

What are the aims of our curriculum?

Our English curriculum aims to develop the children's love of reading, writing and discussion. We aim to inspire a habit of reading widely and often. We recognise the importance of nurturing a culture where children take pride in their writing, can write clearly and accurately and adapt their language and style for a range of contexts. We want children to be confident in the art of speaking and listening and use discussion to communicate and further their learning. We develop a secure knowledge base, which follows a clear pathway of progression providing the tools needed to participate fully as a member of society.

How will teachers deliver the curriculum?

We have an English curriculum that provides many purposeful opportunities for reading, writing and discussion. Teachers ensure that cross-curricular links with concurrent topic work are woven into the programme of study. Our curriculum follows the aims of the National Curriculum for English 2014. Children are taught in mixed age and at times mixed key stage classes and meet different genres through a rolling four year cycle focussing on key skills for their appropriate year group.

What are the intended outcomes for pupils?

Pupils are enthusiastic readers and writers who enjoy reading and writing, are willing to discuss and share their ideas, use their reading, and writing skills to further their learning in all areas of the curriculum.

End points: What children will be expected to know and do**Foundation Stage 2 English****Speaking and Listening:**

LA 30-50: Listens to others one to one or in small groups.

LA 30-50: Is able to follow directions.

LA 30-50: Focusing attention – still listen or do, but can shift own attention.

U 30-50: Responds to simple instructions.

U 30-50: Understands use of objects

Sp 30-50: Beginning to use more complex sentences to link thoughts.

Sp 30-50: Uses a range of tenses.

Sp 30-50: Uses vocabulary focused on objects and people that are of particular importance to them

LA 30-50: Listens to stories with increasing attention and recall.

LA 30-50: Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.

U 30-50: Shows understanding of prepositions by carrying out an action or selecting correct picture.

U 30-50: Beginning to understand 'why' and 'how' questions.

Sp 30-50: Can retell a simple past event in correct order.

Sp 30-50: Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences.

Sp 30-50: Questions why things happen and gives explanations.

Sp 30-50: Builds up vocabulary that reflects the breadth of their experiences.

LA 40-60: Maintains attention, concentrates and sits quietly during appropriate activity.

U 40-60: Understands humour e.g. nonsense rhymes and jokes.

U 40-60: Able to follow a story without pictures or props.

Sp 40-60: Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.

Sp 40-60: Uses language to imagine and recreate roles and experiences in play situations.

Sp 40-60: Introduces a storyline or narrative into their play.

LA 40-60: Two-channelled attention – can listen and do for a short span.

U 40-60: Responds to instructions involving a two-part sequence.

U 40-60: Listens and responds to ideas expressed by others in conversation or discussion.

Sp 40-60: Links statements and sticks to main theme or intention.

Sp 40-60: Uses talk to organise, sequence and clarify thinking, ideas, feelings and events.

LA ELG focus: Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.

U ELG focus: Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.

Sp ELG focus: Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.

LA ELG focus: Children listen attentively in a range of situations. They give their attention to what others say and respond appropriately, while engaged in another activity.

U ELG focus: Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.

Sp ELG focus: Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.

Phonics (KS1):

Phase 1 – environmental sounds, instrumental sounds, body percussion sounds, rhyming, alliteration, blending and segmenting.

Phase 2 – Set 1-2 Hear and say initial sounds in words.

Phase 2 – Set 3-5 Segment and blend CVC words to read. Segment and write CVC words.

Phase 3-Set 6-7 Consonant digraphs. Segment and blend words containing digraphs. Segment and write words containing digraphs.

Phase 3 - Vowel digraphs. Segment and blend words containing vowel digraphs. Segment and write words containing vowel digraphs

Phase 3- Trigraphs. Application of all phase 3 sounds to read and write sentences.

Phase 3 / 4- Revision of phase 3 digraphs and trigraphs. Adjacent consonants

Reading 40-60/ELG Key Performance Indicators:

- Continues a rhyming string.
- Hears and says the initial sound in words.
- Can segment the sounds in simple words and blend them together and knows which letters represent some of them.
- Links sounds to letters, naming and sounding the letters of the alphabet.
- Begins to read words and simple sentences.
- Uses vocabulary and forms of speech that are increasingly influenced by his/her experiences of books.
- Enjoys an increasing range of books.
- Knows that information can be retrieved from books and computers.
- Reads and understands simple sentences
- Uses phonic knowledge to decode regular words and reads them aloud accurately
- Reads some common irregular words.
- Demonstrates understanding when talking with others about what they have read.

