

English

“ All things are possible...”

BENEDICT

BISCOP

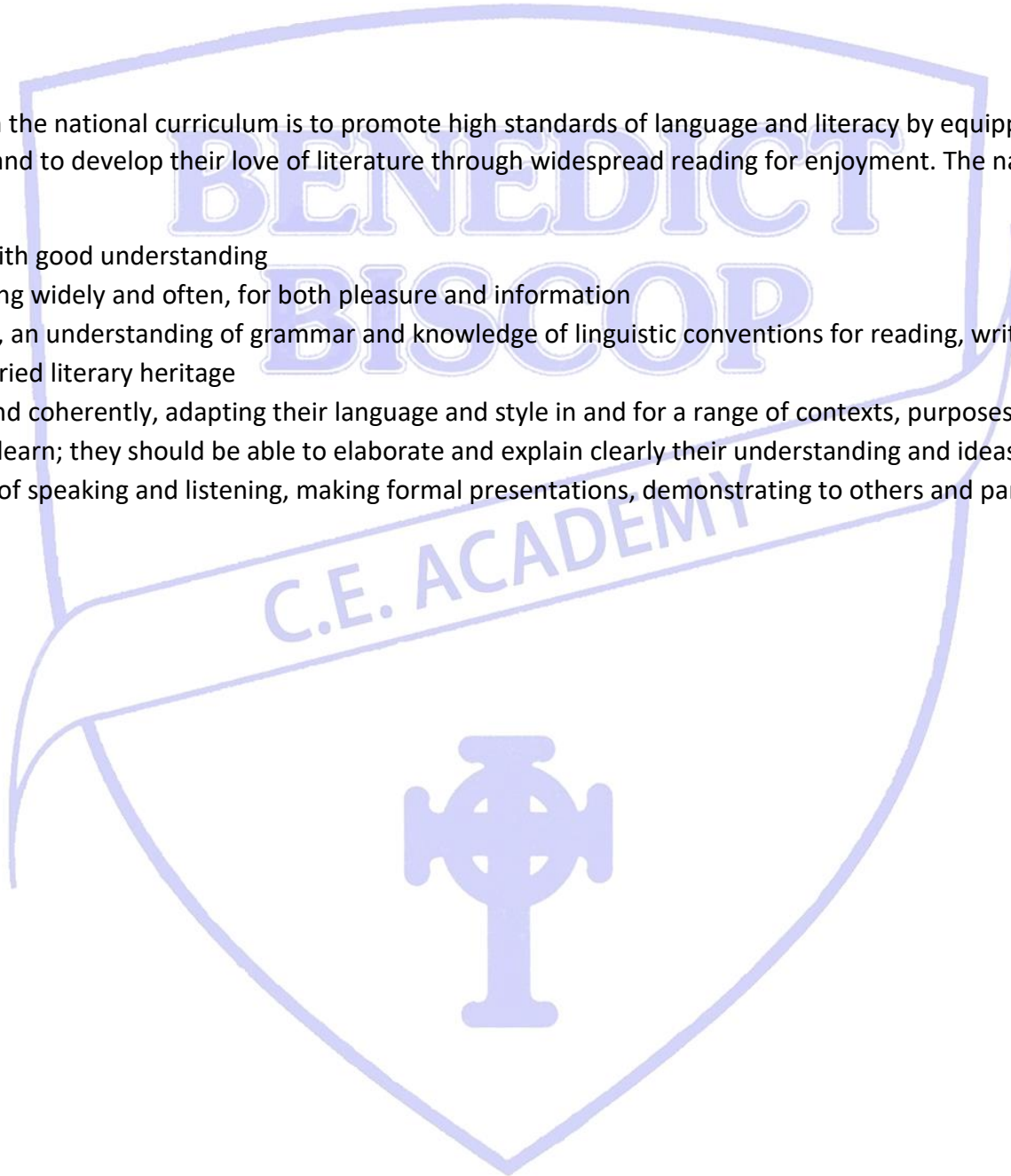
CE ACADEMY

At Benedict Biscop we want our children to learn that all things are possible. We want our children to aspire and to achieve highly. We actively encourage cross-curricular learning, to give pupils maximum opportunity to transfer skills and knowledge, developing our children’s spoken language, reading, writing, grammar, spelling and vocabulary through everything they do. We believe that a thorough grasp of literacy skills is crucial to a high-quality education and will give our children the tools they need to participate fully as a member of society. We know that the sooner children learn to read, the greater their success at school, therefore we put reading at the heart of what we do. We endeavour to engender a life – long love of reading. We recognise that mastery in phonics is fundamental to children being able to access a broad range of genres, across the curriculum. We aim to achieve this by teaching phonics using a highly structured and systematic approach using “Letters & Sounds” with a relentless drive to address the needs of all learners. We strive to ensure children become inquisitive about language and its structure, developing creative and enquiring minds, which make connections, problem-solve and learn collaboratively. We want children not only to learn to read but to read in order to learn; reading exposes children to more than just words on a page, it opens their minds to different worlds, characters and experiences and it is inseparable from the writing process. Our aim is to ensure children are motivated to write, take pride in their writing, can write clearly and accurately and adapt their language and style for a range of contexts. We want to inspire children to be confident in the arts of speaking and listening and who can use discussion to develop their learning; we want our children to learn that all things are possible!

