characters
- Discuss ideas that are not obviously described in a text eg ‘Explain why the character may have felt like this.’
- Note how the author chooses language to create a mood or atmosphere
- Identify the structures or features of particular non-fiction texts

### **Writing**

Writing is developed through teaching the following:

#### **Spelling:**

Children should learn to spell new words correctly and have opportunities to practise spelling skills. They will be taught spelling patterns and conventions, building on the spellings taught in Year 3. They will continue to practise and use the words included in Appendix 1 of the National Curriculum for years 3 & 4.

#### **Handwriting:**

This will continue to be taught, with the aim of increasing children’s consistency and fluency throughout their independent writing.

#### **Composition (structure):**

This includes vocabulary, grammar and punctuation. To develop their composition skills, the children will be taught to

- Plan, draft, compose, edit and evaluate their writing
- Organise their writing into clear paragraphs
- Use an increasing range of sentence structures
- Expand sentences by adding detail
- Write for a range of purposes and audiences as part of their work across

the curriculum. In year 4 this will include (cross curricular example, schools to insert their own)

Grammar will be taught throughout the writing process and teachers will follow the terms and concepts of Appendix 2 of the National Curriculum. For further information please read this document:

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/335190/English\\_Appendix\\_2\\_-\\_Vocabulary\\_grammar\\_and\\_punctuation.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/335190/English_Appendix_2_-_Vocabulary_grammar_and_punctuation.pdf)

For further information on our termly coverage, please refer to the teachers directly.

## **Year 5**

### **Speaking and Listening**

Children will be taught to discuss their learning and to develop speaking skills.

They will become more familiar with and confident in, using language in a variety of situations, for a range of audiences and purposes. They will, for example

- Develop their understanding of a subject through discussions, learning to give their opinions and listen to other viewpoints.
- Speak clearly and in different ways for drama, formal presentations and debate.

### **Reading**

This part of the curriculum is broken down into ‘word reading’ and ‘comprehension’. In year 5, pupils will be reading aloud a wider range of poetry and books written at an age-appropriate interest level with accuracy and at a reasonable speaking pace. Children will be expected to read frequently, outside as well as in school, for pleasure and information. They will have the opportunity to listen frequently to stories, poems, non-fiction and other writing. At this stage, word reading will not be directly taught, except where individuals need support. Instead the focus will be on the teaching of comprehension skills. They will, for example:

- Retrieve, record and present information from a text
- Summarise the main ideas of a text eg ‘loneliness’ or ‘friendship’
- Predict what may happen based on evidence and clues given
- Discuss and evaluate the text and justify their views
- Use clues from the text to work out characters’ feeling, actions or motives
- Distinguish between fact and opinion
- Identify how language, structure and presentation add to the meaning
- Compare different texts

### **Writing**

Writing is developed through teaching the following:

#### **Spelling:**

Children should learn to spell new words correctly and have opportunities to practise spelling skills. They will be taught spelling patterns and conventions, and draw on their knowledge of word families and roots to help them spell new words correctly. They will practise and use the words included in Appendix 1 of the National Curriculum for years 5 & 6. Children will be expected to use a dictionary and thesaurus.

#### **Handwriting:**

Pupils will continue to be taught handwriting in order to increase speed, fluency and legibility.

#### **Composition (structure):**

This includes vocabulary, grammar and punctuation. To develop their composition skills, the children will be taught to

- Plan, draft, compose, edit and evaluate their writing
- Use a wide variety of punctuation and grammar features
- Select the appropriate grammar and vocabulary to develop the effectiveness of their writing

- Use a range of techniques to build detail into their writing and link ideas within and between paragraphs
  - Adapt writing for a range of purposes and audiences as part of their work across the curriculum. In year 5 this will include (cross curricular example, schools to insert their own)
- Grammar will be taught throughout the writing process and teachers will follow the terms and concepts of Appendix 2 of the National Curriculum. For further information please read this document:

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/335190/English\\_Appendix\\_2\\_-\\_Vocabulary\\_grammar\\_and\\_punctuation.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/335190/English_Appendix_2_-_Vocabulary_grammar_and_punctuation.pdf)

For further information on our termly coverage, please refer to the teachers directly.

## **Year 6**

### **Speaking and Listening**

Children will be taught to discuss their learning and to develop speaking skills. They will become more familiar with and confident in, using language in a variety of situations, for a range of audiences and purposes. They will, for example

- Develop their understanding of a subject through discussions, learning to give their opinions and listen to other viewpoints.
- Speak clearly and in different ways for drama, formal presentations and debate.
- They will prepare work orally, through drama and role play, discussing, rehearsing and recording their ideas.

### **Reading**

This part of the curriculum is broken down into ‘word reading’ and ‘comprehension’. Word reading will not be directly taught, except where individuals need support. Instead, children will be encouraged to work out unfamiliar words that they meet. They should use their knowledge of word roots and word families to help them to understand new words. Children will be taught key comprehension skills to enable them to read, understand and enjoy a wide range of books. Year 6 will have the opportunity to read and discuss a wider range of fiction, poetry, plays and non-fiction. They will, for example:

- Identify and discuss themes and conventions across a wide range of writing
- Predict what may happen based on evidence and clues given
- Give responses to texts and recommend books to peers, giving reasons for views and choices
- Use clues from the text to work out characters’ feeling, actions or motives and give evidence to back their conclusions
- Discuss and evaluate how authors use language (including figurative language) and consider the impact on the reader.
- Compare different texts

### **Writing**

Writing is developed through teaching the following:

#### **Spelling:**

Children should learn to spell new words correctly and have opportunities to practise spelling skills. They will be taught spelling patterns and conventions, and draw on their knowledge of word families and roots to help them spell new

words correctly. They will continue to practise and use the words included in Appendix 1 of the National Curriculum for years 5 & 6. Children will be expected to use a dictionary and thesaurus.

**Handwriting:**

Pupils will continue to be taught handwriting in order to increase speed, fluency and legibility.

**Composition** (structure):

This includes vocabulary, grammar and punctuation. To develop their composition skills, the children will be taught to

- Plan, draft, compose, edit and evaluate their writing
- Use a wide variety of punctuation and grammar features with confidence
- Refine their grammar and vocabulary to further develop the effectiveness of their writing
- Use a wider range of techniques to build detail into their writing and ensure it flows smoothly throughout the sections of a piece.
- Build on their understanding of the differences between Standard and non-Standard English, and will also focus on how to achieve different levels of formality in their spoken and written language.
- Adapt writing for a range of purposes and audiences as part of their work across the curriculum. In year 6 this will include (cross curricular example, schools to insert their own)

Grammar will be taught throughout the writing process and teachers will follow the terms and concepts of Appendix 2 of the National Curriculum. For further information please read this document: English Appendix 2 – Vocabulary, Grammar & Punctuation

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/335190/English\\_Appendix\\_2\\_-\\_Vocabulary\\_grammar\\_and\\_punctuation.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/335190/English_Appendix_2_-_Vocabulary_grammar_and_punctuation.pdf)

For further information on our termly coverage, please refer to the teachers directly.