Writing Key Skills:

- To use phonic knowledge to write words in ways which match their spoken sounds.
- To write some irregular common words.
- To write two simple sentences that they and others can read.

<ul style="list-style-type: none"> To spell some words correctly and others are phonetically plausible. To orally compose and articulate a clear sentence. All lower-case letters are formed correctly. To recognise and begin to form some capital letters. Through child-initiated activities, independently apply writing skills in all areas of provision. 	
Recognising, copying and writing own name. Reciting nursery rhymes Hearing, saying and writing initial sounds. Stories with repeating refrains Rhyming stories Setting descriptions Character descriptions Story sentences	Captions Instructions Letter writing Retelling a story Fact-files. Information sentences. Sentences to recount.

<p>Year 1 English Speaking and Listening:</p> <ul style="list-style-type: none"> Listen and respond appropriately to adults and their peers. Ask relevant questions to extend their understanding and knowledge. Use relevant strategies to build their vocabulary. Articulate and justify answers arguments and opinions. Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings. Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments. Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas. Speak audibly and fluently with an increasing command of Standard English. Participate in discussions, presentations, performances, role-play, improvisations and debates. Gain, maintain and monitor the interest of the listener(s). Consider and evaluate different viewpoints, attending to and building on the contributions of others. Select and use appropriate registers for effective communication.
<p>Phonics/Spelling (KS1):</p> <ul style="list-style-type: none"> Revision of Phase 3/High frequency words Phase 4 Phase4/5 Phase 5 Revisit and preparation for screening Y1 Phonics test Segment spoken words into phonemes and represent them with graphemes, spelling some correctly and making phonically-plausible attempts at others. Spell words containing each of the 40+ phonemes already taught. Identify or write the 40+ graphemes in Standard 4 of English language comprehension and reading on hearing the corresponding phonemes. Spell some common exception words. Spell the days of the week.

- Name the letters of the alphabet in order.
- Name the letters of the alphabet using letter names to distinguish between alternative spellings of the same sound.
- Add prefixes and suffixes using the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs.
- Add prefixes and suffixes using the prefix un-.
- Add prefixes and suffixes using -ing, -ed, -er and -est where no change is needed in the spelling of root words e.g. helping, helped, helper, eating, quicker, quickest.
- Apply simple spelling rules and guidance, as listed in (English Appendix 1).
- Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.
- Spell words by identifying the phonemes and representing the phonemes with graphemes, including words with consonant clusters and simple digraphs (e.g. frog, hand, see, chop, storm, splash).

Reading Key Performance Indicators:

- 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 many common exception words from (English appendix 1)
- Read aloud accurately books that are consistent with developing phonic knowledge and that do not require use of other strategies, such as guessing words from pictures or the context of the sentence, to work out words.
- 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 he/she can read independently.
- Develop pleasure in reading, motivation to read, vocabulary and understanding by becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics.
- Understand both the books he/she can already read accurately and fluently and those he/she listens to by checking that the text makes sense as he/she reads and corrects inaccurate reading.
- Understand both the books he/she can already read accurately and fluently and those he/she listens to by discussing the significance of the title and events.
- Understand both the books he/she can already read accurately and fluently and those he/she listens to by predicting what might happen on the basis of what has been read so far.

Writing Key Skills:

- Write sentences, sequencing them to form a short narrative.
- Write sentences by re-reading what he/she has written to check it makes sense.
- Spell words containing each of the 40+ phonemes already taught.
- Name the letters of the alphabet in order.
- Spell words by identifying the phonemes and representing the phonemes with graphemes, including words with consonant cluster and simple digraphs (e.g. frog, hand, see, chop, storm and splash)
- Form most lower-case letters correctly.
- Use capital letters and full stops to demarcate sentences in most of his/her writing.