National Curriculum Aims

The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment. The national curriculum for English aims to ensure that all pupils:

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



READING

As set out by the National Curriculum, the programmes of study for reading at key stages 1 and 2 consist of two dimensions:

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

It is essential that teaching focuses on developing pupils' competence in both dimensions; different kinds of teaching are needed for each. Skilled word reading involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Underpinning both is the understanding that the letters on the page represent the sounds in spoken words. This is why phonics should be emphasised in the early teaching of reading to beginners (i.e. unskilled readers) when they start school. Good comprehension draws from linguistic knowledge (in particular of vocabulary and grammar) and on knowledge of the world. Comprehension skills develop through pupils' experience of high-quality discussion with the teacher, as well as from reading and discussing a range of stories, poems and non-fiction. All pupils must be encouraged to read widely across both fiction and non-fiction to develop their knowledge of themselves and the world in which they live, to establish an appreciation and love of reading, and to gain knowledge across the curriculum. Reading widely and often increases pupils' vocabulary because they encounter words they would rarely hear or use in everyday speech. Reading also feeds pupils' imagination and opens up a treasure-house of wonder and joy for curious young minds. It is essential that, by the end of their primary education, all pupils are able to read fluently, and with confidence, in any subject in their forthcoming secondary education

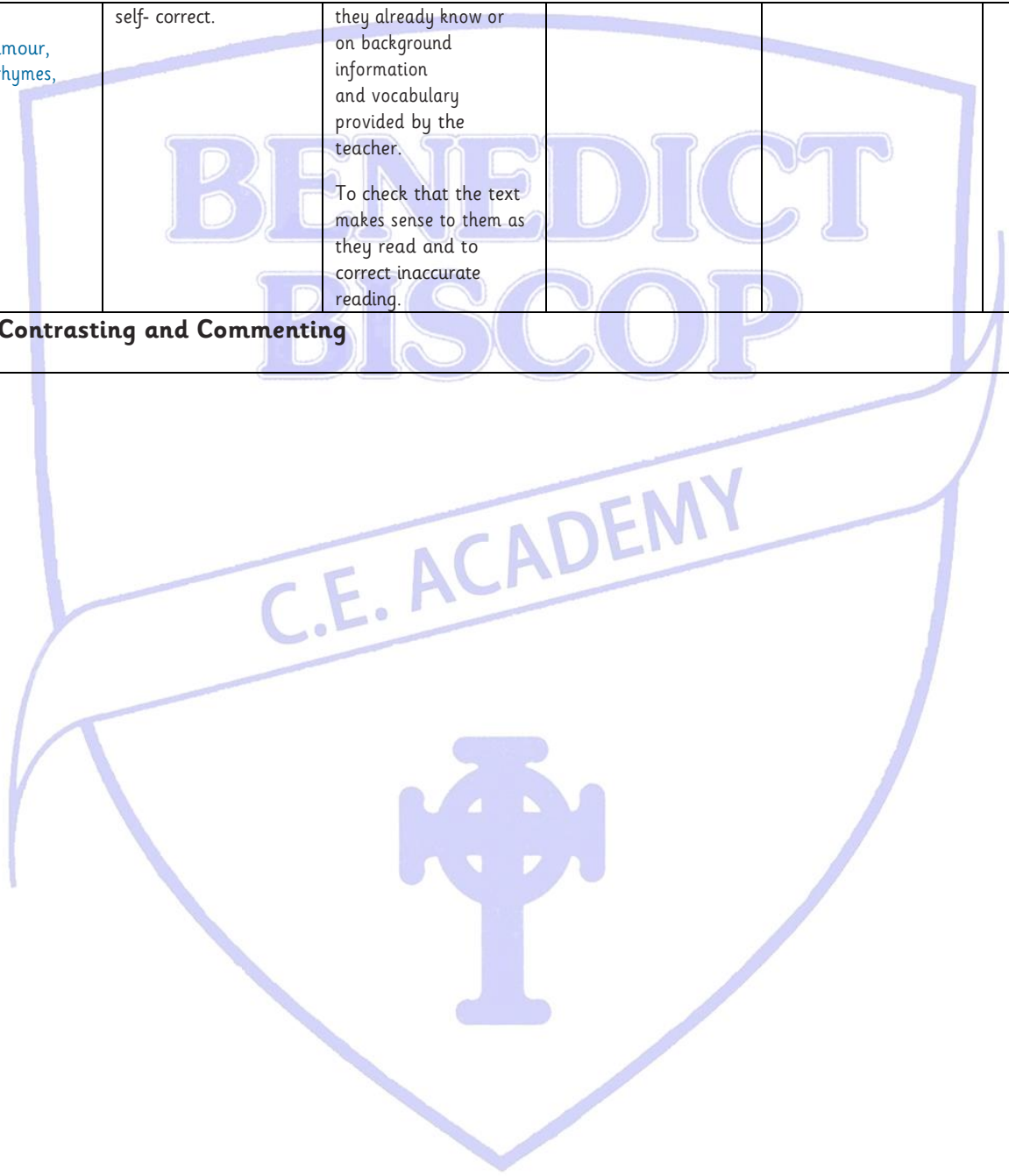
Characteristics of Readers:

- Excellent phonic knowledge and skills.
- Fluency and accuracy in reading across a wide range of contexts throughout the curriculum.
- Knowledge of an extensive and rich vocabulary.
- An excellent comprehension of texts.
- The motivation to read for both study and for pleasure.
- Extensive knowledge through having read a rich and varied range of texts.