Fiction Narrative

Stories in familiar settings
 Stories with repeating patterns
 Stories in fantasy settings
 Traditional and fairy tales

Fiction Poetry

Repetitive poems
 Poems with pattern and rhyme
 Humorous poems

Non Fiction

Labels, lists and signs
 Recounts
 Information texts
 Instructions

Year 2 English**Speaking and Listening:**

- Listen and respond appropriately to adults and their peers.
- Ask relevant questions to extend their understanding and knowledge.
- Use relevant strategies to build their vocabulary.
- Articulate and justify answers arguments and opinions.
- Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.
- Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.
- Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.
- Speak audibly and fluently with an increasing command of Standard English.
- Participate in discussions, presentations, performances, role-play, improvisations and debates.
- Gain, maintain and monitor the interest of the listener(s).
- Consider and evaluate different viewpoints, attending to and building on the contributions of others.
- Select and use appropriate registers for effective communication.

Phonics/Spelling (KS1):

- Revision of phase 5
- Phase 6
- Spell by segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly and making phonically-plausible attempts at others.
- Spell by learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones.
- Spell most common exception words
- Spell most words with contracted forms.
- Spell by learning the possessive apostrophe (singular) e.g. the girl's book.
- Spell by distinguishing between homophones and near-homophones
- Add suffixes to spell some longer words correctly, including -ment, -ness, -ful, -less, -ly.
- Add suffixes to spell most longer words correctly (e.g. -ment, -ness, -ful, -less, -ly).
- Apply spelling rules and guidance, as listed in (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.

Reading Key Performance Indicators:

- Read accurately by blending the sounds in words that contain the graphemes for all 40+ phonemes.
- Recognise alternative sounds for graphemes
- Read accurately words of two or more syllables that contain graphemes taught so far.
- Read words in age-appropriate books accurately and fluently without overt sounding and blending, and sufficiently fluently to allow him/her to focus on understanding rather than decoding.
- Read aloud books closely matched to his/her improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.
- Re-read books, sounding out unfamiliar words accurately, to build up fluency and confidence in word reading.

- 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 he/she can read independently.
- Develop pleasure in reading, motivation to read, vocabulary and understanding by discussing the sequence of events in books and how items of information are related.
- Develop pleasure in reading, motivation to read, vocabulary and understanding by becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales.
- Understand both the books that he/she can already read accurately and fluently and those that he/she listens to by checking that the text makes sense to him/her as he/she reads and corrects inaccurate reading.
- Understand both the books that he/she can already read accurately and fluently and those that he/she listens to by answering and asking questions and making links.
- Understand both the books that he/she can already read accurately and fluently and those that he/she listens to by making plausible predictions about 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 him/her and those that he/she can read for himself/herself, taking turns and listening to what others say.

Writing Key Skills:

- Spell by segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly and making phonically plausible attempts at others.
- Spell by learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones.
- Write simple, coherent narratives about personal experiences and those of others.
- Write about real events, recording these simply and clearly.
- Write capital letters and digits of the correct size, orientation and relationship to one another and lower case letters.
- Use suffixes –er, -est in adjectives and use –ly to turn adjectives into adverbs.
- Use co-ordination (or, and, but) and some subordination (when, if, that, because) to join clauses.
- Use present and past tense mostly correctly and consistently.
- Use capital letters and full stops to demarcate most sentences in his/her writing and use question mark correctly when required.
- Use commas to separate items in a list.

Fiction Narrative:

Alternative versions of traditional tales
 Stories in familiar settings
 Stories involving fantasy
 Stories by the same author

Fiction Poetry:

Exploring poetry

Non Fiction:

Instructions
 Letters and postcards
 Recounts
 Explanation texts
 Information texts
 Non-chronological reports

Year 3 English

Speaking and Listening:

- Listen and respond appropriately to adults and their peers.
- Ask relevant questions to extend their understanding and knowledge.
- Use relevant strategies to build their vocabulary.
- Articulate and justify answers arguments and opinions.

- Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.
- Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.
- Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.
- Speak audibly and fluently with an increasing command of Standard English.
- Participate in discussions, presentations, performances, role-play, improvisations and debates.
- Gain, maintain and monitor the interest of the listener(s).
- Consider and evaluate different viewpoints, attending to and building on the contributions of others.
- Select and use appropriate registers for effective communication.

Spelling (KS2):

- Use the prefixes un-, dis-, mis-, re-, pre-.
- Add suffixes beginning with vowel letters to words of more than one syllable e.g. forgetting, preferred, gardening, limited.
- Use the suffix -ly.
- Spell words with endings sounding like 'zh' and 'ch' e.g. treasure, measure, picture, nature.
- Spell words with endings which sound like 'zhun' e.g. division, decision
- Spell homophones brake/break, fair/fare, grate/great, groan/grown, here/hear, heel/heal/he'll, mail/male, main/mane, meat/meet, peace/piece, plain/plane.
- Spell words that are often misspelt (English Appendix 1).
- Spell words containing the 'i' sound spelt 'y' elsewhere than at the end of words e.g. myth, gym.
- Spell words containing the 'u' sound spelt 'ou' e.g. young, touch, double.
- Spell words with the 'k' sound spelt 'ch' e.g. scheme, school, echo.
- Spell words with the 'sh' sound spelt 'ch' e.g. chef, machine.
- Spell words with the 'ay' sound spelt 'ei', 'eigh' or 'ey' e.g. eight, they.
- 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.

Reading Key Performance Indicators:

- Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.
- Maintain positive attitudes to reading and understanding of what he/she reads by identifying themes in books.
- Understand what he/she reads independently by drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.
- Understand what he/she reads independently by predicting what might happen from details stated.
- Retrieve and record information from non-fiction.

Writing Key Skills:

- Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.
- Draft and write in narratives, creating settings, characters and plot.
- Proof-read for spelling errors and punctuation – including capital letters and full stops, question marks, exclamation marks, commas for lists and apostrophes mostly correctly.
- Use the forms 'a' or 'an' according to whether the next word begins with a consonant or a vowel.
- Express time, place, and cause using co-ordinating and subordinating conjunctions.
- Begin to use paragraphs as a way to group related material.

- Use headings and sub-headings to aid presentation.
- Use the present perfect form of verbs instead of the simple past.
- Begin to use inverted commas to punctuate direct speech.

Fiction Narrative:

Stories with familiar settings
Plays/Dialogues
Letters
Adventure stories
Language plays
Myths and legends

Fiction Poetry:

Shape poems
Performance poetry

Non Fiction:

Instructions
Recounts
Non-chronological reports
Persuasive
Information texts

Year 4 English

Speaking and Listening:

- Listen and respond appropriately to adults and their peers.
- Ask relevant questions to extend their understanding and knowledge.
- Use relevant strategies to build their vocabulary.
- Articulate and justify answers arguments and opinions.
- Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.
- Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.
- Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.
- Speak audibly and fluently with an increasing command of Standard English.
- Participate in discussions, presentations, performances, role-play, improvisations and debates.
- Gain, maintain and monitor the interest of the listener(s).
- Consider and evaluate different viewpoints, attending to and building on the contributions of others.
- Select and use appropriate registers for effective communication.

Spelling (KS2):

- Use the prefixes in-, im-, il-, i-r, sub-, inter-, super-, anti-, auto-.
- Understand and add suffixes -ation, -ous.
- Add endings which sound like 'shun' spelt -tion, -sion, -ssion, -cian e.g. invention, discussion, tension, magician.
- Spell words ending with the 'g' sound spelt 'gue' and the 'k' sound spelt - que e.g. rogue, tongue, antique, unique.
- Spell homophones accept/except, affect/effect, ball/bawl, berry/bury, knot/not, medal/meddle, missed/mist, rain/rein/reign, scene/seen, weather/whether, whose/who's.
- Spell more complex words that are often misspelt for years 3 and 4 (English Appendix 1).
- Spell words with the 's' sounds spelt 'sc' e.g. science, scene.
- Place the possessive apostrophe accurately in words with regular plurals e.g. girls', boys' and in words with irregular plurals e.g. children's.
- Use the first three or four letters of a word to check its spelling in a dictionary.
- Write sentences from memory, dictated by the teacher, that include words and punctuation taught so far.