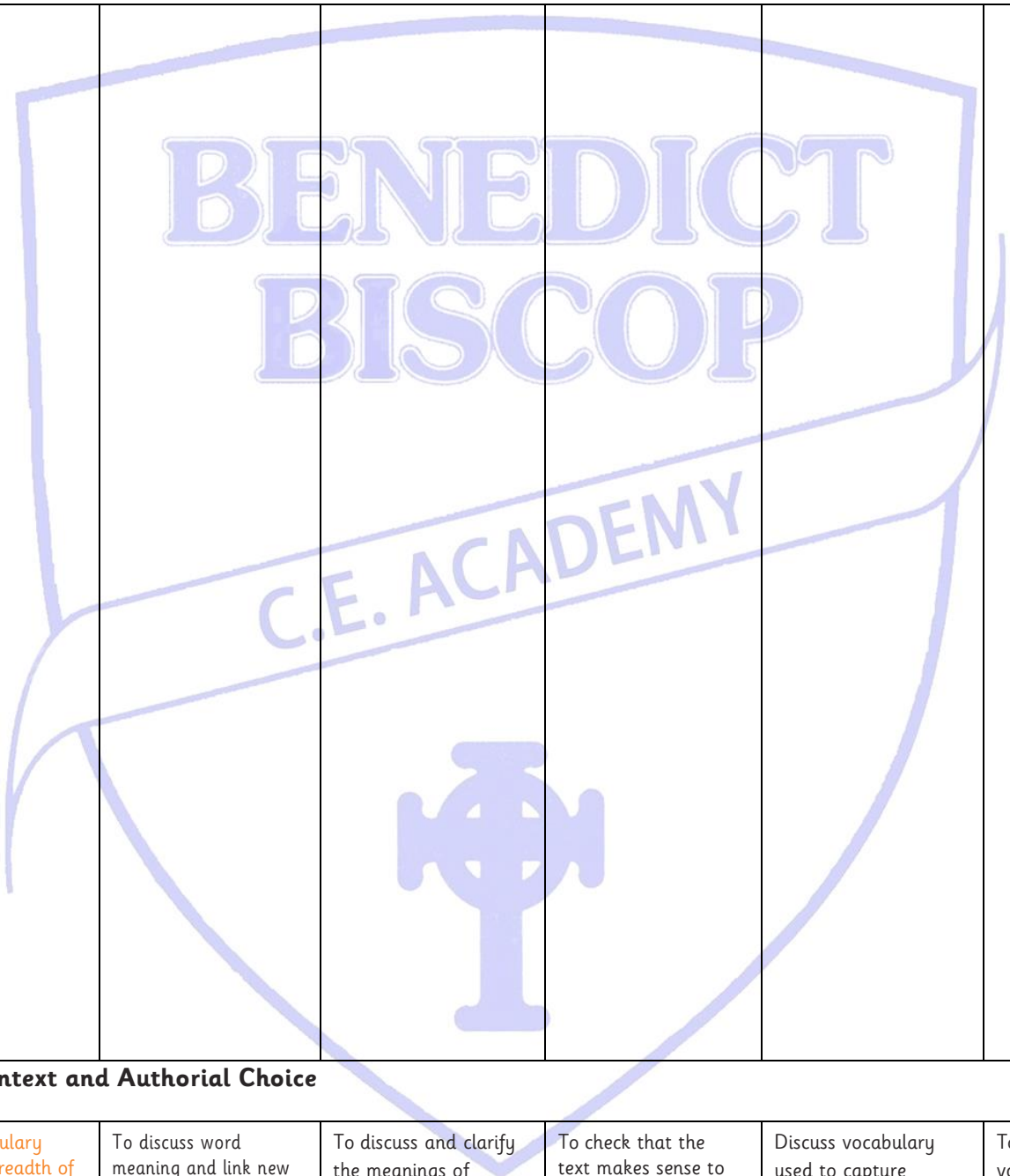
| Key Generic Learning Objective | EYFS 30 – 50 months 40 – 60 months Early Learning Goals | Key Stage 1 | | Lower Key Stage 2 | | Upper Key Stage 2 | |
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| | | Y1 | Y2 | Y3 | Y4 | Y5 | Y6 |
| To read words accurately | <p>To enjoy rhyming and rhythmic activities.</p> <p>To show an awareness of rhyme and alliteration.</p> <p>To recognise rhythm in spoken words.</p> <p>To continue a rhyming string.</p> <p>To hear and say the initial sound in words.</p> <p>To segment the sounds in simple words and blend them together and know which letter represents some of them.</p> <p>To link sounds to letters, naming and sounding the letters of the alphabet.</p> <p>To use phonic knowledge to decode regular words and read them aloud accurately.</p> | <p>To apply phonic knowledge and skills as the route to decode words.</p> <p>To blend sounds in unfamiliar words using the GPCs that they have been taught.</p> <p>To respond speedily, giving the correct sound to graphemes for all of the 40+ phonemes.</p> <p>To read words containing taught GPCs.</p> <p>To read words containing -s, -es, -ing, -ed and -est endings.</p> <p>To read words with contractions, e.g. I'm, I'll and we'll.</p> | <p>To continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.</p> <p>To read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.</p> <p>To accurately read most words of two or more syllables.</p> <p>To read most words containing common suffixes.*</p> | <p>To use their phonic knowledge to decode quickly and accurately (may still need support to read longer unknown words).</p> <p>To apply their growing knowledge of root words and prefixes, including in-, im-, il-, ir-, dis-, mis-, un-, re-, sub-, inter-, super-, anti- and auto- to begin to read aloud.*</p> <p>To apply their growing knowledge of root words and suffixes/word endings, including -ation, -ly, -ous, -ture, -sure, -sion, -tion, -ssion and -cian, to begin to read aloud.*</p> | <p>To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill.</p> <p>To apply their knowledge of root words, prefixes and suffixes/word endings to read aloud fluently.*</p> <p>To read all Y3/Y4 exception words*, discussing the unusual correspondences between spelling and these occur in the word.</p> | <p>To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.</p> <p>To apply their growing knowledge of root words, prefixes and suffixes/ word endings, including -sion, -tion, -cial, -tial, -ant/-ance/-ancy, -ent/-ence/-ency, -able/-ably and -ible/ibly, to read aloud fluently.*</p> <p>To read most Y5/ Y6 exception words, discussing the unusual correspondences between spelling and sound and where these occur in the word.</p> | <p>To read fluently with full knowledge of all Y5/ Y6 exception words, root words, prefixes, suffixes/word endings* and to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.</p> |

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| <p>To develop fluency when reading</p> | <p>To show interest in illustrations and print in books and print in the environment.</p> <p>To recognise familiar words and signs such as own name and advertising logos.</p> <p>To look and handle books independently (holds books the correct way up and turns pages).</p> <p>To ascribe meanings to marks that they see in different places.</p> <p>To begin to break the flow of speech into words.</p> <p>To begin to read words and simple sentences.</p> <p>To read and understand simple sentences.</p> <p>To read some common irregular words.</p> | <p>To accurately read texts that are consistent with their developing phonic knowledge, that do not require them to use other strategies to work out words.</p> <p>To reread texts to build up fluency and confidence in word reading.</p> <p>To read Y1 common exception words, noting unusual correspondences between spelling and sound and where these occur in words.</p> | <p>To read aloud books (closely matched to their improving phonic knowledge), sounding out unfamiliar words accurately, automatically and without undue hesitation.</p> <p>To reread these books to build up fluency and confidence in word reading.</p> <p>To read words accurately and fluently without overt sounding and blending, e.g. at over 90 words per minute, in age-appropriate texts</p> <p>To read most Y1 and Y2 common exception words*, noting unusual correspondences between spelling and sound and where these occur in the word.</p> | <p>To begin to read Y3/Y4 exception words.*</p> <p>At this stage, teaching comprehension skills should be taking precedence over teaching word reading and fluency specifically. Any focus on word reading should support the development of vocabulary.</p> | <p>To read all Y3/Y4 exception words*, discussing the unusual correspondences between spelling and these occur in the word.</p> | <p>To read most Y5/ Y6 exception words, discussing the unusual correspondences between spelling and sound and where these occur in the word.</p> | |
| <p>To show an understanding of texts</p> | <p>Understanding and Correcting Inaccuracies</p> | | | | | | |
| | <p>To know that print carries meaning and, in English, is read from left to right and</p> | <p>To check that a text makes sense to them as they read and to</p> | <p>To show understanding by drawing on what</p> | | | | |

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| | <p>top to bottom.</p> <p>To understand humour, e.g. nonsense rhymes, jokes.</p> | <p>self- correct.</p> | <p>they already know or on background information and vocabulary provided by the teacher.</p> <p>To check that the text makes sense to them as they read and to correct inaccurate reading.</p> | | | | |
| <p>Comparing, Contrasting and Commenting</p> | | | | | | | |



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| | <p>To listen to stories with increasing attention and recall.</p> <p>To anticipate key events and phrases in rhymes and stories.</p> <p>To begin to be aware of the way stories are structured.</p> <p>To describe main story settings, events and principal characters.</p> <p>To enjoy an increasing range of books.</p> <p>To follow a story without pictures or props.</p> <p>To listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.</p> <p>To demonstrate understanding when talking with others about what they have read</p> | <p>To listen to and discuss a wide range of fiction, non-fiction and poetry at a level beyond that at which they can read independently.</p> <p>To link what they have read or have read to them to their own experiences.</p> <p>To retell familiar stories in increasing detail.</p> <p>To join in with discussions about a text, taking turns and listening to what others say.</p> <p>To discuss the significance of titles and events.</p> | <p>To participate in discussion about books, poems and other works that are read to them (at a level beyond at which they can read independently) and those that they can read for themselves, explaining their understanding and expressing their views.</p> <p>To become increasingly familiar with and to retell a wide range of stories, fairy stories and traditional tales.</p> <p>To discuss the sequence of events in books and how items of information are related.</p> <p>To recognise simple recurring literary language in stories and poetry.</p> <p>To ask and answer questions about a text. To make links between the text they are reading and other texts they have read (in texts that they can read independently).</p> | <p>To recognise, listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <p>To use appropriate terminology when discussing texts (plot, character, setting).</p> | <p>To discuss and compare texts from a wide variety of genres and writers.</p> <p>To read for a range of purposes.</p> <p>To identify themes and conventions in a wide range of books.</p> <p>To refer to authorial style, overall themes (e.g. triumph of good over evil) and features (e.g. greeting in letters, a diary written in the first person or the use of presentational devices such as numbering and headings).</p> <p>To identify how language, structure and presentation contribute to meaning.</p> <p>To identify main ideas drawn from more than one paragraph and summarise these.</p> | <p>To read a wide range of genres, identifying the characteristics of text types (such as the use of the first person in writing diaries and autobiographies) and differences between text types.</p> <p>To 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.</p> <p>To identify main ideas drawn from more than one paragraph and to summarise these.</p> <p>To recommend texts to peers based on personal choice.</p> | <p>To read for pleasure, discussing, comparing and evaluating in depth across a wide range of genres, including myths, legends, traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions.</p> <p>To recognise more complex themes in what they read (such as loss or heroism).</p> <p>To explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.</p> <p>To listen to guidance and feedback on the quality of their explanations and contributions to discussions and to make improvements when</p> |
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participating in discussions.

To draw out key information and to summarise the main ideas in a text.

To distinguish independently between statements of fact and opinion, providing reasoned justifications for their views.

To compare characters, settings and themes within a text and across more than one text.