- Reading Key Performance Indicators:**
- Apply his/her growing knowledge of root words, prefixes and suffixes (etymology and morphology) both to read aloud and to understand the meaning of new words he/she meets, to include re-, sub-, inter-, super-, anti-, auto-, -ation, -ous; (English Appendix 1).
 - Read and decode further exception words accurately, noting the unusual correspondences between spelling and sound, and where these occur in the word (linked to spelling English Appendix 1).
 - Maintain positive attitudes to reading and understanding of what he/she reads by listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.
 - Maintain positive attitudes to reading and understanding of what he/she reads by using dictionaries to check the meaning of words that he/she has read.
 - Understand what he/she reads independently by checking that the text makes sense to him/her, discussing his/her understanding and explaining the meaning of words in context.
 - Understand what he/she reads independently by drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence clearly taken from the text.
 - Understand what he/she reads independently by predicting what might happen from details stated and implied.
 - Understand what he/she reads independently by identifying main ideas drawn from more than one paragraph and summarise these.
 - Retrieve and record information from non-fiction over a wide range of subjects.

- Writing Key Skills:**
- Draft and write by organising paragraphs around a theme.
 - Draft and write in narratives, creating settings, characters and plots with consideration for the audience and purpose.
 - Proof read for spelling and punctuation errors, including the use of apostrophe for possession, speech punctuation and use of comma for fronted adverbials.
 - Use standard English forms for verb inflections instead of local spoken forms.
 - Use fronted adverbials.
 - Make the appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition.
 - Use inverted commas and other punctuation to indicate direct speech.

<p>Fiction Narrative: Stories about imaginary worlds Stories by the same author Legends Plays Stories about times past</p>	<p>Fiction Poetry: Humorous poems Creating images poetry Traditional poem</p>	<p>Non Fiction: Non-chronological reports Explanations Information texts Persuasive texts</p>
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- Year 5 English**
- Speaking and Listening:**
- Listen and respond appropriately to adults and their peers.
 - Ask relevant questions to extend their understanding and knowledge.
 - Use relevant strategies to build their vocabulary.
 - Articulate and justify answers arguments and opinions.
 - Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.
 - Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.
 - Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.

Speak audibly and fluently with an increasing command of Standard English.
 Participate in discussions, presentations, performances, role-play, improvisations and debates.
 Gain, maintain and monitor the interest of the listener(s).
 Consider and evaluate different viewpoints, attending to and building on the contributions of others.
 Select and use appropriate registers for effective communication.

Spelling (KS2):
 Spell word endings which sound like 'shush' spelt -cious or -tious e.g. vicious, delicious, ambitious, cautious.
 Spell word endings which sound like 'shil' spelt -cial or -tial e.g. official, partial.
 Spell words ending in -ant, -ance/-ancy, -ent, -ence/-ency e.g. transparent/transparency, tolerant/tolerance.
 Spell words ending in -able and -ible also -ably and -ibly e.g. adorable, possible, adorably, possibly.
 Spell words containing the letter-string 'ough' e.g. bought, rough, through, bough.
 Spell some words with 'silent' letters e.g. knight, psalm, solemn.
 Spell some of the year 5 and 6 words correctly (English Appendix 1).
 Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically (English Appendix 1).
 Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.
 Use a thesaurus.

Reading Key Performance Indicators:

- Read aloud and understand the meaning of new words that he/she meets linked to the expectations of year 5 spelling.
- Maintain positive attitudes to reading and understanding of what he/she reads by increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions.
- Maintain positive attitudes to reading and understanding of what he/she reads by recommending books that he/she has read to his/her peers, giving reasons for their choices.
- Understand what he/she reads by checking that the book makes sense to him/her, discussing his/her understanding and exploring the meaning of words in context.
- Retrieve, record and present information from non-fiction.

Writing Key Skills:

- Plan his/her writing by identifying the audience for and purpose of the writing, using other similar writing as models for his/her own.
- Draft and write narratives, describing settings, characters and atmosphere and integrating dialogue to convey character.
- Draft and write by using further organisational and presentational devices to structure text and to guide the reader.
- Evaluate and edit by ensuring consistent and correct use of tense throughout a piece of writing.
- Proof read for punctuation errors, including use of brackets, dashes or commas to indicate parenthesis; use of commas to clarify meaning or avoid ambiguity.
- Convert nouns or adjectives into verbs using suffixes.
- Indicate degrees of possibility using adverbs.
- Use commas to clarify meaning or avoid ambiguity.

Fiction Narrative:
 Adventure stories
 Mystery Stories
 Historical Fiction
 Drama

Fiction Poetry:
 Classical Poetry
 Poetic Style
 Slam Poetry

Non Fiction:
 Biographies
 Recounts
 Explanations
 Balanced Arguments
 Persuasive Writing
 Non-chronological Reports

Year 6 English**Speaking and Listening:**

Listen and respond appropriately to adults and their peers.

Ask relevant questions to extend their understanding and knowledge.

Use relevant strategies to build their vocabulary.

Articulate and justify answers arguments and opinions.

Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.

Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.

Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.

Speak audibly and fluently with an increasing command of Standard English.

Participate in discussions, presentations, performances, role-play, improvisations and debates.

Gain, maintain and monitor the interest of the listener(s).

Consider and evaluate different viewpoints, attending to and building on the contributions of others.

Select and use appropriate registers for effective communication.

Spelling (KS2):

Add suffixes beginning with vowel letters to words ending in -fer e.g. referring, preferred, referee, preference.

Use prefixes involving the use of a hyphen e.g. co-ordinate, re-enter.

Distinguish between homophones and other words which are often confused (English Appendix 1).

Use dictionaries to check the spelling and meaning of words.

Spell most of the year 5 and 6 words correctly (English Appendix 1).

Use a dictionary to check the spelling of uncommon or more ambitious vocabulary.

Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically (English Appendix 1).

Use a thesaurus with confidence.

Reading Key Performance Indicators:

- Read aloud and understand the meaning of new words that he/she meets linked to the expectations of year 6 spelling.
- Maintain positive attitudes to reading and understanding of what he/she reads by increasing his/her familiarity with a wide range of books, including from our literary heritage and books from other cultures and traditions.
- Understand what he/she reads by summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas and using quotations for illustration.
- Provide reasoned justifications for his/her views.

Writing Key Skills:

- Plan his/her writing by identifying the audience for and purpose of the writing, effectively selecting the appropriate form.
- Draft and write narratives, describing settings, characters and atmosphere and integrate dialogue to convey character and advance the action.
- Use a range of devices for cohesion within and across paragraphs.
- Draft and write by using organisational and presentational devices to structure text and to guide the reader.
- Evaluate and edit by ensuring consistent and correct use of tense throughout a piece of writing.
- Proof read for spelling errors linked to spelling statements for year 6.
- Use dictionaries to check the spelling and meaning of words.

- Understand the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing.
- Use the passive to affect the presentation of information in a sentence.
- Use layout devices to structure text.
- Use the colon to introduce a list and use semi-colons within lists.
- Use bullet points to list information.

Fiction Narrative: Sci-fi stories Biographies/Classic fiction Narrative flashback Quest Adventure Stories Drama	Fiction Poetry: Slam poetry	Non Fiction: Argument Journalistic writing Poetic style
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Fiction Narrative National Curriculum	Fiction Poetry National Curriculum	Non Fiction National Curriculum
Y1 Stories in familiar settings Stories with repeating patterns Stories in fantasy settings Traditional and fairy tales	Y1 Repetitive poems Poems about senses Poems with pattern and rhyme Humorous poems	Y1 Labels, lists and signs Recounts Information texts Instructions
Y2 Alternative versions of traditional tales Stories in familiar settings Stories involving fantasy Stories by the same author	Y2 Exploring poetry	Y2 Instructions Letters and postcards Recounts Explanation texts Information texts Non-chronological reports
Y3 Stories with familiar settings Plays/Dialogues Adventure stories Language plays Myths and legends	Y3 Shape poems Performance poetry	Y3 Instructions Recounts Letters Non-chronological reports Persuasive texts Information texts