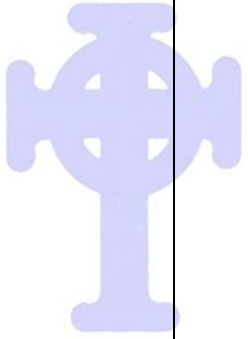
Words in Context and Authorial Choice

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| | To build up vocabulary that reflects the breadth of | To discuss word meaning and link new | To discuss and clarify the meanings of | To check that the text makes sense to | Discuss vocabulary used to capture | To discuss vocabulary used by | To analyse and evaluate the use of |
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| <p>their experiences.</p> <p>To extend vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.</p> <p>To use vocabulary and forms of speech that are increasingly influenced by their experiences of books.</p> | <p>meanings to those already known.</p> | <p>words, linking new meanings to known vocabulary.</p> <p>To discuss their favourite words and phrases.</p> | <p>them, discussing their understanding and explaining the meaning of words in context.</p> <p>To discuss authors' choice of words and phrases for effect.</p> | <p>readers' interest and imagination.</p> | <p>the author to create effect including figurative language.</p> <p>To evaluate the use of authors' language and explain how it has created an impact on the reader.</p> | <p>language, including figurative language and how it is used for effect, using technical terminology such as metaphor, simile, analogy, imagery, style and effect.</p> |
| Inference and Prediction | | | | | | |
| <p>To suggest how a story might end.</p> <p>To begin to understand 'why' and 'how' questions.</p> <p>To answer 'how' and 'why' questions about their experiences and in response to stories or events.</p> | <p>To begin to make simple inferences.</p> <p>To predict what might happen on the basis of what has been read so far.</p> | <p>To make inferences on the basis of what is being said and done.</p> <p>To predict what might happen on the basis of what has been read so far in a text.</p> | <p>To ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives.</p> <p>To justify predictions using evidence from the text.</p> | <p>To draw inferences from characters' feelings, thoughts and motives that justifies their actions, supporting their views with evidence from the text.</p> <p>To justify predictions from details stated and implied.</p> | <p>To draw inferences from characters' feelings, thoughts and motives.</p> <p>To make predictions based on details stated and implied, justifying them in detail with evidence from the text.</p> | <p>To consider different accounts of the same event and to discuss viewpoints (both of authors and of fictional characters).</p> <p>To discuss how characters change and develop through texts by drawing inferences based on indirect clues.</p> |
| Poetry and Performance | | | | | | |
| <p>To listen to and join in with stories and poems, one-to-one and also in small groups.</p> <p>To join in with repeated refrains in rhymes and stories.</p> <p>To use intonation, rhythm and phrasing to make the meaning clear to others.</p> | <p>To recite simple poems by heart.</p> | <p>To continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some with appropriate intonation to make the meaning clear.</p> | <p>To prepare and perform poems and play scripts that show some awareness of the audience when reading aloud.</p> <p>To begin to use appropriate intonation and volume when</p> | <p>To recognise and discuss some different forms of poetry (e.g. free verse or narrative poetry).</p> <p>To prepare and perform poems and play scripts with appropriate techniques</p> | <p>To continually show an awareness of audience when reading out loud using intonation, tone, volume and action.</p> | <p>To confidently perform texts (including poems learnt by heart) using a wide range of devices to engage the audience and for effect.</p> |

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C.E. ACADEMY



WRITING

As set out by the National Curriculum, the programmes of study for writing at key stages 1 and 2 are constructed similarly to those for reading:

- transcription (spelling and handwriting)
- composition (articulating ideas and structuring them in speech and writing).

It is essential that teaching develops pupils' competence in these two dimensions. In addition, pupils should be taught how to plan, revise and evaluate their writing. These aspects of writing have been incorporated into the programmes of study for composition. Writing down ideas fluently depends on effective transcription: that is, on spelling quickly and accurately through knowing the relationship between sounds and letters (phonics) and understanding the morphology (word structure) and orthography (spelling structure) of words. Effective composition involves forming, articulating and communicating ideas, and then organising them coherently for a reader. This requires clarity, awareness of the audience, purpose and context, and an increasingly wide knowledge of vocabulary and grammar. Writing also depends on fluent, legible and, eventually, speedy handwriting.

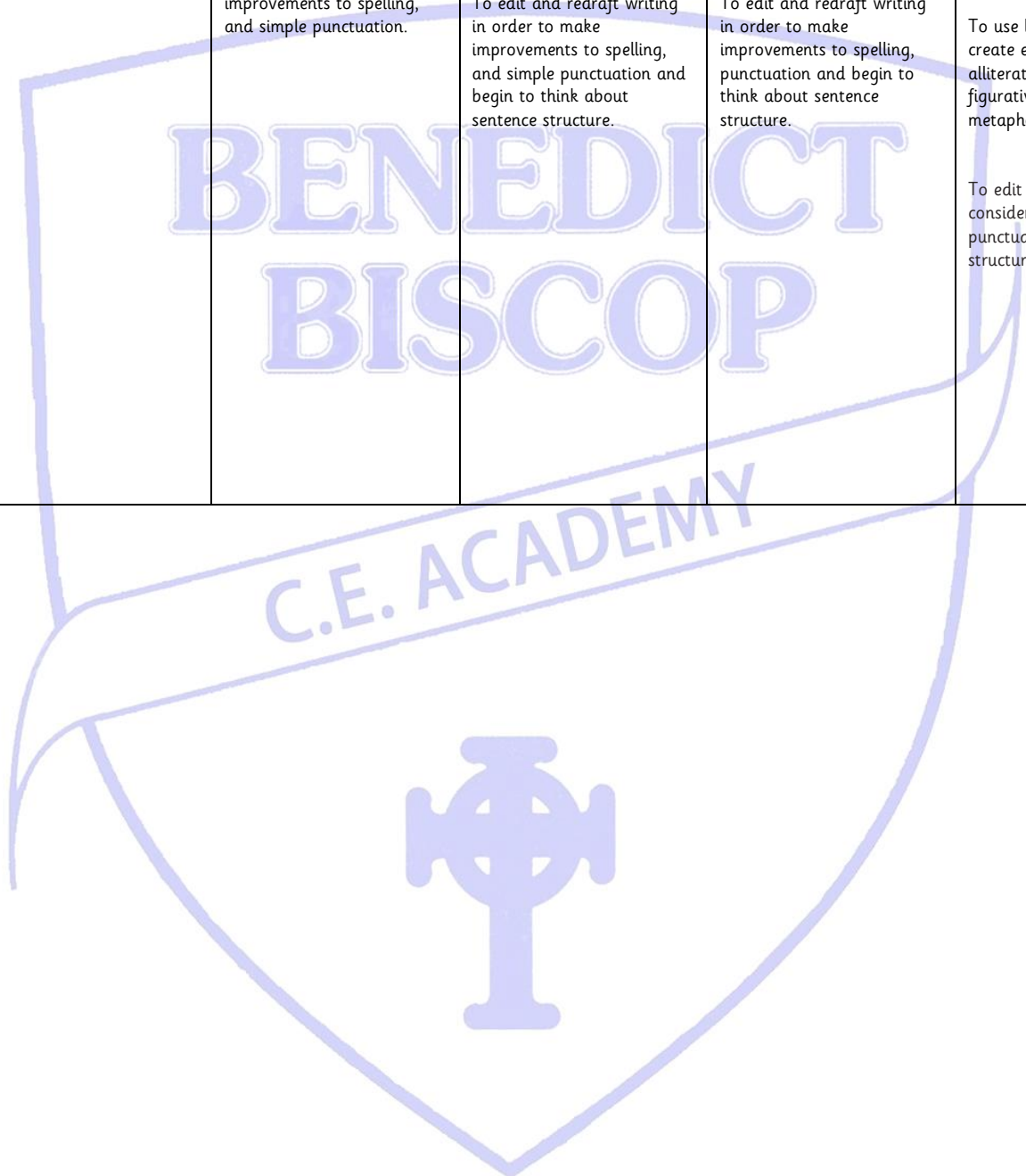
Characteristics of Writers:

- The ability to write fluently and with interesting detail on a number of topics throughout the curriculum.
- A vivid imagination which makes readers engage with and enjoy their writing.
- A highly developed vocabulary and an excellent knowledge of writing techniques to extend details or description.
- Well-organised and structured writing, which includes a variety of sentence structures.
- Excellent transcription skills that ensure their writing is well presented and punctuated, spelled correctly and neat.
- A love of writing and an appreciation of its educational, cultural and entertainment values.

| EYFS 30 – 50 months 40 – 60 months Early Learning Goals | Emerging | Key Stage 1 | | Lower Key Stage 2 | | Upper Key Stage 2 | |
|--|----------|---|---|---|---|---|--|
| | | Y1 | Y2 | Y3 | Y4 | Y5 | Y6 |
| <p>Draws lines and circles using large scale movements.</p> <p>Holds a pencil near the point.</p> <p>Copies some letters – focusing on those in their name.</p> <p>Shows a preference for a dominant hand.</p> <p>Gives meaning to the marks they make when drawing, painting and writing.</p> <p>Begins to form recognisable letters. Forms most letters correctly.</p> <p>Writes own name. Identifies separate words in spoken sentences.</p> <p>Hears and identifies initial sounds in words.</p> <p>Hears and identifies final sounds in words.</p> | | <p>To write own first name with appropriate upper and lower-case letters.</p> <p>To print majority of letters clearly, although size and shape may be irregular.</p> <p>To write simple regular words, some spelt correctly.</p> <p>To begin make phonetical attempts at words.</p> <p>To be able to spell CVC words usually correctly</p> | <p>To write sentences that are sequenced to form a short narrative (real or fictional)</p> <p>To demarcate some sentences with capital letters and full stops</p> <p>To segment spoken words into phonemes and represent these by graphemes, spelling some words correctly and making phonically-plausible attempts at others</p> <p>spell some common exception words*</p> <p>To form lower-case letters in the correct direction, starting and finishing in the right place</p> <p>To form lower-case letters of the correct size relative to one another in some of their writing use spacing between words.</p> | <p>To organised work clearly.</p> <p>To join handwriting neatly and legibly <i>forming capital letters and digits of the correct size and using correct orientation and relationship to one another and to lower-case letters.</i></p> <p>To extend sentences using a wider range of conjunctions e.g. when, because, if, after, while, also, as well.</p> <p>To write sentences which are grammatically accurate.</p> <p>To use pronouns appropriately to avoid the awkward repetition of nouns.</p> | <p>To be able to write in a lively and coherent style.</p> <p>To write a range of fiction and non-fiction genres independently.</p> <p>To begin to use interesting and ambitious words.</p> <p>To join handwriting neatly and legibly</p> | <p>To produce well-structured and organised writing.</p> <p>To write in an informal and formal style.</p> <p>To select from a wide range of known imaginative and ambitious vocabulary.</p> <p>To use paragraphs consistently and appropriately.</p> <p>To group things appropriately before or after a main verb.</p> <p>To join writing neatly and legibly (joining and spacing letters correctly, ensuring ascenders and descenders do not touch)</p> <p>Sentences punctuated accurately with capital letters, full stops, question marks and exclamation marks.</p> | <p>To write for a range of purposes.</p> <p>To use paragraphs to organise ideas.</p> <p>To describe settings and characters in narratives.</p> <p>To use simple devices to structure writing and support the reader in non-narratives.</p> <p>To use capital letters, full stops, question marks, commas for lists and apostrophes for contraction mostly correctly</p> <p>To spell correctly most words from the year 3 / year 4 spelling list,</p> <p>To spell correctly some words from the year 5 / year 6 spelling list</p> <p>To write neatly and legibly with increasing speed.</p> |