<p>Y4 Stories about imaginary worlds Stories by the same author Legends Plays Stories about times past</p>	<p>Y4 Humorous poems Creating images poetry Traditional poem</p>	<p>Y4 Non-chronological reports Explanations Information texts Persuasive texts</p>
<p>Y5 Adventure stories Mystery Stories Historical Fiction Drama</p>	<p>Y5 Classical Poetry Poetic Style Slam Poetry</p>	<p>Y5 Biographies Recounts Explanations Balanced Arguments Persuasive Writing Non-chronological Reports</p>
<p>Y6 Sci-fi stories Biographies/Classic fiction Narrative flashback Quest Adventure Stories Drama</p>	<p>Y6 Slam poetry</p>	<p>Y6 Argument Journalistic writing Poetic style</p>

KS1 Y1-Y2

Childhood	Muck Mess and Mixtures	Paws Claws and Whiskers	Scrumdiddlyumptious!	The Scented Garden	Wriggle and Crawl
<p>Narrative Autobiographies; Non-chronological reports; Riddles</p>	<p>Labels, lists and captions. Recipes Poetry Narrative Leaflets</p>	<p>Recounts Fables Booklets and lists Instructions Nursery rhymes and poems</p>	<p>Recounts Recipes Instructions Nonsense Poetry Non- Chronological reports Adverts</p>	<p>Recounts; Non-chronological reports; Instructions; Narrative; Information books</p>	<p>Lists and Leaflets Instructions Reviews & information books Poetry Writing for different purposes.</p>
School Days	Moon Zoom	Magnificent Monarchs	Bright Lights Big City	Coast line	Beach Combers
<p>List poems Diaries Letters</p>	<p>Posters Character profiles Non-chronological reports Adverts Science fiction</p>	<p>Information leaflets Kennings poems Comic strips</p>	<p>Recounts labels & captions Adventure Narrative Instructions E mails Character study</p>	<p>Descriptions Adventure narratives Non-chronological reports; Persuasive writing</p>	<p>Labels, Lists and captions; Tongue twisters Narrative Letters Non-fiction books</p>

A Childs War	Potions	Frozen Kingdom	Scrumdiddlyumptious!	Allotment	Beast Creator
Letters Diaries Persuasive Writing Narrative dialogue Speeches	Labels & Instructions Letter writing Play scripts Non-chronological reports Classic poetry	Chronological report Short narrative Diaries Haiku poetry Letter writing	Recounts Recipes Instructions Nonsense poetry Non-chronological reports Adverts	Non-chronological reports Instructions Explanations Narrative Poetry	Non-chronological reports Instructions & adverts Comic strips Limerick and kennings Fantasy narrative
I am Warrior	Predator	Traiders and Raiders	Flow	Darwin's Delights	Road Trip USA
Soliloquies Historical Narrative Play Scripts Instructions Invitations and Menus Letters	Recounts Leaflets Poetry Dilemma stories Speeches	Character profiles Historical fiction Classic poetry Reports	Labelling & journals Explanations texts Diaries Letters Newspaper reports	Non-chronological reports Instructions & adverts Comic strips Limericks and kennings Fantasy narrative	Postcards Diary writing E mails Myths & Legends Acrostic poems Play scripts
Emperors and Empires Mosaic Makers	Burps Bottom and Bile	Mighty Metals	Blood Heart	Misty Mountain Winding River	Hola Mexico
Character profiles Instructions and commands Myths & Legends Discussion	Explanation texts Fact files Idioms Fantasy Narrative Slogans & persuasive texts	Non-chronological reports Classic fiction Explanation texts Glossaries List poetry	Non-chronological reports Shape poetry Slogans & adverts Biography Narrative using personification	Recounts Non-chronological Reports Calligrams Explanations Leaflets Narrative	Invitations Myths and Legends Postcards Instructions Poetry
Through the Ages	Time Traveller	Star Gazers	Revolution	Tremors	Blue Aybiss
Information books Adventure stories Fact files Letters Poetry using similes & metaphor	Character study Narrative adventure Leaflets Free verse poetry Quotations and poems	Mnemonics Myths & Legends Free Verse Poetry Newspaper reports Sciencefiction/graphic novels	Chronological Reports Fact files Research skills Mystery stories Playscripts	Recounts Historical Narrative Narrative using Personification Newspaper Reports Poetry	Poetry using personification Dilemma stories Biography Persuasive letters Ballads