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| <p>Hears and identifies medial sounds in words.</p> <p>Links letters to sounds.</p> <p>Writes the sounds in CVC words in the correct order.</p> <p>Writes a label or caption.</p> <p>To use phonic knowledge to write words in ways which match spoken sounds.</p> <p>Writes some tricky words correctly.</p> <p>Includes finger spaces between words.</p> <p>Writes simple sentences.</p> <p>Writes sentences that can be read by themselves and others.</p> <p>Correctly spells some irregular but high frequency words.</p> <p>Beginning to use capital letters for</p> | <p>Expected</p> | <p>To leaves spaces between words.</p> <p>To ensure letter size, shape and orientation are controlled.</p> <p>To confidently write captions, labels and attempts other simple forms of writing.</p> <p>To write narratives about personal experiences (real life and fictional)</p> <p>To check writing to ensure makes sense by orally rehearsing sentences</p> <p>To spell most common words correctly (most R / Y1 High Frequency words and the words on Year 1 list in the N.C. Appendix 1).</p> <p>To make recognisable attempts at spelling words not known.</p> <p>To write simple texts such as lists, stories, reports, recounts (a paragraph or more).</p> <p>To show awareness of how full stops are used in writing.</p> <p>To be able to use ANY conjunction to join 2 simple ideas.</p> <p>To edit writing in order to make improvements to spelling, and simple punctuation.</p> | <p>To write simple, coherent narratives about personal experiences and those of others (real or fictional)</p> <p>To write about real events, recording these simply and clearly</p> <p>To demarcate most sentences with: capital letters and full stops</p> <p>To use question marks correctly when required</p> <p>To use present and past tense mostly correctly and consistently</p> <p>To use co-ordination (or / and / but) using some subordination (when / if / that / because)</p> <p>To segment spoken words into phonemes and represent these by graphemes,</p> <p>To spell these words correctly and make phonically-plausible attempts at others</p> <p>To spell many common exception words*</p> <p>To form capital letters and digits of the correct size,</p> <p>To use correct orientation and relationship to one another and to lower-case letters.</p> <p>To use spacing between words that reflects the size of the letters</p> <p>To edit and redraft writing in order to make</p> | <p>To use interesting and ambitious vocabulary.</p> <p>Can use most punctuation accurately including: Full stops Capital letters Question marks Exclamation marks Commas Apostrophes (possession)</p> <p>To structure and organise work clearly.</p> <p>To begin to adapt form and style for purpose, (e.g. <i>clear difference between formal and informal letters; abbreviated sentences in notes and diaries</i>).</p> <p>To join handwriting neatly and legibly using appropriate diagonal and horizontal strokes.</p> <p>To use a range adjectives.</p> <p>To use a range adverbs.</p> <p>Can spell phonetically regular, or familiar common polysyllabic words accurately and most or all of the Year 3 words in the N.C. Appendix 1.</p> <p>To develop characters and describe settings, feelings and / or emotions.</p> <p>To begin to link and relate events, including past, present and future, sensibly, (afterwards, before, also, after a while, eventually...).</p> | <p>To ensure ideas organised appropriately according to text type (e.g. paragraphed, use of bullets)</p> <p>To use a wide range of punctuation including at least 3 of the following: Full stop Capital letters Question mark Exclamation mark Apostrophe (regular and irregular possession) Inverted commas/speech marks Commas to mark clauses or phrases</p> <p>To use more sophisticated conjunctions, (e.g. although, however, nevertheless, despite, contrary to, as well as etc).</p> <p>To use links to show time and cause.</p> <p>To use a variety of sentence openers.</p> <p>To confidently use complex sentences.</p> <p>To be able to spell unfamiliar regular polysyllabic words accurately and most or all of the Year 4 words in the N.C. Appendix 1.</p> <p>Can use nouns, pronouns and tenses accurately and consistently throughout.</p> <p>To join writing neatly and legibly (joining and spacing letters correctly, ensuring ascenders and descenders do not touch)</p> | <p>To confidently choose relevant formality for writing.</p> <p>To use all grammar accurately except when consciously using dialect or colloquialism.</p> <p>To join writing neatly and legibly with increasing speed</p> <p>To conclude work appropriately.</p> <p>To use complex sentence structures appropriately, varying sentence length and word order.</p> <p>To use a wider range of punctuation, almost always accurately, to include 3 or more of the following:</p> <p>Comma Apostrophe Bullets Inverted commas Hyphen Brackets Colon Semi-colon Dash Ellipsis</p> <p>To spell accurately in all but the most complex words.</p> <p>To spell most or all of the Year 5 the N.C. Appendix 1.</p> <p>To begin to use the passive voice appropriately.</p> <p>To use a range of narrative techniques with confidence, (e.g. action, dialogue, quotation, formal or informal style, aside, observation, suspense).</p> | <p>To write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader</p> <p>To describe settings characters and atmosphere in narratives.</p> <p>To integrate dialogue in narratives to convey character and advance the action.</p> <p>To punctuate speech correctly.</p> <p>To select vocabulary and grammatical structures that reflect what the writing requires.</p> <p>To use passive verbs to affect how information is presented (narratives).</p> <p>To use modal verbs to suggest degrees of possibility.</p> <p>To use a range of devices to build cohesion.</p> <p>To use verb tenses consistently and correctly throughout writing.</p> <p>To use the range of punctuation taught at key stage 2 mostly correctly.</p> <p>To spell correctly most words from the year 5 / year 6 spelling list.</p> <p>To use a dictionary to check the spelling of uncommon or more ambitious vocabulary.</p> |
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| <p>the start of own name or a sentence.</p> <p>Beginning to use full stops.</p> | | | <p>improvements to spelling, and simple punctuation.</p> | <p>To edit and redraft writing in order to make improvements to spelling, and simple punctuation and begin to think about sentence structure.</p> | <p>To edit and redraft writing in order to make improvements to spelling, punctuation and begin to think about sentence structure.</p> | <p>To use literary features to create effect, (e.g. alliteration, onomatopoeia, figurative language, dialect, metaphor, simile).</p> <p>To edit and redraft writing considering spelling, punctuation, sentence structure and word choice</p> | <p>To maintain legibility in joined handwriting when writing at speed.</p> <p>To edit and redraft writing to impact the reader</p> |
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| | <p>Exceeding</p> | <p>To ensure pre-cursive letters are formed correctly, are a regular size, shape and orientation.</p> <p>To begin to use appropriate vocabulary and be able to explain their choice of words.</p> <p>To demarcate most sentences correctly with capital letters, full stops, question marks and exclamation marks to punctuate sentences.</p> <p>To be able to produce a paragraph or more of developed ideas independently that can be read without help from the child.</p> | <p>To write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing</p> <p>To make simple additions, revisions and proof-reading corrections to their own writing</p> <p>To use a range of punctuation mostly accurately:</p> <p>commas to separate items in a list apostrophes to mark singular possession in nouns Apostrophes to mark where letters are missing in spelling (contracted forms) Exclamation marks</p> <p>To spell most common exception words*</p> <p>To add affixes to spell most words correctly in their writing, e.g. -ment, -ness, -ful, -less, -ly *</p> <p>To use the diagonal and horizontal strokes needed to join some letters.</p> | <p>To attempt to give opinion, interest or humour through detail.</p> <p>To use generalising words for style, (e.g. sometimes; never) and / or modal verbs / the conditional tense (e.g. might do it; may go; could rain; should win)</p> <p>Is beginning to develop a sense of pace (lively and interesting).</p> <p>To correctly use inverted commas for punctuating direct speech.</p> | <p>To select from a range of known adventurous vocabulary for a purpose, with some words are particularly well chosen.</p> <p>To use a range of narrative techniques with confidence, (e.g. action, dialogue, quotation, formal or informal style, aside, observation, suspense).</p> <p>To begin to advise assertively, although not confrontationally, in factual writing, (e.g. 'An important thing to think about before deciding...; 'We always need to think about...').</p> <p>To confidently choose relevant formality for writing.</p> | <p>To confidently write for a range of audiences and purposes showing an established 'voice'.</p> <p>To begin to use cohesive devises to build links between writing.</p> <p>To use correct punctuation to show division between clauses.</p> | <p>To write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing.</p> <p>To distinguish between the language of speech and writing and choose the appropriate register.</p> <p>To exercise an assured and conscious control over levels of formality. <i>(particularly through manipulating grammar and vocabulary to achieve this)</i> to use the range of punctuation taught at key stage 2 correctly to avoid ambiguity.</p> |
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Speaking and Listening

The national curriculum for English reflects the importance of spoken language in pupils' development across the whole curriculum – cognitively, socially and linguistically. Spoken language underpins the development of reading and writing. The quality and variety of language that pupils hear and speak are vital for developing their vocabulary and grammar and their understanding for reading and writing. Teachers should therefore ensure the continual development of pupils' confidence and competence in spoken language and listening skills. Pupils should develop a capacity to explain their understanding of books and other reading, and to prepare their ideas before they write. They must be assisted in making their thinking clear to themselves as well as to others and teachers should ensure that pupils build secure foundations by using discussion to probe and remedy their misconceptions. Pupils should also be taught to understand and use the conventions for discussion and debate. All pupils should be enabled to participate in and gain knowledge, skills and understanding associated with the artistic practice of drama. Pupils should be able to adopt, create and sustain a range of roles, responding appropriately to others in role. They should have opportunities to improvise, devise and script drama for one another and a range of audiences, as well as to rehearse, refine, share and respond thoughtfully to drama and theatre performances. Statutory requirements which underpin all aspects of spoken language across the six years of primary education form part of the national curriculum. These are reflected and contextualised within the reading and writing domains which follow.

Characteristics:

- An exceptional talent for listening attentively so as to understand what is being said.
- A rich and varied vocabulary that gives clarity and interest to conversations.
- Clear speech that can be easily understood by a range of audiences.
- An excellent grasp of the rules used in English conversation, such as tenses and the grammatical structure of sentences.
- A highly developed ability to tell stories that capture the interest and imagination of the audience.
- A delight in initiating and joining in conversations.
- Respect for others when communicating, even when views differ.

The following skills should be developed and modelled within the appropriate year groups. Skills are sequential and designed to ensure children can access the range of interactive speaking and listening strategies detailed below.

| EYFS | | Y1 | Y2 | Y3 | Y4 | Y5 | Y6 |
|---|--|---|---|---|---|---|--|
| <p>Sit properly.</p> <p>Take turns</p> <p>Listen to teachers/peers.</p> <p>Make contributions to discussions.</p> <p>In family groups, tell friends about personal experiences.</p> <p>Adults must: Modelling language types</p> <p>Modelling whole speech sentences</p> | <p>Know what a review is and know its purpose.</p> <p>Work with a partner in a range of games and activities.</p> <p>Recognise that reviews can take place in a range of places and situations and be able to adjust to this.</p> <p>Understanding the meaning of purposeful and paired talk</p> <p>Work independently for 15 mins</p> | <p>Collaborate in pairs.</p> <p>Collaborate in 2's to 4's to share findings with others.</p> <p>Understand the concept of A/B talk and feedback.</p> <p>Know and use response strategies of hands up, think think/talk</p> <p>Work in dependently for 20 mins</p> | <p>Respond to other adults/teachers</p> <p>Discuss in pairs and 2s to 4s</p> <p>Listen and evaluate rather than waiting to talk.</p> <p>Know that to listen they need to put all their equipment down and face the speaker.</p> <p>Read own text to peers and adults.</p> | <p>Paired talk A/B</p> <p>Discussion in 2s to 4s.</p> <p>Swap texts to read their partners' Collaborative discussions and presenting work to the own groups.</p> <p>Following and giving instructions</p> <p>Self-review of own work.</p> | <p>Paired talk A/B</p> <p>Discussion in 2s to 4s</p> <p>Regular use of envoying approached and styles hot seating, jigsawing, eavesdropping)</p> <p>Take part in group presentations to the class.</p> <p>Working towards becoming "experts"</p> <p>Self-review of own work.</p> <p>Review of Peers' work</p> | <p>Collaborate as pairs to – plan/do /review.</p> <p>Collaborate as a group to – plan/do /review.</p> <p>Take turns to lead discussions within groups</p> <p>Regular use of "experts" and presenting to other groups.</p> <p>Share tasks for extended periods.</p> <p>Develop ideas on learning styles.</p> | <p>Recognise and use social dynamics learning styles.</p> <p>Present work and ideas confidently as reviews or plenaries using a range of techniques.</p> <p>Develop presentations using suitable visual aids and I.T.</p> <p>Be able to summarise discussions and presentations of others.</p> |

Paired talk- Talk partners

Constant encouragement and development of natural of pairs and introduction to formal speaking and listening (1/2, A/B taking turns)

Envoying within pairs/talk partners

Once Pairs have completed a task, one takes and shares ideas with new partner.

Rainbow Groups

Groups discuss a topic. Pupils regroup by number, so new groups are made up of representatives of every original group. Individual take turns to report back to each other (like all pupils becoming envoys)

Role Play

Pupils taking on and immersing in different characters

Listening Triangles

In groups of 3, children take on the role of a:

Speaker: who explains the topic

Questioner: who finds areas for clarification of further details

Notetaker: observes how effectively they fulfil their roles and reports back at the end.



Hot Seating

One pupil in "role" character or "expert". Other pupils ask questions. – can be linked to envoying or creative range of talk partners

Jigsawing

Home groups of children work together, and each child is given a question in a topic. Expert groups return to home groups to share

Scan and Check

Paired work: each pupil has information.
Scan quickly (max 5 mins)
1 minute to tell partner what you've found out
Partner feedback to class.

Yes/No questions

To practise asking questions, improve listening skills and reinforce a growing number of words relating to the topic.

Snowballing

Children first talk in pairs to develop initial ideas. Pairs double up to fours to build on ideas. Fours double up to tell other groups about their groups' ideas.

Thought Shower

Quick collection of ideas from members of a group.

Mini presentation

Groups must collect and present certain information. They need to discuss and decide on different jobs.